This report presents the results of a needs assessment study on comprehensive drug education conducted for a small rural K-8 school. A brief review examines the literature on drug and alcohol abuse among rural youth. Parents, teachers, and students were surveyed to assess their needs, interests, and knowledge of drug and alcohol abuse. Twenty percent of children in grades kindergarten through three and 43% of older children reported having tasted beer while 13% of second graders and 19% of children in grades four through eight had tried cigarettes. All students cited parents as the first source they would go to for information about drugs, although as students increased in age they more frequently cited other sources of information. Ninety percent of parents believed drug education should occur in the schools. Parents believed educational programs should focus on facts about drugs, their harmful effects on the body, drinking and driving, and the legal ramifications of drug use. The report recommends a parent education program, since parents are cited most frequently as a source of information about drugs and alcohol. Recommended goals for school drug and alcohol education programs include identification of sources of drugs; identification of people who are reliable sources of information; description of the effects of drugs on the body; and demonstration of positive, independent, decision-making skills. The report recommends that a drug education committee select curriculum materials to meet the objectives of the comprehensive drug education program. (Thirty-five references are listed, and the appendixes contain six questionnaires, a table of results, and a list of recommended curriculum materials.) (DP)
A DRUG EDUCATION NEEDS ASSESSMENT IN A RURAL ELEMENTARY SCHOOL SYSTEM:
RESULTS AND CURRICULUM RECOMMENDATIONS

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EXECUTIVE SUMMARY

This report describes the results of a needs assessment study conducted by large midwestern university in the fall of 1987 for a small rural kindergarten through grade eight school. The report begins with a brief review of the relevant literature concerning rural youth drug and alcohol use, youth drinking and driving, and the needs assessment process. The methods used in the study are described next, including a description of the study sample, needs assessment design, data collection instruments, and the data collection procedures. Results are discussed next.

Major findings include:

K-3 Grades

- 95% identified alcohol as harmful
- 97% identified cigarette smoking as harmful
- 20% reported that they had tasted beer
- 13% of the 2nd graders had tried cigarettes
- 44% indicated that their teachers have talked about alcohol use at school
- Parents were cited most frequently as the source they would go to for information about drugs

4-8 Grades

- 90% said alcohol was harmful
- 97% said cigarette smoking was harmful
- 43% had tried beer, wine (28%) or liquor (17%)
- 19% had tried cigarettes
- 18% said their peers had used alcohol
- Students cited parents most frequently as source of drug information

As students increased in age, they more frequently cited teachers, doctors, or other relatives as sources of information concerning drugs or alcohol.

Parent Results

- 90% indicated that drug education should occur in the schools
- 80% said it should occur each school year
The parents indicated that the educational programs should focus on:

1) the facts about drugs (93.5%)
2) harmfulness of drugs (92%)
3) drug effects on the body (92%)
4) drinking and driving (90%)
5) legal aspects of drug use (84.5%),

Recommendations:

This study has established the need for a drug education program in the school system. Alcohol and cigarettes are clearly being used in this population, therefore, it is important to establish and implement a comprehensive prevention program for these students. Based on the results of this study, the following recommendations are made:

1. A parent education program should be implemented since parents are cited most frequently as a source of information about drugs and alcohol.

2. The program should begin at the kindergarten level, and continue throughout the high school years. Goals for the different age groups include:

   (k-3 grades)
   a. identify various sources of drugs.
   b. identify people who are reliable sources of information.
   c. express refusal statements for offered drug use.

   (4 - 8 grades)
   a. describe the effects of drugs on the body.
   b. demonstrate positive decision-making skills.
   c. exhibit attitudes independent of peers and advertisement influence.
   d. express refusal statements for offered drug use.

3. The school should establish a drug education committee (comprised of teachers, administrators, parents, and significant community members) to review this report, assess the appropriateness of the recommendations, and consider curriculum materials to meet the goals and objectives for the comprehensive drug education program.
INTRODUCTION

Although the majority of research studies concerning alcohol and drug abuse have concentrated on urban populations, substance abuse problems are not confined to the cities (Nyberg, 1979). Recent research has clearly demonstrated that there is a substance abuse problem in rural America (e.g., Kirk, 1979; McIntosh, Nyberg, Fitch, Wilson, & Staggs, 1979; Napier et al., 1981, 1983, 1984; Sarvela & McClendon, 1983, 1987a, 1987b; Sarvela, Takeshita, & McClendon, 1986; Tolone & Dermott, 1975; Winfree & Griffiths, 1983). More importantly, studies have shown that former rural/urban differential drug and alcohol abuse rates are no longer present (NIDA, 1981) and in some cases, rural use rates (i.e., heavy weekly drinking) exceed rates of urban regions (Lowman, 1981). For example, Globetti, Alsikafi, and Morse (1978) found that rural youth drink less frequently than urban adolescents, but in much larger quantities.

Alcohol appears to be the drug of choice of most rural youth (i.e., Sarvela & McClendon, 1987a); linked to the high rates of youth drinking are problems associated with drinking and driving. Alcohol was related to 50 to 55% of the 45,600 motor vehicle deaths which occurred in 1985. In addition, alcohol was a contributing factor to over 1,700,000 disabling injuries, and, in 1985, alcohol-related traffic accidents cost the United States approximately 12 billion dollars (National Safety Council, 1986). Drinking and driving is particularly problematic among our Nation's youth, because young people frequently drink away from home, and often in cars (Smart, Gray, & Bennett, 1978). Traffic accidents are the leading cause of death among young people in the US today (Small, 1982) with 45 to 60 percent of the accidents related to alcohol (Douglass, 1982).

Even though 2/3 of all 1985 motor-vehicle deaths occurred in rural areas (National Safety Council, 1986), only one recent study (Sarvela, Newcomb, & Duncan, in press) has focused on problems concerning rural youth drinking. The findings from this study suggested that approximately 19% of the sample (622 junior and senior high school students in northwest Ohio) had driven under the influence of alcohol and 35% had ridden in a car with an intoxicated school-aged driver. Fully 35% had refused a ride from a friend who was intoxicated, while 43% had tried to stop a drunk friend from driving. As grade level increased, the frequency of each alcohol-related behavior increased substantially (p < .01) with almost 50% of the 11th and 12th grade sample having driven a car while intoxicated at least one time. These findings, coupled with the results of a recent Gallup poll which indicated that Americans believe drug use in the schools is the number one problem in our public schools today (Gallup, 1986), clearly suggest that health education specialists must provide drug and alcohol abuse prevention programs for the rural youth population.
Needs Assessment

Given the problems related to drug and alcohol abuse, a number of studies have been conducted examining the effects of drug and alcohol education programs on behavior. Some studies report actual substance use increases after program completion while others suggest no change or a decrease in use (Hanson, 1980; Hewitt, 1982; Wallack & Corbett, 1987).

Wallack and Corbett (1987) found in their review of the alcohol and drug education literature that smoking prevention programs have been the most successful substance abuse education programs. They suggest that other types of drug education programs (e.g., alcohol or marihuana programs) may be able to build upon the strategies and methods used in these programs. They cite the work of Botvin (i.e., Botvin & Eng, 1982) as an example of a smoking prevention program that shows promise. In this type of program, the curriculum focuses on factors such as skills to resist social pressure, coaching students how to deal with social anxiety, and increasing knowledge of the consequences of smoking.

One important element of the curriculum building process is the needs assessment (Sarvela & Griffiths, 1988). Although there is no consensus in the curriculum and evaluation field as to what exactly needs assessment is, or how it is defined (Kaufman, 1983), it will be defined here as a method used to:

- identify target population needs
- establish program priorities
- outline the goals and objectives of the program to be developed
- provide a "blueprint" for the design and development of the curriculum
- provide standards to be used in the assessment of the completed curriculum project

From the health education perspective, needs assessments can be thought of as a set of procedures used by public health specialists to give a "physical" to a community, school, or other target population, and to provide recommendations for the solutions of problems detected during the analysis (Sarvela & Griffiths, 1988).

This report describes the results of a needs assessment study conducted for a small, rural community in the midwest. The following sections describe the methods used in the study, the results of the needs assessment, as well as recommendations for the development of a comprehensive drug education program for the students. Data collection instruments and other supporting materials used in the study are found in the Appendix.

-4-
METHOD

Sample. Three groups of subjects were studied in this project: students, parents, and teachers. All students attending class during the scheduled day of data collection answered the survey. All parents were sent a questionnaire hand-carried by the students. The administrator for the school handed out all the questionnaires to the teachers. (Note: teacher results are not included in this study because of the low return rate of the questionnaires.)

Needs Assessment Design. Data were collected using a general cross-sectional survey research design. This method was selected because of its relatively low cost, and its ability to gather data from large numbers of people in a relatively short period of time. All data were collected during the fall, 1987 academic year.

Data Collection Instruments. A specific data collection instrument was designed and developed by health education graduate students from a large midwestern university for each target group, to best assess the needs, interests, and knowledge of the population. Each instrument was pilot-tested on a similar population group. Revisions of the instruments were made based upon the results of the pilot tests. Content validity was established through face and consensual validity procedures. Based on a literature review, it was decided to concentrate on alcohol and smoking, as they are the substances most frequently used by this age group. Copies of the instruments are found in the appendix.

Two student instruments were developed: (1) a kindergarten-3 grade and (2) 4-8 grades. The K-3 questionnaire consisted of 4 pictorial questions, 19 closed-ended questions, and 5 open-ended questions. The 4-8 grade questionnaire was made up of 24 closed-ended questions, and 5 open-ended questions. Reliability of the instruments, based on pilot test results, was found to be .689 for the K-3 instrument and .733 for the 4-8 instrument, using the KR-20 reliability coefficient.

The parent's questionnaire consisted of 21 items focusing on smoking education programs and 19 items concerning alcohol education. The questionnaire contained primarily yes/no and multiple-choice items. At the end of each section, respondents were asked to add any additional comments they had concerning smoking and alcohol education programs. Reliability of the instrument was evaluated using the KR-20 test. (Reliability results were .82 for alcohol items and .65 for smoking items). Stability reliability of the questionnaire was assessed using the test-retest method, with an overall test-retest correlation of .91 for alcohol items and .96 for smoking items.

The educators' questionnaire consisted of 5 parts, assessing their perceptions of the: (1) present curriculum, (2) curriculum
Needs Assessment

desired, (3) what should not be taught, (4) resource material, and (5) personal data. The 26 questions were either dichotomous, multiple choice, or open ended. Based on pilot-test results, the test-retest reliability of the instrument was estimated at .91.

All questionnaires were reviewed by the local school board and the superintendent. Items were revised in accordance with their recommendations, and then approved for distribution to the students, parents, and teachers.

Data Collection Procedures. Student data were collected from all k-8 students by graduate students from the Department of Health Education at a large midwestern school. For the k-3 sample, students were individually interviewed by the graduate students. For the 4-8 sample, the survey was administered to the total class by a graduate student. The parent and teacher surveys were self-administered. Each parent/teacher survey included a stamped, self-addressed envelope to return the completed form to the Health Education Department office at the university. All data were collected in a uniform manner, to enhance the overall reliability of the study results (Green & Lewis, 1986).

Data Analysis Procedures. All data were coded from the questionnaire forms to scan-tron sheets, which were then read by an optical scanning machine. Data were analyzed in terms of raw frequencies, percentages, means and standard deviations, as well as selected item analysis and reliability procedures. Results for the open-ended questions which appear at the end of the student surveys are presented in terms of clusters, trends, and common answers given for each response.
RESULTS AND DISCUSSION

Grades K-3 Results. Fully 95% of this age group identified alcohol as harmful, and an even greater percentage (97%) indicated that cigarette smoking was harmful to one's health. Twenty percent of these students claimed to have tasted beer, however, due to comments made to the interviewers, it is quite possible that some of the students confused beer with root beer. Thirteen percent of the 2nd graders said they had tried cigarettes at least one time.

Forty-four percent of the students indicated that their teachers have talked about alcohol use at school, with awareness of alcohol education very high in the second grade (81%).

In the picture part of the survey, a majority of the students were able to say that wine and cigarettes "might hurt you," however, none of the k-3 grade students identified coca cola as containing a drug, despite the high concentration of caffeine in the beverage.

The k-3 results regarding forced-choice items are found in Table 1.

<table>
<thead>
<tr>
<th>TABLE 1: SURVEY RESULTS OF GRADES K-3 (expressed in percentages)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level</td>
</tr>
<tr>
<td>Number in Each Class</td>
</tr>
<tr>
<td>identify wine as harmful</td>
</tr>
<tr>
<td>identify cigs as harmful</td>
</tr>
<tr>
<td>identify tobacco forms</td>
</tr>
<tr>
<td>identify drugs</td>
</tr>
<tr>
<td>tasted beer</td>
</tr>
<tr>
<td>tasted wine</td>
</tr>
<tr>
<td>tasted liquor</td>
</tr>
<tr>
<td>identify alcohol as harmful</td>
</tr>
<tr>
<td>alcohol education in school</td>
</tr>
<tr>
<td>alcohol advertisement on TV</td>
</tr>
<tr>
<td>alcohol advertisement in print</td>
</tr>
<tr>
<td>peer use of alcohol</td>
</tr>
<tr>
<td>cigarette experimentation</td>
</tr>
<tr>
<td>identification of cig. as harmful</td>
</tr>
<tr>
<td>cigarette education in school</td>
</tr>
<tr>
<td>cigarette advertisement in print</td>
</tr>
</tbody>
</table>
Needs Assessment

Results from the open-ended questions for the K-3 grade levels were as follows:

Kindergarten

A majority of students would ask their parents, grandparents, or a grown-up questions about alcohol, cigarettes, or drugs. Responses to being given a can of beer or cigarette were all negative, with many students indicating they would throw the beer or cigarette away, or jump on it. Most students had no idea of why people drink or smoke.

Grade 1

As with the kindergarten students, a majority of the 1st graders would ask their parents or grandparents questions about alcohol, cigarettes, or drugs. However, several responses were "don't know," or "nobody." Most responses regarding being given a can of beer or cigarette were negative, however, there were several "don't know" responses for each. Again, most students had no idea why people drink or smoke, but a few students did say that people used drugs to be drunk, because beer tastes good, to get high, and because they think it's good for them.

Grade 2

Most would ask parents about drugs, however, the pastor, doctor and teacher were now included. All responses to being given a can of beer or cigarette were negative, with most saying they would "throw it away." Most still have no idea why people drink or smoke, however, some students said they drink or smoke to feel good, to be killed, and to be cool.

Grade 3

Parents are still the primary source of information about drugs and alcohol, however, new choices include friends and "court." One student would ask grandpa because he smokes alot. All responses to being given a can of beer were negative except one. This individual "would probably drink it, I don't know." Responses to being given a cigarette were very strong. Not only would they not take it, but most want to throw it down and stomp on it or something similar. There are fewer "I don't know" responses as to why people drink or smoke, with several suggesting that people drink and smoke because think they're big, it helps them feel grownup, and if they start "it might make a habit."

Grade 4-8 Results. As would be expected, a much larger percentage of students had tried beer (43%), wine (28%) or liquor (17%) than did the k-3 sample. Eighteen percent of the 4-8 students said their peers had used alcohol, with peer use of alcohol jumping from 15% in grade 7 to 58% in grade 8. Cigarette smoking
Needs Assessment

Experimentation was 19% for grades 4-8, with grade 7 reporting 45%. Peer use of cigarettes was identified in grade 7 at 30%, and in grade 8 at 50%, much higher than reported self use. Parallel to the k-3 findings, a large percent were able to indicate that alcohol (90%) and cigarette (97%) use was harmful.

A large percent of the students in grades 6 and 8 indicated that alcohol education took place in the schools, while responses to the smoking education at school item was highest in grades 6 and 8.

Acceptance of alcohol from parents increases in approval from 8% to 25% between grades 5 and 6. Acceptance of alcohol from peers increases in approval from 0% to 15% between grades 6 and 7, however only 8% approve in grade 8.

Experimentation or use of cigarettes increases from 4% to 25% between grades 5 and 6. Reported peer use of cigarettes increases from 8% to 30% between grades 6 and 7. The attitude that cigarette smoking is harmful changed from 100% in grade 7 to 75% in grade 8.

TABLE 2: SURVEY RESULTS OF GRADES 4-8 (expressed in percentages)

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Each Class</td>
<td>21</td>
<td>25</td>
<td>12</td>
<td>20</td>
<td>12</td>
<td>89</td>
</tr>
<tr>
<td>tasted beer</td>
<td>33</td>
<td>13</td>
<td>42</td>
<td>75</td>
<td>67</td>
<td>43</td>
</tr>
<tr>
<td>tasted wine</td>
<td>24</td>
<td>17</td>
<td>17</td>
<td>45</td>
<td>42</td>
<td>28</td>
</tr>
<tr>
<td>tasted liquor</td>
<td>10</td>
<td>0</td>
<td>33</td>
<td>15</td>
<td>50</td>
<td>17</td>
</tr>
<tr>
<td>identify alcohol as harmful</td>
<td>95</td>
<td>96</td>
<td>92</td>
<td>80</td>
<td>83</td>
<td>90</td>
</tr>
<tr>
<td>alcohol education in school</td>
<td>14</td>
<td>17</td>
<td>42</td>
<td>25</td>
<td>58</td>
<td>27</td>
</tr>
<tr>
<td>alcohol ok from parents</td>
<td>5</td>
<td>8</td>
<td>25</td>
<td>25</td>
<td>25</td>
<td>16</td>
</tr>
<tr>
<td>alcohol ok from peers</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>15</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>alcohol ads on TV</td>
<td>95</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>99</td>
</tr>
<tr>
<td>alcohol ads in print</td>
<td>86</td>
<td>92</td>
<td>100</td>
<td>95</td>
<td>100</td>
<td>93</td>
</tr>
<tr>
<td>ridden in car with drinker</td>
<td>29</td>
<td>29</td>
<td>17</td>
<td>25</td>
<td>33</td>
<td>27</td>
</tr>
<tr>
<td>peer use of alcohol</td>
<td>14</td>
<td>8</td>
<td>8</td>
<td>15</td>
<td>58</td>
<td>18</td>
</tr>
<tr>
<td>experimented with cigarettes</td>
<td>5</td>
<td>4</td>
<td>25</td>
<td>45</td>
<td>25</td>
<td>19</td>
</tr>
<tr>
<td>identify cigarettes as harmful</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>75</td>
<td>97</td>
</tr>
<tr>
<td>cigarette education in school</td>
<td>29</td>
<td>42</td>
<td>67</td>
<td>55</td>
<td>75</td>
<td>49</td>
</tr>
<tr>
<td>cigarette smoking grownup</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>0</td>
<td>3</td>
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<tr>
<td>cigarette smoking make popular</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>10</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>cigarette advertisement in print</td>
<td>90</td>
<td>100</td>
<td>92</td>
<td>100</td>
<td>92</td>
<td>96</td>
</tr>
<tr>
<td>peer use of cigarettes</td>
<td>5</td>
<td>4</td>
<td>8</td>
<td>30</td>
<td>50</td>
<td>17</td>
</tr>
</tbody>
</table>
Needs Assessment

Results of the open-ended questions for grades 4-8 are as follows:

Grade 4

Most 4th graders would still ask parents if they had a question about drugs. New information sources include brothers, and someone who doesn’t smoke or do drugs. All responses to being given a can of beer or cigarettes were negative, with many students saying no, and others saying running away after saying no. Several students also said they would say "you’re crazy," or "get lost." Several felt a need to tell someone, like their mother. There were still a few "I don’t know responses" to why people drink and smoke, while other responses included: because they become more stupid, they think it makes them great, they think they are smart, they think it is fun. Some want to go to the hospital, don’t know what could happen, they don’t want to live or they want to die, weird, and it’s a popular habit.

Grade 5

Parents again were cited most frequently to ask about drugs questions. New responses include a friend that does not do it, a person who studies drugs, and people I trust. All responses to being given a can of beer or cigarettes were negative. Many also saying no, running away, and telling someone. Many still have no idea why people smoke or drink. New responses include to get your mind off people, to impress a girl or boyfriend, to look older, to show off, to be popular, to be a hot shot, because they’re at a party, to feel relaxed and calm down, habit, and because friends do.

Grade 6

Most would still ask parents or grandparents if they had a question about drugs an alcohol, as well as close relatives and teachers and doctors. All responses to being given a can of beer or cigarettes were negative. Most said to say no, followed by walking away, a comment on detrimental effects to the body, or a derogatory comment. With regard to why people smoke or drink, most thought they did it to be cool or popular. New responses included: to have a good time, to be tougher than others, for fun, can’t help it, hooked, because parents do, to be different, and don’t know it’s bad for them.

Grade 7

Most students would ask parents, grandparents or relatives questions about drugs. New responses include the organization SADD. Responses to accepting a can of beer were much more positive. Over 25% would taste or drink it. In response to being given a cigarette, only one would smoke it. Most responses as to why people drink or smoke were: to get drunk, to act grown up or cool, to become addicted,
and to calm down. New responses included to celebrate, and to kill
themselves slowly.

Grade 8

As with the earlier responses, most would students would ask
parents, relatives or teacher if they had a question about drugs.
Responses to accepting a can of beer or cigarette were mixed; some
would accept a can of beer if it was from parents or someone in their
family, several would take it and drink it, one would drink it and
throw up. Fifty-eight percent would refuse it. Most of the responses
to cigarette smoking were negative, but several would take it, and
when their peer was gone throw it away. New responses as to why people
smoke and drink included: because of stress, thirsty, and to be a
stud.

Parents

Open-ended items concerning recommendations for improvement in the
school drug education program included: preventive education, use of
current up-to-date facts and figures, projects to show effects, the
facts of what drugs do to and for an individual, films and movies on
the effects of drugs, activities for involvement, and implementation
of this type of education in the curricula. One parent expressed the
opinion that the only source of truth is the Bible, and that people
must be changed from within. Recommendations from several parents
included the expectation that the teacher be a role model, and that
these topics should only be taught by non-smokers and non-drinkers.
Inservice training for teachers was seen as necessary. Ex-drug users
or reformed alcoholics were recommended by several as speakers.
Parents perceive their children’s current sources of information on
drugs as coming from the home and family members (80%), followed by
TV, church and school, peers and magazines.
TABLE 3: RESULTS OF PARENT SURVEY  
N = 40  
(expressed in percentages)

<table>
<thead>
<tr>
<th>RESPONSE PER SUBSTANCE</th>
<th>alcohol</th>
<th>cigarette</th>
</tr>
</thead>
<tbody>
<tr>
<td>education should be at home</td>
<td>92</td>
<td>92</td>
</tr>
<tr>
<td>education should be at church</td>
<td>67</td>
<td>60</td>
</tr>
<tr>
<td>education should be in community</td>
<td>80</td>
<td>82</td>
</tr>
<tr>
<td>education should be at school</td>
<td>92</td>
<td>88</td>
</tr>
<tr>
<td>education by school teachers</td>
<td>35</td>
<td>42</td>
</tr>
<tr>
<td>education by experts</td>
<td>85</td>
<td>88</td>
</tr>
<tr>
<td>education should include facts</td>
<td>92</td>
<td>95</td>
</tr>
<tr>
<td>education should stress harm</td>
<td>92</td>
<td>92</td>
</tr>
<tr>
<td>education should stress personal choice</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>education should stress responsible use</td>
<td>52</td>
<td>52</td>
</tr>
<tr>
<td>education should stress abstinence</td>
<td>40</td>
<td>77</td>
</tr>
<tr>
<td>education should include effects on body</td>
<td>92</td>
<td>92</td>
</tr>
<tr>
<td>education should include law and use</td>
<td>92</td>
<td>77</td>
</tr>
<tr>
<td>education should include drinking &amp; driving</td>
<td>92</td>
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<tr>
<td>education should include chemical makeup</td>
<td>NA</td>
<td>82</td>
</tr>
<tr>
<td>education should include social aspects</td>
<td>77</td>
<td>72</td>
</tr>
<tr>
<td>education should include facts about diff. types</td>
<td>80</td>
<td>89</td>
</tr>
<tr>
<td>cigars</td>
<td>88</td>
<td></td>
</tr>
<tr>
<td>smokeless pipe</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>education should begin at grade</td>
<td>K-2</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>3-5</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>6-8</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>high</td>
<td>7</td>
</tr>
<tr>
<td>frequency of education</td>
<td>never</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>1 time</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>each school year</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>every other year</td>
<td>20</td>
</tr>
</tbody>
</table>
RECOMMENDATIONS

Target Population Needs. This study has established the need for a drug education program in the school system. Alcohol and cigarettes are clearly being used in this elementary population, and it is important to develop and implement a comprehensive prevention program for these students.

Goals. Based on the results of this needs assessment, the following broad goals are recommended to be established as a part of the curriculum:

1. Establish the drug education curriculum as a part of the total school curriculum, preferably, integrated with the school health program.

2. Develop lifeskills in students

3. Present information on alcohol, tobacco, and other drugs, in a manner that students in grades K-3 will be able to:
   a. identify various sources of drugs
   b. identify people who are reliable sources of information
   c. express refusal statements for offered drug use

   Students in grades 4-8 will be able to:
   a. describe the effects of drugs on the body
   b. demonstrate positive decision-making skills
   c. exhibit attitudes independent of peers and advertisement influence
   d. express refusal statements for offered drug use.

Objectives and Standards. Specific objectives (which can be translated into measurable standards), by grade level, designed to meet the goals stated above are listed. ‘These objectives have been taken directly from A Guide to Curriculum Planning in Health Education published by the Wisconsin Department of Public Instruction in 1985.

Kindergarten

By the end of kindergarten, students will:

1. name medicines and chemical substances that people use or abuse:
2. identify medicines commonly found in homes:
3. describe the different ways people take medicines:
4. explain reasons for consulting a responsible adult before using medicines or chemical substances.
Needs Assessment

Grade I
By the end of first grade, students will:
1. describe what a medicine is;
2. give examples of how medicines may be helpful or harmful;
3. accurately identify medicines and chemical substances with which they may come in contact;
4. explain the risks involved in using unknown substances;
5. describe good risks and bad risks.

Grade 2
By the end of second grade, students will:
1. recognize names given to medicines and chemical substances;
2. describe the appropriate rules for taking medicines;
3. explain why people choose to avoid certain medicines or chemical substances;
4. describe how medicines and chemical substances affect the body.

Grade 3
By the end of third grade, students will:
1. discuss reasons for medicine and chemical substance use or nonuse;
2. explain the difference between use and abuse of drugs;
3. predict the effects of drug (including alcohol) use on physical, emotional, and social well-being;
4. list people and places who can provide help for medicine and chemical substance use problems;
5. recognize that some common products contain chemical substances such as caffeine, nicotine, and alcohol.

Grade 4
By the end of fourth grade, students will:
1. give reasons why people do and do not misuse and abuse specific drugs, including alcohol, tobacco, over-the-counter medicines, and prescription drugs;
2. recognize that there are alternatives to medicines and chemical substances that can enhance well-being;
3. describe the effects of alcohol, tobacco, and other drugs;
4. describe the behavior effects of alcohol, tobacco, and other drugs;
5. tell why alcohol, tobacco, caffeine, over-the-counter medicines, and prescription drugs can be dangerous if misused.
Needs Assessment

Grade 5

By the end of fifth grade, students will:

1. apply the components of the decision-making process to argue nonuse or use situations;
2. appreciate the positive influences peers and adults can have on decisions concerning alcohol, tobacco, or other drug use;
3. demonstrate helpful strategies for dealing with social pressures to use drugs;
4. illustrate the impact use or abuse of alcohol, tobacco, and other drugs has on the individual, the family, and the community;
5. recognize the legal consequences of use, purchase, and possession of drugs.

Grade 6

By the end of sixth grade, students will:

1. value socially acceptable alternatives to tobacco, alcohol, and marijuana;
2. identify physical, mental, and social effects of tobacco, alcohol, and marijuana use;
3. develop personal plans to positively confront social pressures related to alcohol, tobacco, and other drug use;
4. identify people and organizations who can provide help with problems related to tobacco, alcohol, marijuana, and other drugs.

Grades 7-8-9, Junior High

By the end of ninth grade, students will:

1. demonstrate stress management techniques that are alternatives to substance use or abuse;
2. describe situations which illustrate the interplay of personal, social, family, and environmental forces affecting the nonuse, use or abuse of substances that modify behavior;
3. appreciate the possible negative consequences of the choice to use alcohol, tobacco, or other drugs;
4. explain why each individual is primarily responsible for his or her own decisions concerning the use or nonuse of alcohol, tobacco, and other drugs;
5. identify local resources, services, and support groups that are available for substance abuse treatment and control;
6. know about a wide variety of career choices and occupational opportunities available in the area of substance abuse prevention, intervention, and treatment.
Curriculum Design. The following philosophy (taken directly from A Guide to Curriculum Planning in Health Education published by the Wisconsin Department of Public Instruction in 1985) is intended to be used as a guide in the design and development of the drug education program:

Health education should be aimed at health promotion and the prevention of health problems. Education should develop skills for daily living and prepare individuals for their future roles as parents and citizens. Quality health education motivates individuals to voluntarily take an active role in protecting, maintaining, and improving their health. Health issues should be approached in a positive manner, and address multi-dimensional aspects of individuals.

The goal of drug education is to prevent substance use and abuse. Educational strategies which emphasize individual responsibility should be used. Unit topics would be: positive decision making, individual responsibility, substances beneficial to humankind, classification of substances and their effects on the body, formation of habits and their influence on health, role models, influence of advertising, use and misuse of tobacco, alcohol, and other drugs, respect for oneself and others, setting goals, and peer influences.

Based on this philosophy, we recommend that:

1. A committee of teachers, administrators, parents and students be formed as the core of the program. This committee would be responsible for keeping administrators and teachers well-informed or the information and process of the drug curriculum. It will be the responsibility of the committee to develop the philosophy and objectives of the school system, determine teaching strategies, and select from the list of resources we have provided, the curriculum program and materials to be used for the school district.

2. A drug curriculum should be integrated into every classroom. The emphasis in primary grades should be on the identification of various sources of drugs and drug types and on the establishment of decision-making skills. In grades 3 to 5, factual information about drug effects should be stressed. Also included should be the formation of positive life skills of communication and decision making. In grades 6 to 8, the curriculum should address attitudes about drug use and recognition of influences on use.

3. Another survey should be implemented during the school year 1989-1990, to assess the knowledge and attitudes of the students, teachers, administrators, parents, and significant community members.

4. "Education is the foundation on which healthy lifestyles are built. And no group is better able than school teachers and nurses to
provide information and instruction that can help young people make decisions that promote good health" (Rohwer, 1985/86, p. 32). Therefore, we recommend that adequate teacher inservice training be implemented to help the teachers effectively teach their drug education programs.

Successful implementation of a drug curriculum requires the dedication of all teachers. Teachers are critical attributes to the success of any program (Gibson-Laemel, 1987). Teachers must first realize that they serve as role models for children and can be a source of positive impact on students. To commit time and energy to a profitable program, teachers need to be well informed of the curriculum objectives.

5. Programs for the parents are needed, since they are most frequently cited by the students as the source of drug and alcohol information.
REFERENCES


Rohwer, J. (1985/86). What changes have occurred within the last twenty years in school health education? *Health Education*, 16(6), 32-35.


APPENDICES

I. Grades K - 3 Questionnaire
II. Grades 4 - 8 Questionnaire
III. Grades 9 - 12 Questionnaire
IV. Parent Questionnaire
V. Educator Questionnaire
VI. Community Member Questionnaire
VII. Results of Core Questions by Grade Level
VIII. Recommended Curriculum Materials
APPENDIX I

Grades K – 3 Questionnaire
DIRECTIONS FOR INTERVIEWERS
GRADES K - 3

1. Materials needed:
   - questionnaire
   - one pencil

2. Introduction:
   - "Hello, my name is __________. I'm from Carbondale.
   - "I'm a student at __________.
   - "What is your Name?"
   - "Would it be OK if I asked you some questions?"

3. Complete background information on questionnaire:
   - write in today's date
   - write in the student's grade level
   - "How old are you?"
     - write in student's age
   - write in the student's sex

   **** DO NOT WRITE THE STUDENT'S NAME ANYWHERE ON QUESTIONNAIRE ****

4. Complete the questions:
   - read the question
   - wait for student answer
   - accept ANY answer the student states
   - if student does not answer, repeat the question
   - circle response on the questionnaire or write their statements on the lines provided
   - if student does not answer after repeating question, circle "Don't know"

   ************** DO NOT PROMPT THE STUDENT FOR ANSWERS **************
   ************** STATE ONLY THE QUESTIONS ON THE QUESTIONNAIRE **************

5. Closing interview:
   - "Thanks for answering these questions."

6. If you have any questions concerning the procedures in administering this survey, see RoseAnn or Julie.
DRUG QUESTIONNAIRE
GRADES K-3

<table>
<thead>
<tr>
<th>Date</th>
<th>Student Grade Level</th>
<th>Age</th>
<th>Sex</th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
</table>

1. Have you ever tried alcohol, like beer, wine, or liquor (except at church)?
   - Yes
   - No
   - Don’t know

2. Is drinking alcohol harmful to your health?
   - Yes
   - No
   - Don’t know

3. Has your teacher ever talked about alcohol?
   - Yes
   - No
   - Don’t know

4. Is drinking alcohol, (like beer, wine, or liquor), a sign of being “grown up”?
   - Yes
   - No
   - Don’t know

5. Will drinking alcohol, (like beer, wine, or liquor), make you more popular?
   - Yes
   - No
   - Don’t know

6. Have you ever ridden in a car with a driver who had been drinking alcohol?
   - Yes
   - No
   - Don’t know

7. Do any of your friends the same age drink alcohol?
   - Yes
   - No
   - Don’t know

8. Is it alright to drink alcohol, (like beer, wine or liquor), if an adult gives it to you?
   - Yes
   - No
   - Don’t know

9. Is it alright to drink alcohol, (like beer, wine or liquor), if a friend gives it to you?
   - Yes
   - No
   - Don’t know

10. Have you ever tried to smoke a cigarette?
    - Yes
    - No
    - Don’t know

11. Is smoking cigarettes harmful to your health?
    - Yes
    - No
    - Don’t know

12. Have you ever chewed tobacco or dipped snuff?
    - Yes
    - No
    - Don’t know

13. Is chewing tobacco or dipping snuff harmful to your health?
    - Yes
    - No
    - Don’t know

14. Has your teacher ever talked about cigarette smoking?
    - Yes
    - No
    - Don’t know

15. Has your teacher ever talked about dipping or chewing tobacco?
    - Yes
    - No
    - Don’t know

16. Is using tobacco, (like smoking, dipping or chewing), a sign of being “grown up”?
    - Yes
    - No
    - Don’t know

17. Will using tobacco (like smoking, dipping or chewing) make you more popular?
    - Yes
    - No
    - Don’t know

18. Do any of your friends the same age smoke cigarettes?
    - Yes
    - No
    - Don’t know
19. Do any of your friends the same age dip or chew tobacco?  
Yes  No  Don’t know

20. What person would you ask if you had a question about alcohol (like beer, wine or liquor), cigarette smoking, chewing or dipping tobacco or drugs?

21. If someone offered you a cigarette, what would you do?

22. Why do people smoke cigarettes?

23. How is tobacco harmful to your body?

24. If someone offered you a can of beer, what would you do?

25. Why do people drink alcohol?

26. How is alcohol harmful to your body?
APPENDIX II

Grades 4 - 8 Questionnaire
DIRECTIONS FOR ADMINISTRATORS OF QUESTIONNAIRE
GRDES 4 - 8

1. Materials needed:
   - Questionnaires

2. Introduction:
   - "Hello, my name is __________." 
   - "Participation in this survey is voluntary."
   - "I am here to ask you some questions."
   - "Your answers to the questions will be anonymous, since we do not ask you to write your name, address, or any other identifying marks on the survey form.
   - "If you would like to participate please take out a pencil"

3. Distribute questionnaires to students
   - "Here is a questionnaire."
   - "I will read this."
   - "Please follow along, and complete these questions."

4. Direct the students to complete the background information:
   - "Write the date on the line at the top. Today's date is __________."
   - "Write your grade level on the line."
   - "Write your age."
   - "Write your sex on the line provided at the top."

5. Read the directions to the students if necessary:
   - read directly from the questionnaire
   - "Number 1. Have you ever tried beer?"
   - allow students time to respond
   - continue to next question

6. Closing:
   - "Thank you for completing this questionnaire."
   - "Please hand in your paper."
**DRUG QUESTIONNAIRE**  
**GRADES 4 - 8**

<table>
<thead>
<tr>
<th>Date</th>
<th>Student Grade level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**DIRECTIONS:** Draw a circle around the word for your answer to each question.

**Example:** Do you live in Illinois?  
Yes  No  Don't know

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Have you ever tried beer?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Have you ever tried wine (except at church)?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Have you ever tried liquor?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Is drinking alcohol harmful to your health?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Has your teacher ever talked about alcohol (like beer, wine or liquor)?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Is drinking alcohol, (like beer, wine, or liquor), a sign of being &quot;grown up?&quot;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Will drinking alcohol, (like beer, wine, or liquor), make you more popular?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Have you ever ridden in a car with a driver who had been drinking alcohol?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Do any of your friends the same age drink alcohol?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Is it alright to drink alcohol (like beer, wine or liquor) if an adult gives it to you?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Is it alright to drink alcohol (like beer, wine or liquor) if a friend gives it to you?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Have you ever tried to smoke a cigarette?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Is smoking cigarettes harmful to your health?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Have you ever chewed tobacco or dipped snuff?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Is chewing tobacco or dipping snuff harmful to your health?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Has your teacher ever talked about cigarette smoking?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Has your teacher ever talked about dipping or chewing tobacco?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ERIC**
18. Is using tobacco, (like smoking, dipping or chewing), a sign of being "grown up?"    
   Yes    No    Don't know

19. Will using tobacco (like smoking, dipping or chewing) make you more popular?  
   Yes    No    Don't know

20. Do any of your friends the same age smoke cigarettes?  
   Yes    No    Don't know

21. Do any of your friends the same age dip or chew tobacco?  
   Yes    No    Don't know

DIRECTIONS: Complete the statements by writing in your answer.

22. What person would you ask if you had a question about alcohol (like beer, wine or liquor), cigarette smoking, dipping or chewing tobacco, or drugs?

23. If someone offered me a cigarette, I would:

24. Why do people smoke cigarettes?

25. How is tobacco harmful to your body?

26. If someone offered me a can of beer, I would:

27. Why do people drink alcohol?

28. How is alcohol harmful to your body?
APPENDIX III

Grades 9 - 12 Questionnaire
April 1988

Dear Student:

This questionnaire is part of a study conducted by researchers at Southern Illinois University at Carbondale for the Murphysboro Public Schools to determine what should be included in a drug education program for students in Kindergarten through the 12th grade. An important part of this study is to find out how Murphysboro High School students feel about having a drug education program in their schools. Your opinions will help us plan a program that will best meet the needs of the school.

Participation in this survey is voluntary. This questionnaire has been reviewed and approved for distribution by the Murphysboro Board of Education. Your answers to the questions will be anonymous, since we do not ask you to write your name, address, or any other identifying marks on the survey form. This questionnaire should only take about fifteen minutes to complete.

Thank you for your help.

Sincerely,

Murphysboro
Superintendent of Schools
DRUG SURVEY
GRADES 9 - 12

Directions: Read the following questions carefully, and select the response which most accurately reflects your opinion.

Student Grade level__________ Age: __________

Sex: MALE    FEMALE

Do you plan on attending college? YES NO

Indicate your use of the following drugs:

<table>
<thead>
<tr>
<th>Drug</th>
<th>Never Used</th>
<th>Past Month</th>
<th>Past Year</th>
<th>Great Risk</th>
<th>No Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Marijuana</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>2. Inhalants (glue, gasoline)</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>3. Cocaine</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>4. Amphetamines (speed/uppers)</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>5. Barbiturates (downers/depressants)</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>6. Sarvorphan</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>7. Alcohol (beer, wine, liquor)</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>8. Cigarettes</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>9. Chewing tobacco or snuff</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td></td>
</tr>
</tbody>
</table>

How much do you think people risk harming themselves (physically or in other ways) if they:

<table>
<thead>
<tr>
<th>Activity</th>
<th>No Risk</th>
<th>Slight Risk</th>
<th>Moderate Risk</th>
<th>Great Risk</th>
<th>No Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Smoke marijuana regularly</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>11. Take cocaine regularly</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>12. Take amphetamines regularly (stimulants/speed)</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>13. Take barbiturates regularly (depressants/downers)</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
</tbody>
</table>
How much do you think people risk harming themselves (physically or in other ways) if they:

<table>
<thead>
<tr>
<th></th>
<th>No risk</th>
<th>Slight risk</th>
<th>Moderate risk</th>
<th>Great risk</th>
<th>No opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. Take four or five drinks nearly every day</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>15. Have five or more drinks once or twice each weekend</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>16. Smoke one or more packs of cigarettes per day</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>17. Chew tobacco or dip snuff daily</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
</tbody>
</table>

How do you feel about people who do the following?

<table>
<thead>
<tr>
<th></th>
<th>Approve</th>
<th>Disapprove</th>
<th>Strongly Disapprove</th>
<th>No Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>18. Smoke marijuana regularly</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>19. Take cocaine regularly</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>20. Take amphetamines regularly (stimulants/speed)</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>21. Take barbiturates regularly (depressants/downers)</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>22. Take four or five drinks nearly every day (beer, wine, alcohol)</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>23. Have five or more drinks once or twice each week</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>24. Smoke one or more packs of cigarettes per day</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>25. Chew tobacco or dip snuff daily</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
</tbody>
</table>

How do you think your close friends would feel if you...

<table>
<thead>
<tr>
<th></th>
<th>Approve</th>
<th>Disapprove</th>
<th>Strongly Disapprove</th>
</tr>
</thead>
<tbody>
<tr>
<td>26. Smoked marijuana regularly</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>27. Took four or five drinks nearly every day</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
</tbody>
</table>
How do you think your close friends would feel if you...

<table>
<thead>
<tr>
<th>Question</th>
<th>Approve</th>
<th>Disapprove</th>
<th>Strongly Disapprove</th>
</tr>
</thead>
<tbody>
<tr>
<td>28. Had five or more drinks once or twice each weekend</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>29. Smoked one or more packs of cigarettes per day</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>30. Chewed tobacco or dipped snuff daily</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
</tbody>
</table>

How do you think your parents would feel if you...

<table>
<thead>
<tr>
<th>Question</th>
<th>Approve</th>
<th>Disapprove</th>
<th>Strongly Disapprove</th>
</tr>
</thead>
<tbody>
<tr>
<td>31. Smoked marijuana regularly</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>32. Took four or five drinks nearly every day</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>33. Had five or more drinks once or twice each weekend</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>34. Smoked one or more packs of cigarettes per day</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>35. Chewed tobacco or dipped snuff daily</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
</tbody>
</table>

How many of your friends would you estimate ...

<table>
<thead>
<tr>
<th>Question</th>
<th>None</th>
<th>A Few</th>
<th>Some</th>
<th>Most</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>36. Smoke marijuana</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>37. Use inhalants</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>38. Take cocaine</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>39. Take amphetamines</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>40. Take barbiturates</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>41. Take sarvorphan</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
</tbody>
</table>
42. Drink alcoholic beverages

<table>
<thead>
<tr>
<th>None</th>
<th>A Few</th>
<th>Some</th>
<th>Most</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
</tbody>
</table>

43. Get drunk at least once a week

<table>
<thead>
<tr>
<th>None</th>
<th>A Few</th>
<th>Some</th>
<th>Most</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
</tbody>
</table>

44. Smoke cigarettes

<table>
<thead>
<tr>
<th>None</th>
<th>A Few</th>
<th>Some</th>
<th>Most</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
</tbody>
</table>

45. Chew or dip

<table>
<thead>
<tr>
<th>None</th>
<th>A Few</th>
<th>Some</th>
<th>Most</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
</tbody>
</table>

How difficult do you think it would be for you to get each of the following types of drugs, if you wanted some?

<table>
<thead>
<tr>
<th>Drug</th>
<th>Probably possible</th>
<th>Very difficult</th>
<th>Fairly difficult</th>
<th>Fairly easy</th>
<th>Very easy</th>
</tr>
</thead>
<tbody>
<tr>
<td>46. Marijuana</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>47. Tranquilizers</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>48. Cocaine</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>49. Amphetamines</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>50. Barbiturates</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>51. Sarvorphan</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>52. Alcohol</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>53. Tobacco</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
</tbody>
</table>

This set of questions asks you about some of your beliefs and behaviors.

54. Have you ever ridden in a car with a driver who has been drinking alcohol?  

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
<td>B</td>
</tr>
</tbody>
</table>

55. Have you ever driven a car after drinking alcohol?  

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
<td>B</td>
</tr>
</tbody>
</table>

56. Is it all right to drink alcohol (like beer, wine, or liquor) if it is given to you by an adult?  

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
<td>B</td>
</tr>
</tbody>
</table>

57. Is it all right to drink alcohol (like beer, wine, or liquor) if it is given to you by a friend?  

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
<td>B</td>
</tr>
</tbody>
</table>

This set of questions asks for your opinion about the present level of drug education in your classes THIS YEAR.

58. Have your teachers at school taught about alcohol use?  

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
<td>B</td>
</tr>
</tbody>
</table>

59. Have your teachers at school taught about tobacco use?  

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
<td>B</td>
</tr>
</tbody>
</table>
60. Have your teachers at school taught about any other drugs? A B

This set of questions concerns WHO should teach a drug and alcohol education program. You may select yes more than once.

61. The program should be taught by the classroom teachers: A B

62. The program should be taught by teachers certified in health education: A B

63. The program should be taught by experts in the field (physicians, social workers, psychologists, pharmacists, professors): A B

64. The program should be taught by law enforcement officials (police officers, lawyers, probation officers): A B

65. The program should be taught by students, in a "peer-led" program such as alpha: A B

The final set of questions concerns your own opinions about drug and alcohol use among Murphysboro students. You may select yes more than once.

66. Do you think ALCOHOL use is a problem among the Murphysboro student population? A B

67. Do you think TOBACCO use is a problem among the Murphysboro student population? A B

68. Do you think MARIJUANA use is a problem among the Murphysboro student population? A B

69. Do you think HARD DRUG use is a problem among the Murphysboro student population? A B

70. Do you think Murphysboro School District needs a drug education program? A B
April 1988

Dear Parent:

This questionnaire is part of a study conducted by researchers at Southern Illinois University at Carbondale for the Murphysboro Public Schools to determine what should be included in a drug education program for children in Kindergarten through the 12th grade. An important part of this study is to find out how parents of students in the Murphysboro school district feel about having a drug education program in their schools. Your opinions will help us plan a program that will best meet the needs of the community.

Participation in this survey is voluntary. This questionnaire has been reviewed and approved for distribution by the Murphysboro Board of Education. Your answers to the questions will be anonymous, since we do not ask you to write your name, address, or any other identifying marks on the survey form. This questionnaire should only take about ten minutes to complete.

Thank you for your help.

Sincerely,

Murphysboro
Superintendent of Schools

DIRECTIONS

1. Circle the answer to each yes/no question, or fill in your response in the space provided for short answer questions.

   Note: the questionnaire is divided into several sections. YOU MAY ANSWER "YES" TO MORE THAN ONE QUESTION IN EACH SECTION.

2. Return the questionnaire in the stamped self-addressed envelope.

3. Please return the questionnaire within the next week.

4. One or both parents may fill out this survey. If both fill it out, please answer each question in the space between each question.
This set of questions concerns **WHERE** drug and alcohol education programs should be taught.

1. Facts about drugs and alcohol should be taught in the home: Yes No
2. Facts about drugs and alcohol should be taught at church: Yes No
3. Facts about drugs and alcohol should be taught in community service group settings (i.e., Boy or Girl Scouts): Yes No
4. Facts about drugs and alcohol should be taught at school: Yes No

This set of questions concerns **WHO** should teach the drug and alcohol education program.

5. The program should be taught by the classroom teachers: Yes No
6. The program should be taught by teachers certified in health education: Yes No
7. The program should be taught by experts in the field (physicians, social workers, psychologists, pharmacists, professors): Yes No
8. The program should be taught by law enforcement officials (police officers, lawyers, probation officers): Yes No
9. The program should be taught by students, in a "peer-led" program such as alpha: Yes No

This set of items concerns **WHAT** should be taught in the drug and alcohol education program.

10. The program should include facts about alcohol: Yes No
11. The program should stress that alcohol use is harmful: Yes No
12. The program should stress that alcohol should never be used: Yes No
13. The program should stress that alcohol use is a matter of personal choice: Yes No
14. The program should include facts and legal issues about drinking and driving: Yes No
15. The program should include facts about tobacco (cigarettes, snuff, chewing tobacco): Yes No
16. The program should stress that tobacco use is harmful: Yes No
17. The program should stress that tobacco should never be used: Yes No

18. The program should stress that tobacco use is a matter of personal choice: Yes No

19. The program should include facts about marijuana: Yes No

20. The program should stress that marijuana is harmful: Yes No

21. The program should stress that marijuana should never be used: Yes No

22. The program should stress that marijuana use is a matter of personal choice: Yes No

23. The program should include facts about hard drugs (LSD, heroin, cocaine, etc.): Yes No

24. The program should stress that hard drugs are harmful: Yes No

25. The program should stress that hard drugs should never be used: Yes No

26. The program should stress that hard drug use is a matter of personal choice: Yes No

The final set of questions concerns your own opinions about drug and alcohol use among Murphysboro students.

27. Do you think ALCOHOL use is a problem among the Murphysboro student population? Yes No

28. Do you think TOBACCO use is a problem among the Murphysboro student population? Yes No

29. Do you think MARIJUANA use is a problem among the Murphysboro student population? Yes No

30. Do you think HARD DRUG use is a problem among the Murphysboro student population? Yes No

31. Do you think Murphysboro School District needs a drug education program? Yes No

32. In what grades should alcohol education be taught? 

33. In what grades should tobacco education be taught? 

34. In what grades should marijuana education be taught? 

35. In what grades should hard drugs education be taught? 

36. Please give us other comments or information that might help in the design of your school's drug education program:
Please provide us with some basic information about yourself. If both parents answer, please place a slash to separate each column of answers:

**Age:**
- under 21 __
- 21-29 ___
- 30-39 ___
- 40-49 ___
- 50-59 ___
- 60+ ___

**Education:** Please list or check the highest grade completed:
- Grade _____
- High School _____
- Tech School _____
- Jr. College _____
- BS/BA _____
- MS/MA/MBA _____
- MD/PhD/EdD _____

**Sex:**

**Religious Preference:**

**Occupation:**

THANK YOU FOR YOUR HELP IN THIS PROJECT
APPENDIX V

Educator Questionnaire
April 1988

Dear Educator:

This questionnaire is part of a study conducted by researchers at Southern Illinois University at Carbondale for the Murphysboro Public Schools to determine what should be included in a drug education program for children in Kindergarten through the 12th grade. An important part of this study is to find out how educators in the Murphysboro schools feel about having a drug education program. Your opinions will help us plan a program that will best meet the needs of your school and the community.

Participation in this survey is voluntary. This questionnaire has been reviewed and approved for distribution by the Murphysboro Board of Education. Your answers to the questions will be anonymous, since we do not ask you to write your name, address, or any other identifying marks on the survey form. This questionnaire should only take about ten minutes to complete.

Thank you for your help.

Sincerely,

Murphysboro
Superintendent of Schools

DIRECTIONS

1. Circle the answer to each yes/no question, or fill in your response in the space provided for short answer questions.

   Note: the questionnaire is divided into several sections. YOU MAY ANSWER "YES" TO MORE THAN ONE QUESTION IN EACH SECTION.

2. Return the questionnaire in the stamped self-addressed envelope.

3. Please return the questionnaire within the next week.
1. Do you teach drug education in your class?   | Yes | No
2. Do you feel comfortable answering student questions about drugs? | Yes | No
3. Would you feel comfortable teaching a drug education class? | Yes | No
4. Are decision-making skills taught in your class? | Yes | No

This set of questions concerns **WHO** should teach the drug and alcohol education program.

5. The program should be taught by the classroom teachers:   | Yes | No
6. The program should be taught by teachers certified in health education: | Yes | No
7. The program should be taught by experts in the field (physicians, social workers, psychologists, pharmacists, professors): | Yes | No
8. The program should be taught by law enforcement officials (police officers, lawyers, probation officers): | Yes | No
9. The program should be taught by students, in a "peer-led" program such as alpha: | Yes | No

This set of questions concerns **WHAT** should be taught in the drug and alcohol education program.

10. The program should include facts about alcohol:   | Yes | No
11. The program should stress that alcohol use is harmful: | Yes | No
12. The program should stress that alcohol should never be used: | Yes | No
13. The program should stress that alcohol use is a matter of personal choice: | Yes | No
14. The program should include facts and legal issues about drinking and driving: | Yes | No
15. The program should include facts about tobacco (cigarettes, snuff, chewing tobacco): | Yes | No
16. The program should stress that tobacco use is harmful: | Yes | No
17. The program should stress that tobacco should never be used: | Yes | No
18. The program should stress that tobacco use is a matter of personal choice: | Yes | No
19. The program should include facts about marijuana: Yes No

20. The program should stress that marijuana is harmful: Yes No

21. The program should stress that marijuana should never be used: Yes No

22. The program should stress that marijuana use is a matter of personal choice: Yes No

23. The program should include facts about hard drugs (LSD, heroin, cocaine, etc.): Yes No

24. The program should stress that hard drugs are harmful: Yes No

25. The program should stress that hard drugs should never be used: Yes No

26. The program should stress that hard drug use is a matter of personal choice: Yes No

The final set of questions concerns your own opinions about drug and alcohol use among Murphysboro students.

27. Do you think ALCOHOL use is a problem among the Murphysboro student population? Yes No

28. Do you think TOBACCO use is a problem among the Murphysboro student population? Yes No

29. Do you think MARIJUANA use is a problem among the Murphysboro student population? Yes No

30. Do you think HARD DRUG use is a problem among the Murphysboro student population? Yes No

31. Do you think Murphysboro School District needs a drug education program? Yes No

32. In what grades should alcohol education be taught? ______

33. In what grades should tobacco education be taught? ______

34. In what grades should marijuana education be taught? ______

35. In what grades should hard drugs education be taught? ______

36. What areas of drug education do you deal with in your classes?
37. Please give us other comments or information that might help the design of your school's drug education program.

38. What needs (such as continuing education, inservice, materials, etc.) would you have if you were to teach drug education?

Please provide us with some basic information about yourself.

Age:
- 21-30 ___
- 31-40 ___
- 41-50 ___
- 51-60 ___
- 61+ ___

Education:
- BS/BA _____
- MS/MA/MBA _____
- PhD/EdD _____

Sex:
- Male _____
- Female _____

Religious Preference:_________

What level do you teach?
- k - 3 ___
- 4 - 6 ___
- 7 - 9 ___
- 10 -12 ___

THANK YOU FOR YOUR HELP IN THIS PROJECT
APPENDIX VI

Community Member Questionnaire
April 1988

Dear Madam or Sir:

This questionnaire is part of a study conducted by researchers at Southern Illinois University at Carbondale for the Murphysboro Public Schools to determine what should be included in a drug education program for children in Kindergarten through the 12th grade. An important part of this study is to find out how members of the Murphysboro community feel about having a drug education program in their schools. Your opinions will help us plan a program that will best meet the needs of the community.

Participation in this survey is voluntary. This questionnaire has been reviewed and approved for distribution by the Murphysboro Board of Education. Your answers to the questions will be anonymous, since we do not ask you to write your name, address, or any other identifying marks on the survey form. This questionnaire should only take about ten minutes to complete.

Thank you for your help.

Sincerely,

Murphysboro
Superintendent of Schools

DIRECTIONS

1. Circle the answer to each yes/no question, or fill in your response in the space provided for short answer questions.

   Note: the questionnaire is divided into several sections. YOU MAY ANSWER "YES" TO MORE THAN ONE QUESTION IN EACH SECTION.

2. Return the questionnaire in the stamped self-addressed envelope.

3. Please return the questionnaire within the next week.
This set of questions concerns WHERE drug and alcohol education programs should be taught.

1. Facts about drugs and alcohol should be taught in the home: Yes No

2. Facts about drugs and alcohol should be taught at church: Yes No

3. Facts about drugs and alcohol should be taught in community service group settings (i.e., Boy or Girl Scouts): Yes No

4. Facts about drugs and alcohol should be taught at school: Yes No

This set of questions concerns WHO should teach the drug and alcohol education program.

5. The program should be taught by the classroom teachers: Yes No

6. The program should be taught by teachers certified in health education: Yes No

7. The program should be taught by experts in the field (physicians, social workers, psychologists, pharmacists, professors): Yes No

8. The program should be taught by law enforcement officials (police officers, lawyers, probation officers): Yes No

9. The program should be taught by students, in a "peer-led" program such as Alpha: Yes No

This set of items concerns WHAT should be taught in the drug and alcohol education program.

10. The program should include facts about alcohol: Yes No

11. The program should stress that alcohol use is harmful: Yes No

12. The program should stress that alcohol should never be used: Yes No

13. The program should stress that alcohol use is a matter of personal choice: Yes No

14. The program should include facts and legal issues about drinking and driving: Yes No

15. The program should include facts about tobacco (cigarettes, snuff, chewing tobacco): Yes No

16. The program should stress that tobacco use is harmful: Yes No
17. The program should stress that tobacco should never be used: Yes No

18. The program should stress that tobacco use is a matter of personal choice: Yes No

19. The program should include facts about marijuana: Yes No

20. The program should stress that marijuana is harmful: Yes No

21. The program should stress that marijuana should never be used: Yes No

22. The program should stress that marijuana use is a matter of personal choice: Yes No

23. The program should include facts about hard drugs (LSD, heroin, cocaine, etc.): Yes No

24. The program should stress that hard drugs are harmful: Yes No

25. The program should stress that hard drugs should never be used: Yes No

26. The program should stress that hard drug use is a matter of personal choice: Yes No

The final set of questions concerns your own opinions about drug and alcohol use among Murphysboro students.

27. Do you think ALCOHOL use is a problem among the Murphysboro student population? Yes No

28. Do you think TOBACCO use is a problem among the Murphysboro student population? Yes No

29. Do you think MARIJUANA use is a problem among the Murphysboro student population? Yes No

30. Do you think HARD DRUG use is a problem among the Murphysboro student population? Yes No

31. Do you think Murphysboro School District needs a drug education program? Yes No

32. In what grades should alcohol education be taught? ________

33. In what grades should tobacco education be taught? ________

34. In what grades should marijuana education be taught? ________

35. In what grades should hard drugs education be taught? ________

36. Please give us other comments or information that might help in the design of your school’s drug education program:
Please provide us with some basic information about yourself.

Age:_________

Education: Check highest level completed
HIGH SCHOOL____
TECHNICAL _____
JR.COLLEGE _____
BS/BA ______
MS/MA/MBA _____
MD/PhD/EdD _____

Sex:_________

Religious Preference:______________

Occupation:_____________

THANK YOU FOR YOUR HELP IN THIS PROJECT
APPENDIX VII

Results of Core Questions by Grade Level
<table>
<thead>
<tr>
<th>CORE DRUG USE RESPONSES COMPARED BY GRADE LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>k</td>
</tr>
<tr>
<td>----</td>
</tr>
<tr>
<td>number</td>
</tr>
<tr>
<td>ALCOHOL</td>
</tr>
<tr>
<td>tried or used</td>
</tr>
<tr>
<td>perceived as harmful</td>
</tr>
<tr>
<td>peer use</td>
</tr>
<tr>
<td>ridden in car with driver who has been drinking</td>
</tr>
<tr>
<td>o.k. to drink alcohol obtained from an adult</td>
</tr>
<tr>
<td>o.k. to drink alcohol obtained from a peer</td>
</tr>
<tr>
<td>alcohol education in class</td>
</tr>
<tr>
<td>CIGARETTES</td>
</tr>
<tr>
<td>tried or used</td>
</tr>
<tr>
<td>perceived as harmful</td>
</tr>
<tr>
<td>peer use</td>
</tr>
<tr>
<td>DIP OR CHEW</td>
</tr>
<tr>
<td>tried or used</td>
</tr>
<tr>
<td>perceived as harmful</td>
</tr>
<tr>
<td>peer use</td>
</tr>
<tr>
<td>tobacco education in class</td>
</tr>
</tbody>
</table>
APPENDIX VIII

Recommended Curriculum Materials
The following curricula and instructional materials are suggested for consideration for the drug education program:

1. **Life Skills, Instructor Manual**
   - **grade level:** 5-8 grade
   - **focus:** developing attitudes and behaviors to solve problems, learning to control feelings and stress, fostering responsibility, self-confidence, making friends
   - **cost:** $60

2. **Decision-Making Skills For Middle School Students**
   - **grade level:** middle school
   - **focus:** decision-making, curriculum design for decision-making, teaching strategies
   - **cost:** $7.95

3. **PICADA (Prevention and Intervention Center for Alcohol and Other Drug Abuse)**
   - **grade level:** 6th, 7th, 8th grade (three volumes)
   - **focus:** decision-making, problem solving, alcohol/drug information, assertiveness skills
   - **cost:** $50.00 each level

4. **Choosing For Yourself: A Comprehensive Drug Education Program**
   - **grade level:** K-12
   - **focus:** alternatives, drug information, self-awareness, decision-making
   - **cost:** K-3 $189.00, 4-6 $189.00, 7-8 $189.00, 9-12, $189.00.

5. **Here's Looking At You, 2000: A Teacher's Guide For Drug Education**
   - **grade level:** K-12
   - **focus:** refusal skills, parent involvement, social skills, cross-age teaching
   - **cost:** $70.00 (set, K-12, 2 volumes)

6. **Substance Abuse Prevention Activities For Elementary Children**
   - **grade level:** Elementary
   - **focus:** alcohol information, stress reduction, self-esteem, problem solving, choice-making
   - **cost:** $18.95
7. **Well & Good**
   - **grade level:** Junior High
   - **focus:** peer pressure resistance skills, advertising, pressure resistance skills, alcohol, tobacco, and drug information, decision-making
   - **cost:** $50.00

8. **Elementary Curriculum Guide For Chemical Awareness And Personal Development**
   - **grade level:** Elementary (two volumes)
   - **focus:** self-concept, self-esteem, self-awareness, communication skills, drug information, decision-making, assertiveness
   - **cost:** $13.00 each volume (Level I - K-3, Level II - 4-6)

9. **Secondary Curriculum Guide For Chemical Awareness And Personal Development**
   - **grade level:** 7 - 8 and 9 - 12
   - **focus:** drug education, affective education, life skills, alternatives, self-esteem
   - **cost:** $9.00 for 7-8, $12.00 for 9-12

10. **Chemical Health Education Curriculum, Grades Kindergarten Through Six**
    - **grade level:** K-6
    - **focus:** self-awareness, problem-solving, drug information, communication skills, interpersonal relationships
    - **cost:** $40.00

11. **Growing Up Well**
    - **grade level:** K-8
    - **focus:** positive health promotion through developing internal locus of control, peer resistance skills, self-esteem, decision-making, children of alcoholics, communication skills
    - **cost:** $585.00

The references and materials listed above are available from:

AHTDS-Prevention Resource Center
901 South Second Street
Springfield, IL 62704
(217) 525-3456
(800) 252-8951
Programs for teacher education and training:

1. Talking With Your Students About Alcohol
   grade level: middle school - high school
   focus: alcohol information, decision-making, communication skills
   cost: **Available only with training

2. 100 Ways to Enhance Self-Concept in the Classroom
   grade level: 4-adult
   focus: self-concept
   cost: $21.95

3. Self-Esteem: A Classroom Affair, Volume Two
   grade level: elementary
   focus: self-esteem activities
   cost: $8.95

4. Teaching Social Skills To Children
   grade level: elementary - senior high
   focus: social skills activities for all children, including handicapped
   cost: $14.95

5. Developing Minds: A Resource Book for Teaching Thinking
   grade level: K - 12
   focus: teaching behaviors, strategies, and programs for teaching thinking
   cost: $19.95

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