

Confronting Substance Abuse

A Teacher's Guide

Developed to accompany

MOYERS ON ADDICTION

close
to
home

**Premieres on PBS stations
March 29, 30, 31, 1998**

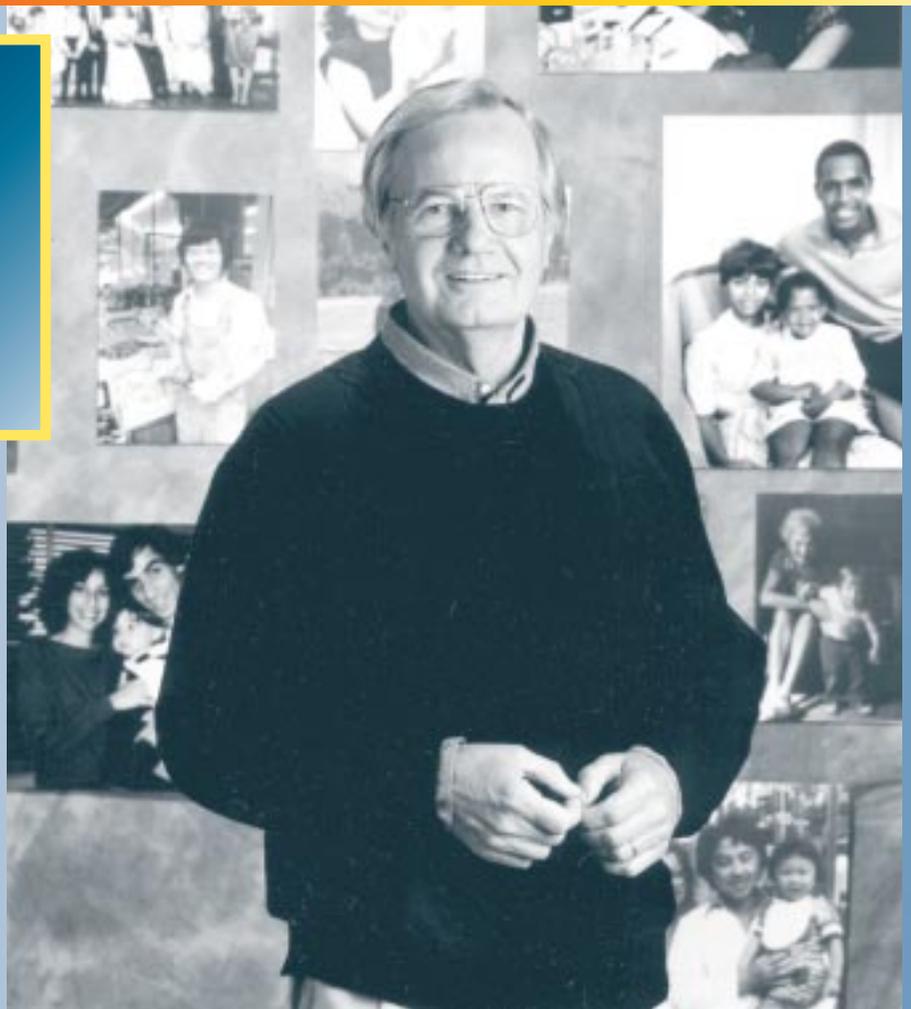
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MOYERS ON ADDICTION: CLOSE TO HOME Program Schedule

Please check local listings for broadcast dates and any scheduling changes

Portrait of Addiction
Sunday, March 29

The Hijacked Brain
Sunday, March 29

Changing Lives
Monday, March 30

The Next Generation
Tuesday, March 31

The Politics of Addiction
Tuesday, March 31

ORDERING INFORMATION

To order videocassettes of MOYERS ON ADDICTION: CLOSE TO HOME, contact Films for the Humanities and Sciences at 1-800-257-5126.

How To Use These Materials

This resource package accompanies the public television series, MOYERS ON ADDICTION: CLOSE TO HOME. Rather than summarizing the programs, the materials are designed to stand alone. They consist of this folder, a teacher's booklet, and ten student activity cards.

The teacher's booklet includes two sections:

- "Creating Classroom Connections." How to infuse substance abuse prevention lessons (including these materials) into various subjects.
- "Prevention That Works: An Overview." This section looks at successful strategies for substance abuse prevention. It gives guidelines for designing and implementing school programs.

The student activity cards are to be photocopied and distributed in class. Some student activities are not intended to be done in class (e.g., cards 4 and 5). When appropriate (e.g., cards 1, 2, and 6), it may be helpful to have the class divide into small groups to discuss the questions and activities, and then ask each group to share their responses with the rest of the class.

Most student activity cards are intended for use with both middle and high school students, but some will be more appropriate for older students or groups that are at risk. **We recommend reading the cards carefully before assigning them to your students.**

Cards 1 and 2.

THE SCIENCE OF ADDICTION cards describe biological aspects of addiction. They also discuss jobs in research, and may encourage students to pursue science careers.

CURRICULUM CONNECTIONS: science, health, physical education

Card 3.

WHAT IS RECOVERY? looks at how people recover through treatment, and with the support of friends and family. It asks students what steps they need to take to reach their own goals.

CURRICULUM CONNECTION: health

Card 4.

IS MY FRIEND ADDICTED? is a questionnaire that is intended to help students think about their friends, their loved ones, and themselves.

CURRICULUM CONNECTION: health

Card 5.

SELF-ASSESSMENT is a questionnaire that asks students to consider what might put them at risk of addiction, and what might help them avoid it. **IMPORTANT: Please tell students that this activity cannot predict future problems with addiction.**

CURRICULUM CONNECTION: health

Card 6.

THE DRUG TRADE looks at the legal and illegal industries that foster addiction. It shows students how legal industries glamorize drinking and smoking while concealing their negative consequences. It also discusses how the illegal drug trade is responsible for violence and exploitation.

CURRICULUM CONNECTIONS: language arts, social studies

Card 7.

STEP BACK & THINK is for young people who face pressures to smoke, drink, or take other drugs, and is meant to encourage positive decision making.

CURRICULUM CONNECTIONS: health, social studies, language arts

Card 8.

PROFILES includes the stories of Robin Tassler, a counselor in the TRUST program; Joe, a student participant; and Amy, a fellow student who helped get Joe into treatment (from the program "The Next Generation," in MOYERS ON ADDICTION: CLOSE TO HOME). It also features Dwight Gooden, former star pitcher for the Yankees and the Mets.

CURRICULUM CONNECTIONS: social studies, language arts, health

Card 9.

GETTING HELP lists resources for students, their friends, and their family members.

CURRICULUM CONNECTIONS: health, guidance

Card 10.

LIVING A DRUG-FREE LIFE consists of five teenagers' thoughts on how to face life's pressures without using alcohol, tobacco, and other drugs.

CURRICULUM CONNECTIONS: health, guidance, language arts



Preventing Substance Abuse

Teacher's Booklet



CREATING CLASSROOM CONNECTIONS: ALCOHOL, TOBACCO, AND OTHER DRUG (ATOD) EDUCATION THROUGH THE CURRICULUM

by Kathleen Mayo Cochran

When school-based drug abuse prevention is offered as a six-week unit in health every two years, it is unlikely to exert much influence on students' attitudes and behaviors. Research supports the need for a comprehensive approach to drug education, one that pervades the school culture and the curriculum. (For more information, see **Prevention That Works: An Overview**, in this booklet.)

The following is a discussion of multidisciplinary approaches to drug education and drug abuse prevention. It focuses on how subject-area teachers can weave issues, concepts, and facts related to drug abuse prevention into the curriculum. It also suggests how the **student activity cards** in this curriculum package can be utilized in different course areas.

CURRICULUM DESIGN

Curriculum design can incorporate prevention. One teacher, working on his or her own, can pull in themes related to drug use/abuse, or interdisciplinary teams can design fully elaborated thematic units in which students work with the same issues and ideas across many of their classes. Here are summaries of four types of curriculum design:

Infusion Design

Teachers weave content from another discipline into their own subject matter, without necessarily coordinating with other staff. For instance, a math teacher might construct problems related to percentages, statistics, or probability, using data on alcohol-related motor vehicle injuries and deaths (see pages 2-5 for suggestions).

Parallel Discipline Design

Teachers of different subjects intentionally sequence their lessons to connect. For instance, when the **health** teacher does a unit on alcohol, the **English** teacher might schedule *The Sun Also Rises* concurrently and ask students to look at the role of alcohol in the novel. Teachers may allude to the connections between these assignments but still focus on their own areas. This approach requires relatively little coordination and planning time.

Multidisciplinary Design

Two or more disciplines are brought together for a particular unit or theme. For instance, **social studies** and **health** teachers might design a unit on contemporary society focusing on crime, alcohol/other drugs, and how they are connected. This type of design involves a coordinated team approach to planning content

and assignments, and the connections are explicitly woven into the design.

Interdisciplinary Design

The full range of disciplines are brought together in a unit of study or inquiry. If the school is planning a week-long program on HIV/AIDS, for example, the entire faculty might devise ways to work with this theme, with considerable coordination among disciplines.

Sometimes faculty and students identify broad themes that can be "pulled" through all the disciplines. The theme of "consequences" (or "cause and effect"), for instance, lends itself to many subject areas, including substance abuse prevention education.

(continued on page 3)

INCLUDED IN THIS BOOKLET

- **Creating Classroom Connections: ATOD Education Through the Curriculum**
 - Four Curriculum Designs
 - Specific Course Suggestions
- **Prevention that Works**
 - Prevention Strategies in Middle School and High School
 - Designing and Implementing Prevention Programs

Developed by Thirteen/WNET to accompany MOYERS ON ADDICTION: CLOSE TO HOME

Thirteen · wnet



Dear Teacher,

When I was reporting for my new public television series — **MOYERS ON ADDICTION: CLOSE TO HOME** — teacher after teacher told me they feel like front-line troops in the war on drugs. “The casualties keep mounting,” one high school teacher said.

Our series explores the science, treatment, prevention, and politics of addiction. One program — “The Next Generation” — looks at the differences between preventing use and preventing addiction. Research shows some young people are more at risk for addiction than others. Middle and high school teachers can play an invaluable role in these students’ understanding and coping with the risk.

CLOSE TO HOME is part of an extensive public television outreach effort. This teacher’s guide contains background information on prevention strategies that work, along with lessons to help your students understand the scientific, personal, and social aspects of addiction.

My colleagues and I hope this guide is useful to you — there on the front line.

Bill Moyers

Teachers are encouraged to photocopy and share all materials in this package.

Videotaping Rights

Off-air taping rights of **MOYERS ON ADDICTION: CLOSE TO HOME** are available to educators for one year following each broadcast release.

Ordering Information

To order videocassettes of **MOYERS ON ADDICTION: CLOSE TO HOME**, contact Films for the Humanities and Sciences at 1-800-257-5126.

Funding

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SUGGESTED ACTIVITIES FOR INFUSION

LANGUAGE ARTS

Short stories, novels, and other forms of literature provide safe yet compelling contexts in which students can discuss crucial issues that relate to their own lives. The following are only a few of many possible activities. This approach may also be used with student activity cards 7, 8, and 10.

Middle School

- Considering the point of view of a character in a novel, students can analyze a decision that the character makes in terms of a decision-making model

DECISION-MAKING MODEL

Most decision-making models have the following steps:

1. Define the problem
2. Brainstorm options to solve the problem
3. Using available information and counsel from reliable resources, assess each option's pros and cons
4. Choose the option you think best, and put it into action
5. Reflect on how the option worked, and, if necessary, revise your choice

- Ask students to discuss why they think the character acted the way he/she did and whether the outcome would have been different had the character used the decision-making process
- Students can discuss a work of literature in terms of risks and consequences. For instance, in Paul Zindel's *The Pigman*, what risks did the characters take? What were the consequences for each character? Do you think the characters adequately assessed

the risks and anticipated the consequences? What would you have done in the same situation?

Middle and High School

Students can examine the role of alcohol, tobacco, and other drugs in readings such as *Huckleberry Finn* and *The Sun Also Rises*, discussing why the characters use these substances and how their use affects themselves and others. For instance, in *Huckleberry Finn*, how does Pap's drinking affect Huck? How would Huck's life be different if his father did not drink? In *The Sun Also Rises*, most of the characters drink heavily. Why do they do it? How does their drinking affect them? How might the story be different if they did not drink?

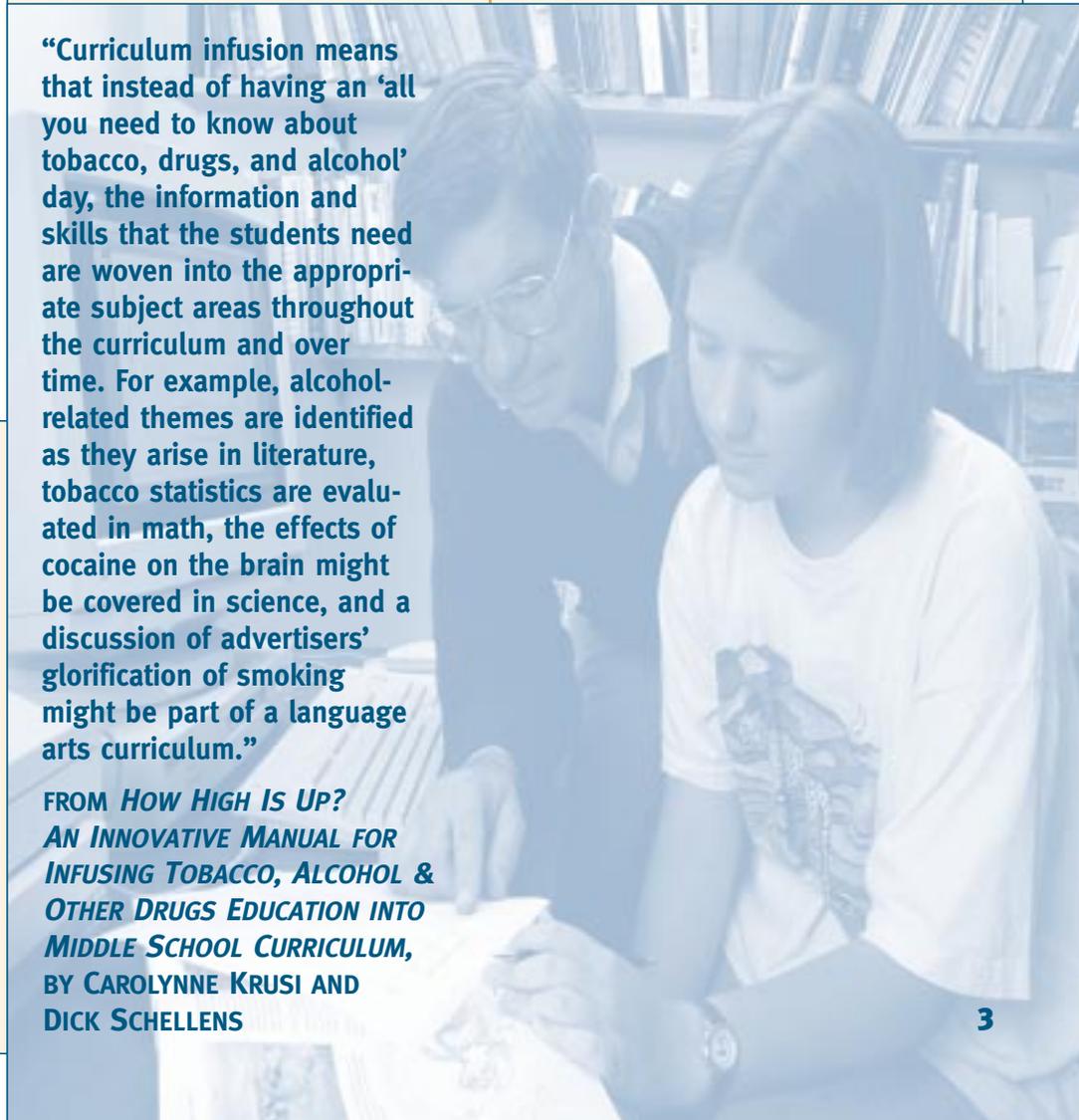
TEACHER ALERT

Class discussions related to addiction may make some students visibly uncomfortable. For instance, discussing an alcoholic parent in a novel may hit close to home for some students. It is important to stress that addiction is a disease, not a moral failing. Note which students appear to be affected, and, if it seems warranted, make a referral. Guidance and student assistance personnel can provide guidelines for classroom teachers about how to identify and follow through with students who appear to have problems.

These materials alone will not prepare you to deal with addiction problems. You must refer problems to trained personnel.

“Curriculum infusion means that instead of having an ‘all you need to know about tobacco, drugs, and alcohol’ day, the information and skills that the students need are woven into the appropriate subject areas throughout the curriculum and over time. For example, alcohol-related themes are identified as they arise in literature, tobacco statistics are evaluated in math, the effects of cocaine on the brain might be covered in science, and a discussion of advertisers’ glorification of smoking might be part of a language arts curriculum.”

FROM *HOW HIGH IS UP? AN INNOVATIVE MANUAL FOR INFUSING TOBACCO, ALCOHOL & OTHER DRUGS EDUCATION INTO MIDDLE SCHOOL CURRICULUM*, BY CAROLYNNE KRUSI AND DICK SCHELLENS





High School

- Recognizing and managing one's own emotions and being sensitive to the feelings of others are key aspects of drug abuse prevention. Students can discuss poetry, personal essays, and fiction in terms of the expression of feelings, and can also consider: What is the value in expressing feelings through writing? What benefits does this have for the writer? The reader?
- Students can also write poetry, fiction, and personal essays to express and explore their own issues and feelings
- Students can create short plays, skits, raps, or other dramatic pieces designed to carry the prevention message to students in middle school. Careful guidance, supervision, coaching, and coordination are required to make this activity a success
- Students can develop media literacy skills regarding tobacco and alcohol advertising (see **student activity card 6**)

SOCIAL STUDIES/ HISTORY

Like literature, social studies is a "natural" for infusion of alcohol, tobacco,

and other drug (ATOD) content. Here are a few suggestions:

Middle School: Current Events

- Students can bring in articles in both local and national news related to ATOD. Post recent articles in a revolving bulletin board display, and move older articles into a file. Use these articles, as well as **student activity cards 1, 2, 6, and 7** as springboards for discussion, for instance, on:
 - the harmful effects of ATOD
 - societal responses to ATOD
 - the reasons why, despite overwhelming evidence about their potential harmfulness, people continue to use/abuse ATOD
- Students can also use the articles as reference materials for social studies or other classes/projects — for example, for ATOD research for health/home and careers, for posters for school-wide awareness events related to ATOD

High School: Controversial Issues

- Students can research and debate current controversies regarding contemporary U.S. approaches to ATOD (see **student activity cards 1, 2, 6, and 7**). Possible topics:

- Should marijuana be legalized for medical uses?
- Should the legal age for drinking be 21 or 18?
- Should tobacco companies be liable for illness caused by smoking?

This can be done using either a traditional debate format (in which one side wins and one loses) or the academic controversy model, in which both sides explore all points of view and arrive at a synthesis. (For more information on academic controversy, see the Thirteen/WNET video program *Peaceful Solutions*. For ordering information, contact The Bureau for At-Risk Youth at 1-800-999-6884. The Peaceful Solutions web site is at www.wnet.org/wnetschool/peaceful.)

- Students can research and discuss the history of ATOD use in the United States. Some possible topics:
 - Alcohol
 - alcohol use in the colonies
 - Prohibition and the Eighteenth Amendment; statistics on use and alcoholism
 - contemporary approaches to curbing alcohol use
 - Tobacco
 - the origins and growth of the tobacco industry
 - medical evidence on tobacco, including the 1964 Surgeon General's Report
 - contemporary approaches to curbing tobacco use
 - Other Drugs
 - historical patterns in the use of marijuana, cocaine, heroin, amphetamines, and other drugs
 - contemporary approaches to curbing use of these drugs (e.g., interdiction, prevention education)

MATH

Math is generally considered a “hard” subject, with little room for life skills or prevention. Yet there are ways in which content about ATOD can be integrated into the math curriculum. A few are suggested here.

- Given a polynomial function describing blood alcohol content level in the body as a function of time, students can graph a given function using calculators and polynomial function graphing techniques. (These problems come from *Oregon Alcohol and Drug Abuse Prevention Education*, by Dan Mielke and Peggy Holstedt.)

- Students can investigate national statistics on drug use, focusing on measures of recent use. This activity helps students learn about survey methods and designs. It also enhances math skills such as figuring percentages and graphing.

These activities may be used with **student activity cards 6 and 7**.

High School

Older students also can research and discuss various effects of ATOD on the body — however, they are more likely than middle schoolers to treat horrible pictures and descriptions as a joke. It is most effective for high schoolers to look at consequences that they can relate to personally: for instance, effects of ATOD on the fetus during pregnancy; impairment of cognition and motor skills and how this affects driving; connections between use of alcohol and other drugs and HIV/AIDS and other STDs, pregnancy, violent crime, depression, suicide, and accidental death and injury. (See **student activity cards 1, 2, 6, and 7** for some pertinent information.)

HOME AND CAREERS/HEALTH

Health classes (or frequently for middle school, Home and Careers) are where core programs in ATOD prevention generally are given. The following suggestions apply to these classes, but also might come under another subject area, such as language arts, social studies, or technology.

Middle School: Media Literacy

Students enjoy feeling sophisticated enough to resist slick advertising. They can:

- analyze the messages of magazine and television ads for tobacco and alcohol products (see **student activity card 6**)
- watch television shows and movies on video to observe and record how alcohol, tobacco, and other drugs are portrayed (see **student activity card 6**)
- create their own ads, public service spots, or music videos to promote anti-drug-use/-abuse messages
- create posters about the warning signs of addiction, how students having problems with ATOD can seek help, or how to help friends

SCIENCE

Thanks to advances in brain research, we now better understand how drugs affect our internal organs, cognition, perceptions, and behavior. Science is full of possibilities for infusing ATOD education. Here are a few:

Middle School

Students can research and report on the effects of ATOD on organs such as the lungs, mouth and throat, liver, and brain, as well as the biochemistry of addiction. (See **student activity cards 1, 2, and 7**.) Middle schoolers are likely to be dismayed and disgusted by descriptions and photos showing the actions of various drugs on body tissues.

Middle School and High School

- Math teachers can incorporate data about the use of alcohol, tobacco, and other drugs into word problems, which can serve as springboards for discussion. For example:
 - Students can estimate the annual expense of buying two packs of cigarettes per day.
 - It is estimated that 30 percent of all suicides are at least partly attributable to alcohol. Given this information, if 20,000 people commit suicide, how many of the deaths were directly or indirectly caused by alcohol use?

who have trouble with ATOD (see **student activity cards 4, 5, and 9**)

- interview students who don't use alcohol, tobacco, or other drugs and publish the best quotes (see **student activity card 10**)

High School: Health Careers Exploration

Students can learn about careers associated with the field of ATOD prevention. **Student activity card 2** has information about related career possibilities; students can research careers suggested on this card or find out about other careers in this area. **Student activity card 8** includes a profile of Robin Tassler, a substance abuse prevention counselor.

FINE ARTS

Through the arts, students can use nonverbal modes of expression for dealing with and communicating experiences and emotions. This alone can make the arts an important part of prevention work. Art activities also can be tied specifically to ATOD issues, as suggested below.

High School: Communicating Feelings

Students can create art works in a variety of media that:

- reflect various feelings, positive and negative
- communicate how it might feel to experience addiction — either one's own dependence or that of a close friend or family member — as well as how it feels to recover (for details on addiction and recovery, see **student activity cards 1, 2, 3, 7, and 8**)

PHYSICAL EDUCATION

There is a particularly strong interrelationship between physical education and health, making ATOD prevention a natural for PE. In many schools, physical education teachers are also health teachers, strengthening the connection even further.

Middle School

- Physical education teachers can have contracts with students, making their participation in intramural and interscholastic sports contingent on their promising to refrain from ATOD use
- Information on ATOD can be given to students as part of their physical education program (see **student activity card 7 and 10**)
- Students can research and report on the effects of ATOD on athletic performance, as well as dangers of physical exertion while under the influence of drugs
- Teachers can teach students about the beneficial effects of exercise on the body and how exercise prompts the brain to produce endorphins for a "natural high" (see **student activity card 10**)

High School

- Since steroid abuse is most commonly practiced by athletes to enhance performance, PE teachers can make a special point of providing information on these drugs and promoting safe ways to build muscle through diet and exercise
- A clear policy for sports team members should be enforced

- Athletes can provide leadership and serve as positive models. PE teachers can work with athletes to develop poster displays, PA announcements, and local cable channel spots that promote healthy and drug-free lifestyles

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PREVENTION THAT WORKS

an overview by Kathleen Mayo Cochran

Introduction

The use of alcohol, tobacco, and other drugs by young people is a perennial concern in the U.S. and many other countries. Use of these harmful substances can be both a sign of and a precursor to violence, crime, early/unsafe sexual activity, depression, and suicide. Recently, there has been a renewed interest in educational programs designed to prevent young people from using alcohol, tobacco, and other drugs.

School-based drug education efforts generally function at these levels:

Universal programs reach the general population – such as students at school.

Selective programs target groups at risk or subsets of the general population – such as children of drug users or poor school achievers.

Indicated programs are designed for people who are already experimenting with drugs or who exhibit other risky behaviors.

Treatment programs, which generally include medical care and extensive counseling, are designed to help drug-addicted youth recover from dependency and develop skills and resources that will enable them to refrain from further use. Often, young people who are drug-dependent have other disorders, such as depression, that must be dealt with during treatment.

This overview focuses on universal prevention for middle school and high school students. It describes how students respond to prevention efforts, presents key characteristics of effective prevention programs, highlights

the importance of involving family and community, and outlines steps for program design and implementation.

Prevention in Middle School and High School

As anyone who works with adolescents knows, there is a huge developmental range between middle and high school students. Fifth and sixth graders are generally “easy.” They tend to be receptive to anti-drug messages, and they take warnings about negative consequences of use seriously. They enthusiastically role play situations in which they practice resistance skills.

Seventh graders are more likely to challenge the teacher and less willing to publicly espouse non-use. Dorothy Goldwasser, a New York-based drug education consultant with many years' experience working with middle and high school students, notes: "They're concerned about the image they're giving their peers, so they may go to great lengths to appear to be cool. It's important to respond to their questions, even when they're asking in a challenging way, because although they may not appear to be engaged, they often really are listening." Because of students' self-consciousness at this age, it may be more effective to have them view and discuss videos than to ask them to role play in front of others.

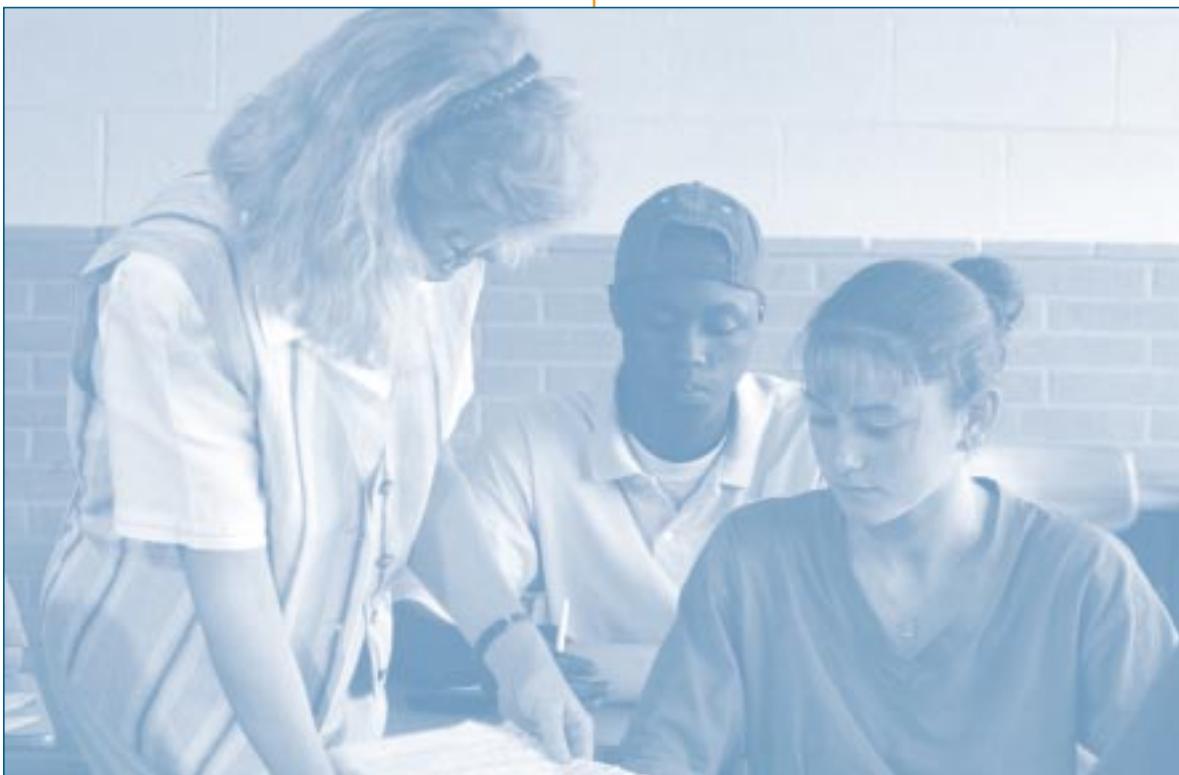
High school students are the "toughest" group. Some will have engaged in experimental use without serious repercussions, which increases their skepticism. Long-range effects of drug use hold little significance for them. Goldwasser notes: "It's important to talk about where they are now, not where they can be five or ten years from now. I don't talk in terms of long-term consequences like lung cancer and brain damage, but about immediate effects, like loss of a driver's license. That gets their attention." Effective activities for

this age are those that emphasize independent thought and research, such as debating social issues concerning drug use and looking at consequences of use in terms of statistics.

Prevention Strategies: What Works

In choosing and designing prevention programs, health educators and prevention specialists must ask: What works? What does the research suggest? While there appears to be no magic bullet that immunizes young people against drug use/abuse, a significant body of research indicates that the following characteristics are key to effective prevention:

- **Training and practice** in resistance skills and other personal and social skills such as decision-making, stress reduction, communication, and conflict resolution. Dorothy Goldwasser notes: "My approach is to empower kids so that they understand that they have control over the decisions they make. When you talk about making decisions, solving problems, even if you don't mention drugs, you're doing drug prevention. You are helping them see that there are positive and negative consequences to decisions they make."



- **Information** to help students understand that, contrary to widely held stereotypes, **drug use is not the norm for young people.** In some programs, students design and conduct their own surveys to arrive at a realistic picture of alcohol, tobacco, and other drug use among their peers.

- Developmentally appropriate, **clear information** without scare tactics (see below)

- **Interactive techniques** for teaching and learning, such as role playing, cooperative learning, peer coaching, and brainstorming. Such techniques promote communication, critical thinking, and social skills.

- **Ongoing education**, preferably beginning in kindergarten and continuing through Grade 12. During “prime time,” most often middle school, a core program should have a minimum of ten sessions followed up by at least three “booster” sessions in each of the next two years.

- **Solid training and support for staff.** Teachers need guidance in how to appropriately discuss drug use/abuse. Adequate resources and materials are essential to teachers’ effectiveness.



- **Family and community involvement.** There is strong evidence that the larger social context in which students live profoundly affects their behavior. Thus, involving family and community is key. (See “Social Context and Prevention,” below.)

Prevention Strategies That May Backfire

Scare tactics that exaggerate or over-dramatize the consequences of use are likely to induce skepticism and scorn in all but the youngest students. Teachers also should be wary of over-informing — giving too much information on the pleasurable effects of drugs — as

this can prompt students to experiment. (Another type of over-informing is to overload students with facts and details about drugs — categories, ingredients, countries of origin, and so on — that will simply bore them.)

Inviting recovering addicts to speak to students is a popular practice. Students often seem engaged by such speakers and ask many questions. However, some experts believe that while these speakers may be appropriate in the context of intervention and treatment, they do not have a place in universal prevention. Students may respond by thinking that now they know how not to get hooked, and

therefore they can experiment safely. Recovering addicts also may unwittingly send positive messages about the allure of drugs — how good they make you feel, how glamorous the drug culture is.

Social Context and Prevention: Involving Family and Community

It is crucial that school-based prevention programs establish linkages with parent and community groups. Through coordinated efforts, these institutions can strengthen the “safety net” for young people by creating positive, prosocial bonds that protect against destructive behaviors.

The need for school-community partnership is underscored by the research of Richard Catalano and David Hawkins, whose theory, the “social development” model, holds that “an individual’s behavior will be prosocial or antisocial depending upon the predominant behaviors, norms, and values held by those to whom the individual is bonded.” That is to say, a young person’s social linkages can either increase the risk of substance abuse and other antisocial behaviors, or offer protection from such behaviors.



This outlook stands in contrast to the view that young people who behave in antisocial ways — for instance, using drugs — are alienated loners. The social development model acknowledges that young people with well developed social skills and strong attachments may, through their attachments, arrive at life choices that are negative. The model also suggests practices for prevention and intervention that interrupt pathways to antisocial behaviors and support prosocial behaviors.

In keeping with the social development model, and with Emmy Werner’s research on resiliency in children, the Search Institute in Minneapolis has looked at more than

250,000 students in grades 6-12 in over 450 U.S. cities to identify and analyze factors that promote resilience and positive life choices. The project has identified over 30 assets that fall into two categories: external and internal. Among the external assets are: supportive parents and other adults, parent involvement in school, positive peer influence, religious affiliation, and involvement in organized activities in school and community. Internal assets include: commitment to school achievement; assertiveness, decision-making, and friendship skills; a strong values framework; and a positive view of one’s personal future.

Designing & Implementing Prevention Programs: Guidelines for Schools

Successful prevention programs require commitment at every level. Essential to such programs are the initiative, involvement, and support of school leadership.

- **Needs Assessment**
Identify the main issues of concern to your student body through surveys, interviews, and other measures.
- **Review of Current Strategies**
Concurrently with the needs assessment, compile a list of current programs and practices in your school. Then explore what strategies you could change, expand, or add to best meet the needs you have identified.
- **Program Planning and Implementation**
Prepare a step-by-step, detailed plan for funding, staffing (including training), and implementing the strategies you choose. These may include packaged programs and materials. “Generic” programs are unlikely to match precisely the needs of any particular school community, and will probably require some adjustments. However, these programs also have the advantage of having been prepared, generally, by people who understand the critical elements of prevention and have been careful to include them.
- **Program Evaluation**
It is critical to devise means of assessing the effectiveness of prevention programs. Program planning should always include an evaluation component, followed by program revision as indicated by the evaluation.

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On the concept of early “vaccination” that will provide lasting protection against substance abuse: “Such expectations . . . are as unrealistic as a belief that a visit to the dentist at age 10 ensures that children will brush their teeth after every meal until they graduate college. Both advocates and critics of prevention during early adolescence sometimes forget that the purpose of these activities should be initial preparation to an ongoing series of effective interventions.”

Michael Stoil and Gary Hill,
Preventing Substance Abuse: Interventions that Work

**ADOLESCENT
 PROBLEM
 BEHAVIORS**

Risk Factors

COMMUNITY

	Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out	Violence
Availability of Drugs	✓				
Availability of Firearms		✓			✓
Community Laws & Norms Favorable Toward Drug Use, Firearms, & Crime	✓	✓			✓
Media Portrayals of Violence					✓
Transitions and Mobility	✓	✓		✓	
Low Neighborhood Attachment and Community Disorganization	✓	✓			✓
Extreme Economic Deprivation	✓	✓	✓	✓	✓

FAMILY

Family History of the Problem Behavior	✓	✓	✓	✓	
Family Management Problems	✓	✓	✓	✓	✓
Family Conflict	✓	✓	✓	✓	✓
Favorable Parental Attitudes and Involvement in the Problem Behavior	✓	✓			✓

SCHOOL

Early and Persistent Antisocial Behavior	✓	✓	✓	✓	✓
Academic Failure Beginning in Late Elementary School	✓	✓	✓	✓	✓
Lack of Commitment to School	✓	✓	✓	✓	

INDIVIDUAL/PEER

Alienation and Rebelliousness	✓	✓		✓	
Friends Who Engage in the Problem Behavior	✓	✓	✓	✓	✓
Favorable Attitudes Toward the Problem Behavior	✓	✓	✓	✓	
Early Initiation of the Problem Behavior	✓	✓	✓	✓	✓
Constitutional Factors	✓	✓			✓

ORGANIZATIONS

Al-Anon/Alateen
1600 Corporate Landing Parkway
Virginia Beach, VA 23454-5617
1-800-356-9996
www.al-anon.alateen.org

Al-Anon offers support groups for relatives and friends of individuals with an alcohol problem. Alateen is primarily for teenagers and may include (depending on the local group's decision) preteens.

Alcoholics Anonymous (AA)
P.O. Box 459
Grand Central Station
New York, NY 10163
www.alcoholics-anonymous.org

A national fellowship open to anyone who wants to achieve and maintain sobriety; an important adjunct to many treatment programs. Maintains that members can solve their common problem and help others achieve sobriety through a twelve step program that includes sharing their experience, strength, and hope with each other. It is free and anonymous. For a local chapter, check your phone book.

American Council for Drug Education
164 West 74th Street
New York, NY 10023
1-800-488-3784
www.acde.org

Works to prevent drug abuse through public education. Publishes educational materials and offers brochures, books, and videos. Operates a free, 24-hour helpline to answer questions on substance abuse: 1-800-DRUGHELP.

Boys & Girls Clubs of America
1230 West Peachtree Street, NW
Atlanta, GA 30309
(404) 815-5700
www.bgca.org

National network of neighborhood-based facilities serving some 2.6 million young people, primarily from disadvantaged circumstances. Its primary prevention program, SMART Moves, teaches young people how to recognize and resist pressures that lead to drug and alcohol use.

Center for Substance Abuse Prevention (CSAP)
5600 Fishers Lane
Rockwall II Building, 9th Floor
Rockville, MD 20857
(301) 443-0365
www.samhsa.gov/csap

Supports and promotes the continued development of community, state, national, and international comprehensive prevention systems. Strives to connect people and resources with effective and innovative ideas, strategies, and programs aimed at reducing and eliminating alcohol, tobacco, and other drug problems in our society. CSAP's prevention programs and models, tailored to specific cultures and locales, capitalize on broad-based community involvement and enhanced public and professional awareness of prevention.

Children of Alcoholics Foundation
33 West 60th Street
New York, NY 10023
(212) 757-2100, ext. 6373

Seeks to reach, help, and offer hope to young and adult children of alcoholics; educate the public and professionals about this group; disseminate research and new data on the effects of family alcoholism on children; encourage federal, state, and local decision makers to respond to the needs of this high risk group.

Community Anti-Drug Coalitions of America (CADCA)
901 North Pitt Street, Suite 300
Alexandria, VA 22314
1-800-54-CADCA ext. 242
www.cadca.org

National substance abuse prevention organization formed in 1992 by the President's Drug Advisory Council. Helps substance abuse coalitions share ideas, problems, and solutions. Works with community-based coalitions and represents their interests at the national level.

Hazelden Information Center
CO 3, PO Box 11
Center City, MN 55012-0011
1-800-257-7810
www.hazelden.org

Works to improve the quality of life for individuals, families, and communities by providing a national continuum of information, education, and recovery services that are widely accessible; to advance the field through research and training; and to improve its quality and effectiveness through continuous improvement and innovation.

Join Together
441 Stuart Street, 7th Floor
Boston, MA 02116
(617) 437-1500
www.jointogether.org

National resource center bringing together people, ideas, and technology to help community leaders — including police, clergy, business, schools, health care, recreation, and media — to assist them in developing strategies to address alcohol and drug problems that plague communities. Its web site offers news summaries of alcohol, drug, and tobacco stories in the media; policy alerts; and an accessible database of 70,000 individuals and organizations concerned about substance abuse across the nation.

National Association of Alcoholism and Drug Abuse Counselors (NAADAC)
1911 North Fort Myer Drive, Suite 900
Arlington, VA 22209
(703) 741-7686
www.naadac.org

National organization for alcoholism and drug abuse professionals across the country who treat addicted individuals and families. Committed to increasing general awareness of alcoholism and drug abuse, and enhanced care of individuals through treatment, education, and programs aimed at prevention. Participates in special projects and campaigns to strengthen public awareness about the efficacy and cost-effectiveness of treatment.

National Clearinghouse for Alcohol and Drug Information (NCADI)
P.O. Box 2345
Rockville, MD 20847
1-800-729-6686
www.health.org

National resource for information about substance abuse prevention. Offers publications, videos, research information, and curriculum materials — many available free of charge.

National Council on Alcoholism and Drug Dependence, Inc. (NCADD)
12 West 21st Street, 7th Floor
New York, NY 10010
1-800-NCA-CALL/(212) 206-6770
www.ncadd.org

Provides education, information, help, and hope in the fight against the chronic and often fatal diseases of alcoholism and other drug addictions. With its nationwide network of affiliates, it advocates prevention, intervention, and treatment.

National Inhalant Prevention Coalition (NIPC)

1201 West Sixth Street, Suite C-200
Austin, TX 78703
1-800-269-4237/(512) 480-8953
www.inhalants.org

Promotes awareness and recognition of the deadly problem of inhalant use. The goal of the NIPC is to reduce and prevent the misuse of common, everyday household and office products. NIPC conducts inservice training and workshops for varied audiences, including parents, teachers, students, and health educators. Materials are available in English and Spanish.

National Institute on Drug Abuse (NIDA)
5600 Fishers Lane, Room 10A39
Rockville, MD 20857
1-800-662-HELP/(301) 443-1124
NIDA Infobox: 1-888-644-6432 or 1-888-889-6439 (TTY)
www.nida.nih.gov

One of 24 research institutes, centers, and divisions overseen by the National Institutes of Health. NIDA supports over 85 percent of the world's research on the health aspects of drug abuse and addiction. NIDA-supported science addresses the most fundamental and essential questions about drug abuse, ranging from the molecule to managed care, and from DNA to community outreach research.

Safe and Drug-Free Schools Program
600 Independence Avenue, SW
Washington, DC 20202-6123
(202) 260-3954
www.ed.gov/offices/OESE/SDFS

Provides policy direction and assists in the planning and coordinating of the Department of Education's drug education and prevention activities. Its two major programs are State Grants for Drug and Violence Prevention Programs and National Programs.

Stop Teenage Addiction to Tobacco (STAT)
511 East Columbus Avenue
Springfield, MA 01105
(413) 732-7828
www.stat.org

Devoted to reducing the use of tobacco by children and teens through grassroots community projects, policy research, public education, advocacy, communication, and counter-advertising. Offers training, education, and consulting services.

SADD
P.O. Box 800
Marlboro, MA 01752
(508) 481-3568
www.nat-sadd.org

Aims to end death and injury due to drinking and driving, underage drinking, and drug abuse among youth. Membership includes students in middle school, high school, and college.

Women for Sobriety, Inc.
P.O. Box 618
Quakertown, PA 18951-0618
1-800-333-1606
www.mediapulse.com/wfs

Works toward helping women with drinking problems find a way to sobriety and a fulfilling way of life. Shows women how to overcome their drinking problems with group support expressed by other women with similar problems and needs.

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MOYERS ON ADDICTION



Teachers are encouraged to photocopy and share all materials in this package.

Teachers can request free Family Guides in English or Spanish on preventing substance abuse. Write to Family Guide, P.O. Box 245, Little Falls, NJ 07424-0245

Videotaping Rights

Off-air taping rights of MOYERS ON ADDICTION: CLOSE TO HOME are available to educators for one year following each broadcast release.

WHERE TO GET HELP

SELF-HELP GROUPS

Alcoholics Anonymous (AA) - Check your phone directory for a local AA group 1-800-347-8998
Narcotics Anonymous (NA) Check your local directory or call 1-800-662-4357 for a referral in your area

Organizations to Contact for Information

Hazelden Information Center 1-800-257-7810
National Council on Alcoholism and Drug Dependence (212) 206-6770
American Council on Alcoholism 1-800-527-5344

Visit the CLOSE TO HOME Web Site

For more information on addiction and recovery, visit the CLOSE TO HOME Web site at www.pbs.org/closetohome or www.wnet.org/closetohome

CLOSE TO HOME ONLINE features a Web soap comic book for teens, plus an informational piece with:

- Animated illustrations of the brain and the mechanism of drugs in the body
- Real-life stories of people who talk about their struggles with the disease of addiction and their lives in recovery
- Up-to-date articles with information about the latest advances in the science of understanding and treating addiction
- Editorials debating controversial policy issues.
- An extensive, user-friendly resources section and
- A bulletin board

For a Referral to Help in Your Area

Drug and Alcohol Treatment Routing Service: 1-800-662-HELP

Alabama - 1-800-762-3790
Alaska - (907) 561-4213
Arizona - (602) 381-8999
Arkansas - (501) 280-4500
California - (916) 445-0834
Colorado - (303) 866-7480
Connecticut - 1-800-203-1234
Delaware - (302) 571-6975
District of Columbia - (202) 727-5163
Florida - (904) 488-0900
Georgia - (404) 656-2465
Hawaii - (808) 586-3961
Idaho - (208) 334-5935
Illinois - (312) 814-3840
Indiana - (317) 232-7939
Iowa - (515) 281-3641, Mon.-Fri., 8 A.M.-4:30 P.M.
Kansas - (913) 296-3925
Kentucky - (502) 564-2880, Mon-Fri. 8 A.M.-4:30 P.M.
Louisiana - (504) 342-9354, Mon.-Fri. 8 A.M.-4:30 P.M.
Maine - (207) 287-2595, Mon.-Fri. 8 A.M.-5 P.M.
Maryland - (410) 767-6910
Massachusetts - 1-800-327-5050, 24 hours
Michigan - (517) 335-0278
Minnesota - (612) 296-3991
Mississippi - (601) 359-1288, Mon.-Fri., 8 A.M.-5 P.M.
Missouri - (573) 751-4942
Montana - (406) 444-3964
Nebraska - (402) 471-2851
Nevada - (702) 687-4790, (northern Nevada); (702) 486-8250, (southern Nevada), Mon.-Fri. 8 A.M.-5 P.M.
New Hampshire - (603) 271-6100
New Jersey - (609) 292-7232
New Mexico - 1-800-962-8963, Mon.-Fri. 8:30 A.M.-5 P.M.
New York - (518) 473-3460
North Carolina - (919) 733-4670, Mon.-Fri. 8 A.M.-5 P.M.
North Dakota - (701) 328-8920, Mon.-Fri. 8 A.M.-5 P.M.
Ohio - (614) 466-3445
Oklahoma - 1-800-522-9054, 24 hours
Oregon - 1-800-621-1646
Pennsylvania - 1-800-582-7746, Mon.-Fri. 8 A.M.-4:30 P.M.
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