Fiction in the Young Adult Drug Curriculum: Impacts and Impressions

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A dissertation submitted in partial satisfaction of the requirements for the degree Doctor of Philosophy in Library and Information Science

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Dissertation Approval Form

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WE HEREBY APPROVE THE DISSERTATION SUBMITTED BY

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Impacts & Appreciation

AS PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF

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PhD Student Handbook 31
This dissertation is dedicated to my loving and supportive family

My parents, Joyce and Mike Mahon and the late Roger LaPierre

My husband Dan

And

My three beautiful children: Patrick, Gavin, and Aileen
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Dominican University

FICTION IN THE YOUNG ADULT DRUG CURRICULUM: IMPACTS AND IMPRESSIONS

By, Christina J. Ward

Abstract of a Dissertation
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Abstract

Studies in the field of psychology have shown that readers connect with fiction in a way that changes their attitudes and beliefs based on the information that is contained within the pages of a novel. This study builds on Louise Rosenblatt’s Reader Response Theory, Dee Fink’s Significant Learning Experiences, young adult development theorists, and research on fiction and learning to examine whether the young adult realistic problem novel could offer students an interaction with characters battling alcohol or drug addiction in a way that impacts the students’ perception of the risks of illicit drug use. A mixed-methods research approach was used to gather data within the context of a high school drug curriculum, where a portion of the research participants read a young adult problem novel. The findings indicate promise as to fiction having an impact on students’ ability to identify risks with illicit drugs. Further research studies are suggested to continue to investigate the use of fiction in the high school health curriculum.
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Chapter 1

Introduction

We hear and see reading slogans to entice children to read, such as “reading takes you places,” “step into a good book,” and “get lost in a book” (ALA, 2011). These slogans usually are accompanied by pictures of children with a book in hand being transported to faraway places. However, can reading a good fictional story impact a reader’s opinion about a certain subject? This study sought to discover if reading a young adult novel about illicit drug use had any impact on high school students’ attitudes towards illicit drugs.\(^1\)

Chapter 1 provides an overview of the research study presented in this dissertation. The chapter includes an outline of the development of the study as well as an introduction to the literature, the theories that were used to ground the study, and to the research questions, hypotheses, and methodology.

Background and Statement of Problem

Connecting high school students with books is one of the greatest and most rewarding challenges faced by school librarians. Finding a book that a student will read and enjoy can be a struggle, but when the process is successful, a spark ignites in the student and soon he/she discovers that reading is both enjoyable and valuable. Through personal observation, it was noticed by the researcher how many students enjoy the realistic problem novel, a literary genre where the protagonist has real problems that young adults see and hear about in their current lives (Alsup, 2003; Cart, 2008). These real problems include such diverse

\(^1\) The term illicit drugs is used in this study in accordance with the definition from the United Nations Office on Crime and Drugs (UNOCD): “…drugs which are under international control (and which may or may not have licit medical purposes) but which are produced, trafficked and/or consumed illicitly” (2011).
topics as abuse, date rape, teen pregnancy, sexual exploration, poverty, homelessness, terminal illness, and substance abuse. These themes caused the researcher to ponder two central questions, “Do students find truth in the realistic problem novel?” and “Does reading the realistic problem novel change a student’s attitude towards the ‘problem’ being tackled within the book?” The researcher was particularly interested in the use of the realistic problem novels where the characters encounter illicit drugs and alcohol, and whether the addition of such a book in a health curriculum would have an impact on high school students’ abilities to identify risks associated with drug use.

The literature review for this study shows a variety of studies and approaches, from information obtained from reading a fictional story, to information-seeking behaviors of young adults (persons between ages 12 and 18), to the young adult problem novel and its ability to help young adults understand the world in which they live. Varieties of search terms were used when searching for relevant research for this current study.

The professional and research literature reviewed for this study came from the fields of Library and Information Science (LIS), Education, and Psychology. Studies from the field of psychology examined whether or not people perceive truth in fiction (Gerrig & Prentice, 1991; Oatley, 1999; West & Stanovich, 1991). Fiction as part of the curriculum was the focus of the literature search within the education field. There were approximately 30 articles within the last 30 years that focused on practitioners’ use of fiction in various curricula in both education and LIS, but only 13 scholarly research studies address the pedagogical effectiveness of fiction in the curriculum. One additional focus of the relevant studies in the field of library and information science investigated the use of fiction in young
adult information seeking behaviors (McKechnie et al., 2007; Pattee, 2006; Reynolds, 2007; Todd & Edwards, 2004).

LIS researcher Ross Todd’s study “Meeting Drug Information Needs of Adolescents” (1997) looked at four female young adult participants and the knowledge that they gained from reading a piece of fiction about heroin abuse. This current study, *Fiction in the Young Adult Drug Curriculum* (FYADC), sought to expand Todd’s study by surveying a more diverse population sample, a more complete list of illicit drugs, and a wider variety of young adult realistic problem novels pertaining to drug use. This research also specifically investigated the use of fiction as a resource for use in the health unit pertaining to alcohol and illicit drugs.

**Statement of Purpose**

The purpose of this study was to investigate whether using the young adult realistic problem novel would have an effect on students’ perceptions of alcohol and illicit drugs. The use of a pre- and post-test survey gathered students’ base knowledge of illicit drugs and alcohol and asked students to rank the drug as having no risk of harm to self or others if taken over a specified period of time, to having great risk of harm (resulting possibly in death) to self or others if taken over a specified period of time.

**Structure of Report**

Chapter 2 discusses the background literature used to contextualize this study. An overview of the history of drug education, current national, state, and local standards will be discussed as to how they relate to the curriculum used in this study. Drug survey instruments are discussed in relation to how they have been used in the past, and how they helped shape the survey instruments for this current research. A review of scholarly research on young
adult (YA) information-seeking behavior is addressed to conceptualize how and where this particular age group seeks information, with an added focus on information for life-altering decisions, in particular regarding illicit drugs and alcohol.

Education and psychology literature on learning through fiction continues the literature review, leading the way for a survey of the scholarly research on fiction used in the K-12 curriculum. Since the literature used in this current study is the young adult realistic problem novel, the history and development of YA fiction, including the YA problem novel, will be reviewed. This section concludes with scholarly research from the preceding psychological, educational and LIS literature that used this type of genre in their studies, with a look at gaps in the relevant literature that this research seeks to fill.

Chapter 3 discusses the analytic and education theories that set the foundation for this current study. Reader Response Theory (RRT) as developed by literature scholar Louise Rosenblatt (1938; 1968; 1995) and further explained by Wolfgang Iser (1980; 1989) is discussed in terms of what it means to reading, the reader, and the relationship of the reader with the text. This theory will then be explored within the education context of L. Dee Fink’s (2003) learning taxonomy known as Significant Learning Experiences (SLEs), where a specific teaching design results in a lasting and meaningful change in the learner. These two theories, Reader Response Theory and Significant Learning Experiences, provide the theoretical framework for this study.

_Fiction in the Young Adult Drug Curriculum_ reviews a variety of young adult development theories, including learning stages from Erik Erikson, cognitive development theories from Jean Piaget and Lev Vygotsky, and moral development theory of Lawrence
Kohlberg. Each theorist’s viewpoint of young adult development is discussed in relation to how fiction can play a role in young adult developmental processes.

**Research Questions and Hypotheses**

The quantitative portion of the study consisted of pre- and post-test surveys, which were used as a means to compare the students’ base knowledge about illicit drugs at the beginning of the curricular unit with the students’ knowledge and attitudes at the end of the experiment. Qualitative methods of data gathering were used through semi-structured interviews following completion of the health unit post-test. These methods were used to answer and either support or not support the following research questions and hypotheses:

**Research questions.** 1) Does reading selected young adult fiction increase students' knowledge of the life changing impacts of illicit drug use? 2) How are students' perceptions of illicit drug use impacted by reading selected young adult literature?

**Hypotheses.** 1) By reading fictional literature dealing with substance abuse, participants will increase their ability to identify risks associated with illicit drug use. 2) The use of young adult fictional literature dealing with substance abuse will impact the participant’s feelings toward illicit drug use.

A description of the mixed-methods research approach and how it was implemented begins in Chapter 4. The surveys and semi-structured interviews, along with the content analysis method used for qualitative analysis, will be described and an explanation provided as to why these instruments were the most effective data collection methods for this research study. Demographics and selection methods for the young adult participants will be provided as well as the measures used to gather both the quantitative and qualitative data. A discussion of the results of the data gathered in this current study follows in the final chapter.
Chapter 5 describes the use of the statistical program Statistical Package for Social Science (SPSS) for quantitative data analysis, and the type of content analysis used for the qualitative data review and analysis. The results are presented, showcasing the quantitative results from the pre- and post-test surveys, along with supporting qualitative data from the interviews in relation to the Hypotheses 1 and 2. The discussion of these results can be found in the final chapter, Chapter 6.

The findings in relation to the literature and theories presented as the background and framework for this study are reviewed in Chapter 6. Comments are made about methodology modification for future research and the implications of these findings for both LIS and for education are explored. Questions that arose from the research findings are also presented, along with overall concluding observations and comments.

**Special Considerations**

Working with young adults is exciting, rewarding, and challenging. Because they are still developing, it is both interesting and critical to see what interventions can be used to make the transition into adulthood as safe as possible. This study investigated the use of fiction as a possible tool to help young adults recognize the potential risks of alcohol and illicit drug use. However, because the focus group is a vulnerable population and illicit drug use is a controversial topic, the study was designed in such a way to ascertain the participants’ perception of risk involved with alcohol and drug use rather than whether participants actually use drugs or know someone who does. This was a careful line to draw and may have influenced the researcher’s ability to ask pointed questions of the participants about illicit drugs.
Another qualifying factor is that young adults frequently approach questions thinking there are distinct right answers and wrong answers; therefore, students may approach a survey thinking there is only one correct response. This needs to be taken into account when considering the validity of the findings, as students may answer how they think they are supposed to answer rather than how they really feel. In addition, it can only be hoped that young adults will approach a survey of this type seriously and will answer honestly.

Regardless of the limitations, this study provides a window into whether or not the use of fiction as an information source within a drug education curriculum can possibly have an impact on young adults’ learning.
Chapter 2

Background Information and Literature Review

Introduction

This chapter merges general background information with research from the psychology, education, and library and information science (LIS) literature to contextualize this study on the use of fiction in young adult drug education curriculum. The general background section includes information on the history of drug education and a review of relevant government literature in the United States; current U.S. curricular standards in regards to drug education in grades 9-12, both nationally and locally; and, an overview of available research on drug survey instrumentation for information gathering on young adults’ perceptions and use of illicit drugs.

This section also reviews LIS scholarly research, which focuses on the ways young adults seek information, specifically in regards to life altering decisions and illicit drug use. Examples of the research pertaining to learning through fiction are included, including studies of the formal use of such literature in K-12 education.

The development of young adult literature as a literary genre is reviewed, along with the sub-genre relevant to this study: the young adult realistic problem novel.

The final discussion in this chapter is a review of the education and LIS literature regarding studies that look at K-12 health curricula and at young adult information-gathering through fiction. This conclusion of the literature review will reveal the gaps in the literature that indicate the potential contribution of this study.
History of Drug Education

The literature on the history of drug education comes from government websites and scholarly articles that review the effectiveness of various drug education programs. Drug education was introduced into American schools in 1901 when the Women’s Christian Temperance Union (WCTU) helped ensure that “every state required the teaching of scientific temperance education in all public schools” (Women’s Christian Temperance Union, 2009, para.14). After prohibition (1919-1933), drug abstinence promotion evolved into drug education as educators realized the importance of teaching the deleterious effects of alcohol and, eventually, drugs as methods of promoting abstinence. The 1920s saw the waning of the WCTU abstinence curriculum in the classroom (Tupper, 2008). While curricular drug education diminished, messages about the dangers of marijuana and cocaine continued to be communicated via the movies like the 1936 propaganda movie Reefer Madness (Schaefer, 1999; Tupper, 2008). The use of illegal drugs such as marijuana and cocaine among young adults (ages 12-18) rose in the 1950s and 1960s and spurred new drug awareness initiatives (Tupper, 2008; Wepner, 1984). In 1971, President Nixon declared a war on drugs (Frontline, 2000). In 1974, the National Institute on Drug Abuse (N.I.D.A.) was founded to be the center for research, treatment, prevention, training, services, and data collection on the nature and extent of drug abuse, with prevention being considered the educational outreach component (United States Department of Health and Human Services, 2009).

Illegal drug use among youths continued to rise well into the 1970s, prompting the creation of campaigns designed to scare people into abstaining from drugs (Tupper, 2008). Anti-drug films produced by the United States government, such as “Drugs are Like That,
Parts 1 and 2” and “Drug Abuse: the Chemical Tomb” (Dessart, 2012) were propaganda films meant to scare teens.

By the 1980s, organizations such as The Partnership for a Drug Free America (P.D.F.A) and Drug Abuse Resistance Education (D.A.R.E) (D.A.R.E. America, 1996) were founded to help educate parents, as well as young people, about the dangers of illegal drugs. These campaigns took the form of Public Service Announcements (PSAs) with the messages illustrating the dangers of drug addiction. For example, in 1987, a PSA from the P.D.F.A. used a brief, visual vignette: “This is your brain [an egg is held up]. This is drugs [hot frying pan]. This is your brain on drugs [egg cracked open and fried in pan]. Any questions?” (The National Youth Anti-Drug Media Campaign, 2011). The PSA of an egg sizzling in a hot frying pan with the tag-line “This is your brain on drugs” was intended to shock the viewer into an understanding of the potential damage of using drugs (The National Youth Anti-Drug Media Campaign, 2011). This campaign is a strong example of the use of storytelling to communicate a powerful and memorable message about the potential harm of substance abuse, and provides a valuable connection to the premise of this study.

D.A.R.E. established a research-based curriculum, meant for middle school students, for use in schools, community groups, and parent organizations (D.A.R.E. America, 1996). In 1986, the Drug-Free Schools and Communities Act was established “to help schools and communities establish drug abuse education and prevention programs” (Yohey, et al., 1990). This act allowed individual states to apply for federal grants for drug prevention programs to be implemented in schools (Cooper, 2006). The 1990s continued to see other not-for-profit organizations emerge, such as “KICKSTART” established by Chuck Norris to give kids healthy alternatives to using drugs; and “Parents: The Anti-Drug” established by the National
Youth Anti-Drug Media Campaign to help parents and those working with young people identify information and tools to encourage drug-free youth (The National Youth Anti-Drug Media Campaign, 2011).

Current National, State, and Local Curricular Standards in Relation to Drug Education

In the early twenty-first century, individual states began including drug education in statewide educational standards, linking it to various curriculum foci. For example, the 2003 Illinois State Board of Education Standards addressed the drug issue in its Social and Emotional Learning Standards, which state that early high school students must be able to “evaluate personal abilities to gather information, generate alternatives, and anticipate the consequences of decisions” (Illinois Learning Standards, 2006, goal 3). This goal coincides with the information literacy standards addressed in the Illinois State Board of Education Language Arts State Goal 5A, 4b for early high school, which state that students must “design and present a project using various formats from multiple sources” (Illinois Learning Standards, 2006). The drug education unit in Illinois high school health classes covers these two state goals. The high school curriculum includes this unit to give students the knowledge that they need to make healthy choices. However, for the purpose of this research, it is important to note that the multiple sources traditionally recommended tend to be non-fiction references and instructional materials such as encyclopedias, scholarly articles, and reference books or textbooks.

The research site for this dissertation study was in the state of Illinois, a state that, while requiring that drug education be covered in high school health classes, does not have a mandated drug curriculum. While this dissertation study was confined to a school-based
curriculum, the informing research studies all involved either district or statewide curriculums. For example, Library and Information Science (LIS) researcher Ross J. Todd’s 1997 study used a curricular unit on heroin as a standard method to introduce information about heroin to his research subjects. In 2006, psychology researchers Gakins and White in their study “School-based Substance Abuse Programs: Can They Influence Students’ Knowledge, Attitudes, and Behaviors Related to Substance Abuse?” looked specifically at the effectiveness of a standardized substance abuse education curriculum. Todd’s research study “Meeting Drug Information Needs of Adolescents,” as well as Gakins and White’s research was conducted within the confines of a prescribed curriculum, and sought to evaluate the effectiveness of those programs in conjunction with information tools used in the curriculums. In contrast, in Illinois where this dissertation research study took place, individual schools decide what materials or textbooks they will use to meet the state goals for health and drug education. Illinois requires that all K-12 curriculum state standards must be specifically followed and met, but does not prescribe a specific curriculum. All teaching about drugs and alcohol in Illinois falls under the following state standards:

**STATE GOAL 22:** Understand principles of health promotion and the prevention and treatment of illness and injury.
A. Explain the basic principles of health promotion, illness prevention, and safety.
B. Describe and explain the factors that influence health among individuals, groups, and communities.
C. Explain how the environment can affect health.

**STATE GOAL 23:** Understand human body systems and factors that influence growth and development.
A. Describe and explain the structure and functions of the human body systems and how they interrelate.
B. Explain the effects of health-related actions on the body systems.
C. Describe factors that affect growth and development.
STATE GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.
A. Demonstrate procedures for communicating in positive ways, resolving differences, and preventing conflict.
B. Apply decision-making skills related to the protection and promotion of individual health.
C. Demonstrate skills essential to enhancing health and avoiding dangerous situations.
(Illinois Learning Standards, 2006)

With Illinois’ adoption of the Common Core Standards Initiative (CCSI) by the 2014/2015 school year, compliance with the standards will become another rationale for the development of effective drug education programs for young adults. Despite their wide adoption across the United States (45 states), the CCSI standards do not address teaching young adults to make healthy choices about important life issues. Therefore, the New Illinois State Learning Standards, which incorporate the CCSI standards, do not adequately address the health curriculum (Illinois State Board of Education, 2012). The purpose of the CCSI is as follows:

The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The standards were developed in collaboration with teachers, school administrators, and experts, to provide a clear and consistent framework to prepare our children for college and the workforce. The standards are informed by the highest, most effective models from states across the country and countries around the world, and provide teachers and parents with a common understanding of what students are expected to learn. Consistent standards will provide appropriate benchmarks for all students, regardless of where they live.

These standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs.

The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (“the Standards”) are the culmination of an extended, broad-based effort to fulfill the charge issued
by the states to create the next generation of K–12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school.

The Standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. (Council of Chief State School Officers (CCSSO) & National Governors Association (NGA), 2010)

Since literacy is a major component of the national standards, this provides multiple opportunities for educators to continue to use a variety of materials to teach young adults to make healthy choices. The CCSI and Illinois State Standards talk about literacy in all subject areas. In particular, the English Language standards for grades 6-12 state, “teachers in other content areas must use their unique disciplinary expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language use in their respective field” (Council of Chief State School Officers (CCSSO) & National Governors Association (NGA), 2010, p. 2). This standard addresses the fact that a health teacher has an opportunity to teach healthy choices through guided reading.

This standard also is an opportunity for librarians and health teachers to collaborate and utilize various narratives on illicit drugs to help students gain insights into the dangers of illicit drug use. Section 9 of the CCSI helps teachers realize that fiction can be used in the curriculum, specifically stating “Literature can play a special role in expanding students’ horizons in this way: through reading great classic and contemporary works, students can vicariously inhabit worlds much different than their own” (2010, p.7). This recognition of the value of the fictional narrative in the national CCSI is another justification for reading
fiction during a health unit about drug abuse and connects directly to the theoretical foundation for this study.

Thus, this dissertation research attempts to add to the formal research in the area of learning through fiction by investigating whether young adults found information about a certain drug through reading fiction and whether they used that information to change their perception of risk. Research conducted on how information is gathered from the realistic problem novel is then a stepping-stone into further research, which may have an impact on how fiction is used in the school curriculum. This research also points to the reader’s advisory role librarians can play in helping health and other teachers locate appropriate novels to correlate with the curriculum.

**Drug Survey Instruments for Young Adults**

National drug survey instruments help identify levels of drug use in young adults. The results of these surveys inform government policy and help educators guide curriculum. Monitoring the Future, research conducted annually by the National Institutes of Health and the National Institute on Drug Abuse (N.I.D.A.), surveys teenagers regarding their drug use (National Institute on Drug Abuse National Institute of Health, 2011). Funded by the N.I.D.A., Monitoring the Future has been in existence for 36 years and is conducted at the University of Michigan (The Regents of the University of Michigan, 2012). This longitudinal survey began with American 12\textsuperscript{th} graders in 1975 and then added 10\textsuperscript{th} and 8\textsuperscript{th} graders in 1991. Monitoring the Future serves multiple purposes, one of which is to “study changes in the beliefs, attitudes, and behavior of young people in the United States” regarding substance use and abuse (The Regents of the University of Michigan, 2012, purpose and design par. 1). Monitoring the Future assesses substance use and abuse trends of
youth over time; these studies are used in developing the White House Strategy on Drug Abuse (The Regents of the University of Michigan, 2012).

Ongoing survey research on Youth Risk Taking Behavior is also conducted, collected, and published every two years by the United States Government’s Centers for Disease Control and Prevention (CDC) (Centers for Disease Control and Prevention, 2009). This survey is available free of charge to schools and local or state governments to conduct their own Youth Risk Behavior Survey, but that data is not included in CDC reports. Schools chosen by the CDC to participate in the Youth Risk Behavior Surveillance System (YRBSS) are “selected with probability proportional to the size of student enrollment in grades 9-12 and then classes of students are randomly selected to participate” (Centers for Disease Control and Prevention, 2004, p. 7). State participation in the YRBSS study is limited to public schools receiving YRBSS grant funds. Each school site is assigned a research moderator, who helps select classes to use for the study, and distributes and collects the surveys (Centers for Disease Control and Prevention, 2004). The age group (13-18 years old) of the students at the chosen YRBSS Schools is especially appropriate for this research study. In addition, the six categories monitored in this YRBSS, “behaviors that contribute to unintentional injuries and violence, tobacco use, alcohol and other drug use, sexual risk behaviors, unhealthy dietary behaviors, and physical inactivity,” were also especially relevant to the targeted dissertation research (Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Division of Adolescent and School Health, 2011). The categories of tobacco use, alcohol and other drugs were the main concern of this researcher.
Both Monitoring the Future and YRBSS look at either drug use or young adults’ risk taking behaviors. However, very few studies really gauge teenagers’ attitudes toward illicit drugs. One study, conducted by Gatins and White in the 2002-2003 school year, looked at a substance abuse program used in New York State high schools; this examined the effectiveness of the substance abuse program in changing students’ attitudes and beliefs about substance abuse (Gatins & White, 2006). The Gatins and White survey tool asked questions about attitudes toward drugs in addition to questions about participants’ use of them.

In 1990, a consumer’s guide for educational drug surveys was produced under the auspices of the Western Center for Drug Free Schools and Communities, a research agency with the United States Department of Education. This guide gathered what researchers at the time felt were the best survey instruments available for determining young adults’ attitudes toward, and usage of, alcohol and other drugs (Gabriel, Pollard, & Arter, 1990). This guide was instrumental in helping develop the research instruments used in this study. However, again, very few of the surveys featured in this guide looked at young adults’ attitudes or perceptions of drugs; the surveys primarily focused on usage. All of the reviewed survey instruments in this guide fail to monitor students’ attitudes or perceptions about tobacco, alcohol, and other illicit drugs. This deficiency limits the ability of educators and future researchers to understand young adults’ attitudes towards the aforementioned health-damaging behaviors, which in turn limits educators’ ability to affect young adults’ perceptions in order to influence the likelihood of their potential future drug use.

The survey instruments (see appendicies F through I) used in this dissertation study were designed to gauge student understanding of tobacco, alcohol, and other illicit drugs, as
well as to uncover student perception of the level of risk associated with these drugs as presented in a high school drug curriculum. The directions at the beginning of the surveys reminded the participants that their or anyone else’s drug usage was not to be revealed, as the research was not designed to measure level of use or non-use, and the revelation of such use would require intervention by the researcher because she is a mandated reporter.

**Young Adult Information-Seeking Behaviors**

Making important life decisions involves information literacy, the ability to identify a problem or question, seek information, and evaluate the information (Case, 2012). Since young adults need to ask questions and get answers about drug use, young adult information-seeking behaviors are an important part of this study. This dissertation does not attempt to add to information-seeking behaviors research necessarily, but the use of such research helped inform this study in terms of understanding how and where young adults seek information for important life decisions.

Information-seeking behavior is a significant field of study in the discipline of Library and Information Science. Thomas Wilson, an information science researcher, defines information-seeking behavior as “the purposive seeking for information as a consequence of a need to satisfy some goal” (2000, p. 49). In the process of such seeking, Wilson notes, “the individual may interact with manual information systems (such as a newspaper or a library), or with computer-based systems (such as the World Wide Web)” (p. 49). The scholarly research on information seeking-behavior is vast; because this dissertation study focuses on young adults (12-18 years old), the literature reviewed on information-seeking was limited to studies of the young adult population.
LIS researchers Denise Agosto and Sandra Hughes-Hassel conducted studies on the information seeking behaviors of young adults in “People, Places, and Questions: An Investigation of the Everyday Life Information-Seeking Behaviors of Urban Young Adults” and “Toward a Model of Everyday Life Information-Seeking Needs of Urban Teenagers, Part 1 and Part 2” (2005, 2006). In these studies, Agosto and Hughes-Hassel focus on the preferred everyday life information-seeking (ELIS) behaviors of urban teenagers. The first qualitative study looked at who and what this particular group of young adults preferred to use as a source of information for things such as schoolwork, time-related queries, and social life. The results of this study showed that teenagers preferred friends and family members as sources of information, and preferred cell phones as the form of communication technology to find the answers to their queries.

This research by Agosto and Hughes-Hassel illustrates the lack of communication among the librarian, the library, and young adults. The young adults in this particular research did not regard the librarian and library as preferred sources of information. Agosto and Hughes-Hassel later studied what urban teenagers’ ELIS needs were and how those needs tied to the developmental stages of the young adult. That study identified seven areas of urban teen development in which everyday life information helped to facilitate their “teen-to-adulthood maturation” (Agosto & Hughes-Hassell, 2006 p. 1394). These seven areas are the social self, emotional self, reflective self, physical self, creative self, cognitive self, and sexual self (Agosto & Hughes-Hassell, 2006). The 2006 study by Agosto and Hughes-Hassell guided this researcher to consider young adult development stages in conjunction with their everyday information needs.
Research conducted in the health science field by Buhi, Daley, Fuhrmann and Smith (2009) and the communications field by Hawkins, et al. (1985) looked at how young adults searched health information on a computer, while researchers in the Library and Information Science (LIS) field such as Julien and Michels (2000), Shenton and Dixon (2003), and Shenton (2004, 2007) looked at what information sources are perceived as valuable by young adults. Buhi, et al. (2009) conducted a study to see how college students seek information for sex-related questions. Their study showed that college students had a hard time picking out factual information on the subject from false information. These participants also found it more difficult to find sources of information to answer a specific health question as opposed to general information on the topic. However, the Internet research that students conducted in Buhi, et al.’s study took place in the library, therefore adding value to the library as a place for information-gathering. Student experiences in that study also revealed that students need better training about how to use the Internet wisely.

LIS researchers Heidi Julien and David Michels’ (2000) study focused on ideal sources of information that people seek out for answers to daily questions. LIS researchers Andrew Shenton and Pat Dixon first looked at the use of other individuals as a method to seek information (2003). Shenton and Dixon’s research sought to identify the various information needs met when people seek out other individuals as sources of information. Their study revealed the types of people (i.e. friends, family members, clergy, etc.) valued as useful to meet the participants’ information needs as well as the reactions of adults when they are consulted to fill an information need. This in turn led Shenton and Dixon to look at the problems young adults face when using adults as an information source (2003). Their research showed that a trusted person was considered a more valuable information source
than an institution or the Internet. Sadly, the librarian was not shown to be highly valued as an information source in Shenton and Dixon’s study. This view of librarians may have some relevance on how this researcher could be viewed by participants in her study. The Shenton and Dixon research indicates that this researcher, a school librarian, may not be considered someone to whom a young adult would normally go for information. Because this dissertation study involved the researcher as the interviewer, it was important for her to know that she is not ranked high on her students’ list of personal information sources. This will be a factor to consider when analyzing the results of this study.

Shenton (2004, 2007) continued his research into how young adults find information, and how the library, both as a place as well as the people who run the library, need to consider the particular information-seeking behaviors of young adults. In his study “Research into Young People’s Information-Seeking: Perspectives and Methods,” Shenton addressed the gap in research as to how young adults seek information (Shenton, 2004). This led to his study “The Paradoxical World of Young People’s Information Behavior,” which dissected how young adults seek information in categories to show librarian, teachers, and those who help young adults find information, how complex young adult information-seeking behavior can be (Shenton, 2007). The information from Shenton’s research is valuable because it demonstrated that even though young adults become frustrated with an information source, they would continue to use that source because of convenience and familiarity. Therefore, librarians need to be aware of how and where young adults seek information in order to meet their information needs. Hopefully, this is a starting point for closing the gap between young adults and the library.
While this research project did not specifically address young adults’ information-seeking behaviors, it was important to know where young adults as a group seek out information and what value, as seen in (Agosto & Hughes-Hassell, 2005; Shenton, 2004, 2007) they place on those information sources. The following sections will look more carefully at the research involved with specific information sources that young adults value.

**Young Adults and Information-Seeking for Life-Altering Decisions**

Young adults have a critical need for finding information to support life-altering decisions. As mentioned previously, Hawkins, et al. (1985) studied the utilization and benefit of a health database, the Body Awareness Resource Network. This database provided students in junior high and high school with “confidential, non-judgmental health information, behavior changing strategies, and sources of referral for issues of alcohol and drug awareness, human sexuality, smoking prevention and cessation, stress management, and body management” (1985, p. 1). Buhi, et al. (2009) conducted a study with college freshman on the ease and accuracy of accessing sexual health information on the Internet. Their research on health information included information on alcohol and drugs, the topics covered in this dissertation research study.


Information-seeking for other everyday life concerns of young adults has also been explored (Poston-Anderson & Edwards, 1993; Reynolds, 2007). Poston-Anderson and
Edwards (1993) investigated how young adult females described the relationship between their information needs and the issues they identify as their life concerns, and the relationship between these information needs and the perception of the school library and public library as a place to seek answers to questions. The life concerns identified in Poston-Anderson and Edwards’ research were education, work, and relationship issues. For example, one of the research subjects searched for information about drug abuse because she was concerned about a friend’s problem. However, researchers again discovered that these subjects did not believe that the school library was a place that would have relationship-issue information. The girls believed rather that the school library would have information strictly about job or educational concerns. While drugs were mentioned as a concern in the relationship issues about which the girls sought information, it was not the primary focus of the Poston-Anderson and Edwards (1993) research.

Stephanie Reynolds’ dissertation, “Reading Selection as Information Seeking Behavior: A Case Study with Adolescent Girls” (2007), used a qualitative methodology to investigate how young adult fiction was seen as an information source for adolescent girls. In Reynolds’ study, the use of fiction was analyzed to see how and what the girls in the study learned about themselves and how fiction changed their opinions about the defined subject of the story. Reynolds looked at fiction through several lenses, including bibliotherapy, the way a book can be therapeutically helpful to the reader, and information seeking. The girls in Reynolds’ study read stories about cancer, body image, and personality types; none of the research participants read a story about a person struggling with drug addiction. The findings of Reynolds’ study indicated that the girls in her study found fiction to be a helpful tool in
their discovery about themselves in regards to how they react to the different subject matters of the fictional story.

As demonstrated repeatedly in the above research, information on drug use is a significant everyday life concern of young people, but it has yet to be sufficiently explored in research literature on young adult development in regards to information seeking.

The research study for this dissertation does not directly address information-seeking behaviors but the study does relate to the developmental stages of young adults. Available research indicates that young adults undervalue libraries as an information source. However, if getting information through reading young adult problem novels is developmentally gratifying and these novels are more readily available in libraries than from other sources, then this study may point to the potential value of libraries and librarians in a young adult’s life. In addition, research on young adult information-seeking demonstrates a surprising lack of data on substance abuse as an information need among young adults. The literature reviewed for this current study covers research from the past forty years, primarily from the disciplines of Education and Psychology. While this review shows that information-seeking research, in particular, is abundant in the field of LIS, substance abuse information sources in relation to information-seeking are extremely limited in all of these fields.

**Young Adults and Drug Information**

Young adults begin to encounter illicit drugs in the middle and high school years (Centers for Disease Control and Prevention, 2009). Research is widely available on young adult usage trends (Centers for Disease Control and Prevention, 2009; D.A.R.E. America, 1996; National Institute on Drug Abuse National Institute of Health, 2011). However, there is scant research that addresses the questions of how, where, when and why young adults
seek information about illicit drugs. Ross Todd’s (1997) study at the University of Technology in Sydney, Australia, examined how young adults added to their knowledge about heroin from reading a fiction story pertaining to heroin addiction. In this study “Meeting Drug Information Needs of Adolescents,” Todd “sought to understand how adolescents’ existing knowledge about the drug heroin was modified by exposures to information about this drug, what shaped the interaction, and what were the cognitive effects of this modification” (Todd, 1997 p. 98). He used a framework from Bertram Brookes “The Foundations of Information Science, Part I” (1980), who created an equation that could explain a person’s cognitive interactions with information (Todd, 1997). In the equation $K(S) + ΔI = K(S+ΔS)$, knowledge structure $[K(S)]$ can be changed by an input of knowledge ($ΔI$) while $ΔS$ indicates the effect of the modification to the knowledge structure (Brookes, 1980). This equation by Brookes proposes that “While a person was in the process of doing something with information, a person’s knowledge structure was changed” (Todd, 1997 p. 98). Todd stated that it was important to look at exactly “how adolescents’ knowledge changed when exposed to information about drugs” (Todd, 1997 p. 99). He argued that observing how adolescents’ knowledge about drugs changed after exposure to a fiction story was especially important for school librarians to understand in order to help students with browsing for, connecting with, and interpreting appropriate information in relation to drugs. Todd’s study focused only on a specific drug, heroin, chosen from a learning module used with his research subjects. Todd’s research participants were four 17-year-old girls who came from various backgrounds, had a high level of fluency in written and spoken English language, and were also reading works by Coleridge in their English class (1997 p. 99). Because of Coleridge’s opium addiction, these parallel assignments helped the research
subjects make a connection between what they read in English class and what information they were being exposed to in the health class curricular module (Todd, 1997). The curricular module taught the participants about various illicit drugs and the health risks associated with these drugs. Todd’s research demonstrates how students connect information read in a story with information learned in a curriculum based on the new information that each of the four girls added to their information web about heroin. It also reveals why resources such as the library are not places that the young girls considered for information-seeking pertaining to drug use, or what to do if someone they know is on drugs because his study and a future study with Susan Edwards looked not only at using information, but factors that influence where their seek information (Todd, 1997; Todd & Edwards, 2004).

Ross Todd and Susan Edwards conducted a study “Adolescent Information Seeking and Utilization in Relation to Drugs” (2004) that combined and continued Edwards and Poston’s 1993 research involving girls information needs about life concerns and expressing those information needs with Todd’s research of the cognitive process of how his research subjects used information acquired about heroin (Todd & Edwards, 2004). According to Todd and Edwards, young adults did not consider the library or school as a place to look for information because they felt that they would be labeled as “having a drug problem” if they requested or researched information on drugs there.

The first study, Ross Todd’s 1997 study, demonstrated that young adults’ knowledge about a particular drug did change from reading a story about heroin. The second study, Todd and Edwards’ 2004, confirmed and further explained prior studies of young adults undervaluing the library as a place to seek information for life altering questions. An ancillary question indirectly addressed by this current dissertation study is whether libraries
do and/or should give students access to realistic problem novels, wherein students can explore life-altering topics without feeling they will be stigmatized. The following review focuses on research that demonstrates the value of fiction in learning.

**Learning through Fiction**

The research context for this study is inter-disciplinary and research previously discussed is relevant in multiple components that help to shape this dissertation study. A reiteration of some studies is necessary to synthesize this information. For example, Ross Todd’s study will be discussed in relation to learning through fiction. After Ross Todd’s (1997) research, LIS researchers Ross Todd (1999), Ross Todd and Susan Edwards (2004), Amy Pattee (2006), Stephanie Reynolds (2007), and Brian Sturm and Karin Michel (2009), initiated studies that looked at whether information on controversial subjects such as drugs, sex, suicide, and sexuality could be obtained in a less threatening fashion than actual experience from reading works of fiction. This type of information encounter, researched previously by Todd (1997) utilizing the Brookes Cognitive Information Processing Equation (Bawden, 2011), helps researchers determine if a person’s existing knowledge structure is changed by doses of information and whether this modification has some effect on the person (Todd, 1997). Additional research by Todd (1999), Pattee (2006), Reynolds (2007), and Sturm & Michel (2009), used Reader Response Theory (RRT) as the theoretical framework for their studies. RRT looks at the meaning that is constructed from the “black marks on the page,” and from the interaction that the reader has with the text (Ross, 2005 p. 783).

Stephanie Reynolds’ study combined the use of RRT with an analysis of how young adult fiction can have an impact on the development of adolescent girls (2007). Dr. Reynolds reviewed her participants’ journals and blogs where they discussed what they were
learning from the fiction stories they were reading. She also had her participants relate the new information discovered from the story to their own lives in these journals, blogs, and discussions. Reynolds’ research looked at fiction as a way for young girls to learn about themselves. Catherine Ross (1999) also used RRT in her research study: “Finding without Seeking: The Information Encounter in the Context of Reading for Pleasure.” Ross’ study looked at information that adult readers glean from fiction. Her study showed that readers learn something from the books they read, even when they are not actively seeking information. The research conducted in Pattee’s “The Secret Source: Sexually Explicit Young Adult Literature as an Information Source” (2006), and Sturm and Michel’s “The Structure of Power in Young Adult Problem Novels” (2009) looked at the content of young adult literature to identify the types of problems being addressed and how these problems correlate with the stages of adolescent development proposed by Erikson (1968), Kohlberg (1971) and other cognitive development psychologists. (See chapter 3 for descriptions of these theories.) Pattee and Sturm and Michel looked at young adults’ everyday information-acquisition about a variety of topics (such as sexuality, racism, suicide, etc.) from pleasure reading; only Todd (1997) looked specifically at information about drugs and drug use obtained from a fiction story.

According to psychology researchers Gerrig and Prentice, 1991, West and Stanovich, 1991, Oatley, 1999; and Marsh, Meade, and Roediger III, 2003, people often perceive that truth can be discovered in fiction and that those people quickly add fiction-derived truth into their memories. Psychologists Richard West and Keith Stanovich (1991) began looking at this concept of truth in fiction by examining the cognitive process of exposure to information via reading (novels, magazines and newspapers) and watching television. They discovered
that new vocabulary terms were gathered via incidental means, such as reading for pleasure, as opposed to explicit teaching. Gerrig and Prentice’s (1991) research investigated the manner and speed by which a subject obtains and retains information from fiction. In his book, *Experiencing Narrative Worlds: On the Psychological Activities of Reading* (1993), Gerrig discusses how “readers often approach fictional narratives with the strong expectation that there are lessons to be extracted. Prentice and I were interested in determining the extent to which fictional information can in fact wield an influence on real-world judgments” (1993 p. 216). Gerrig and Prentice’s findings indicate that information obtained through fiction does influence real world judgments.

Another psychology researcher, Keith Oatley, took Gerrig and Prentice’s research, looked at types of truths, “truth as coherence within complex structures and truth as a personal relevance” found through psychology as it relates to the concept of truth lens, and demonstrated that fiction can be considered twice as true as non-fiction according to the science of psychology (Oatley, 1999 p. 103). The truth a reader perceives from fiction comes in two ways: as a simulation and as confirmations of personal truths based on the reader’s prior experience (1999). Marsh, et al.’s 2003 “Learning Facts from Fiction” study demonstrated that individuals retained information from fiction quicker and were more likely to believe the information discovered within the story. This study also demonstrated that later in time, the participants still retained the information they had found earlier through the story (2003). Oatley expands Prentice’s study, stating that the narrative style of fiction gave subjects a sense that, as readers, they were themselves experiencing true feelings and activities via simulation, similar to having vicarious experiences through immersive electronic gaming (1999).
Oatley emphasizes this concept of simulation in the chapter “Emotions and the Story Worlds of Fiction” in the book Narrative Impact: Social and Cognitive Foundations: “In [fiction], as with other simulations, a principal purpose is to understand complex matters, in this case people, their actions, and their interactions expressed in narrative form” (2002 p. 41). He continues to explain that simulation is “a metaphor [that includes] the idea of the reader’s construction of the story, and it corresponds to older ideas that fiction is imagination, or a kind of dream” (p. 41). The concept of simulation, or vicarious experience through fiction, evokes emotions within the reader, and these emotions “depend on psychological processes such as identification with a protagonist, sympathy for story characters, and activation of emotion” (Oatley, 2002 p. 41). These studies confirm the reader’s cognitive process of incorporating the information obtained by reading fiction. In addition, the psychological approach to memory incorporation demonstrates the value of using a fiction story for educational purposes.

Studies have also demonstrated specific kinds of information people gain from reading fiction (McKechnie, Ross, & Rothbauer, 2007; O’Connor, 1994; Pattee, 2006; Reynolds, 2007; Ross, 1999). LIS researcher Catherine Ross’ (1999) study, as discussed earlier, interviewed 194 individuals who identified as committed readers, readers who read for pleasure regularly, and investigated what information the participants gathered from reading for pleasure. Ross discovered that depending on the individual’s prior knowledge, a variety of information could be taken away from reading. Her participants discussed how certain characters taught the reader certain lessons, or how reading fiction “produced answers to current concerns without the need for active information-seeking” (Ross 1999, p. 795).
The information that was gained from reading for pleasure varied from person to person, but Ross discovered that information was gathered nonetheless.

LIS scholar Amy Pattee’s research focused on sexually explicit young adult literature as an information source (2006). She examined various young adult novels for their sexual themes, and then proceeded to discuss how these novels could be useful to young adults trying to understand their own sexuality. Her discussion draws on RRT plus various information-seeking theories, as well as on theories of adolescent development. Pattee’s view of using fiction in sex education is similar to the view taken in this current research project because Pattee looked at using fiction as part of a health curriculum for young adults on a specific health topic, sex education. Reynolds’ (2007) dissertation on the use of fiction with young adult girls, an additional study discussed previously, looked at how narrative helped shape the identities of the participants of her study. Reynolds explored the idea of seeking information about “self” with young girls to see how fiction helped them better understand what it is like to be a teenage girl. Research studies examining how readers seek, acquire, and learn information through fiction form the foundation for an examination of fiction in the K-12 curriculum.

**Fiction in the K-12 Curriculum**

While there is a vast amount of research in the field of education discussing the use of fiction in the K-12 curriculum very little formal LIS research is available on this topic. The LIS professional anecdotal literature in this area is rich, however, with a recurring theme being that fiction engages the reader by providing multiple perspectives and multiple voices about a topic.
In their article, “Learning Facts from Fiction,” education researchers Marsh, Meade, and Roediger III summarize research by education researchers Storey (1982), Duebeck, et al. (1990); and Smith (1993) that attests that educators believe that students benefit from fiction in a variety of curricular arenas (2003) such as: the benefits of picture books in the math curriculum (Jenkins, 2010); fiction paired with non-fiction text in Social Studies (Baer, 2012; Turk, Klein, & Dickstein, 2007), science fiction in science classes (Czerneda, 2006; Zigo & Moore, 2005); historical fiction in social studies classes (Baer, 2012; Hicks & Martin, 1997; Turk, Klein, & Dickstein, 2007); and other curricula areas (Alsup, 2003; Baer, 2012; Glasgow, 2001; Goederham, 1994; Richard & Ernst, 1993). In her article, “Teaching Social Justice through Young Adult Literature,” Jacqueline Glasgow (2001) discusses the importance of teaching social justice using young adult literature. Glasgow cites young adult critic and professional authority Hazel Rochman’s statement: “Racism dehumanizes, but a good story defeats the stereotype” perceived by racist (2001, p. 51). Richard and Ernst demonstrate how a good multicultural novel is “filled with examples of contemporary characters working—sometimes struggling—together to understand the miscommunication and misperceptions that lead to misunderstandings between people of different ethnic groups” (1993, p. 2). Most of the novels used in Glasgow’s and Richard and Ernst’s research are young adult fiction, a genre defined by the American Library Association (ALA) as novels for teens between the ages of 12 – 18.

**Young Adult (YA) Fiction**

Young adult literature experts Dr. Alleen Nilsen and Dr. Ken Donelson (2009) provide a working definition of young adult literature as “anything that readers between the ages of twelve and eighteen choose to read for leisure reading or to fill school assignments”
Nationally known young adult fiction critic Michael Cart (2008) “YALSA White Paper on the Value of Young Adult Literature” views the term young adult literature as being “inherently amorphous, for its constituent terms ‘young adult’ and ‘literature’ are dynamic, changing as culture and society--which provide their context--change” (pg.1). From Romance to Realism, Cart’s text on the history of YA literature (1996; 2010), traces both the development of the term young adult literature within the American Library Association (ALA), as well as the Association’s method of selecting distinguished titles. From 1930-1948, there were relatively few titles specifically identified as young adult literature, thus the Association of Young People’s Librarians (1941), an ALA division which included both children’s and young adult librarians only highlighted titles from books published either for children or for adults (Starr, 2006). In 1948, noted librarian Margaret Alexander Edwards noticed that adolescents had no compelling interest in children’s books; subsequently in 1952 the Book Selection Committee started preparing the formally known Significant Adult Books for Teens and Interesting Books which continued its distribution to members of the Young Adult Services Division (YASD) in 1957 after the split of the Association of Young People’s librarians into YASD and the Children’s Library association. Eventually the booklist distributed to members of YASD became Significant Adult Books for Young People in 1963 (Cart, 1996, 2010; Starr, 2006). The list’s name changed again in 1966 to Best Books for Young Adults, with Cart (1996, 2010) pointing out that it was not until 1973 that there would finally be a body of literature of sufficient size and literary significance specifically for adolescents to warrant the inclusion of “young adult books” as an official publication category in American trade publishing.
Development of the YA classification in the publishing industry. While early twentieth century American publishing houses did not necessarily include specific young adult imprints, many publishers did establish a children’s or juvenile department after 1918, when MacMillan and Company published its first acclaimed juvenile book under the first official juvenile imprint.

A look at a particular publishing company can provide insights into the field. The book One Hundred and Twenty-five Years of Publishing (1962) examines the history of Little, Brown and Company. According to the company, in 1903 the publishing house had a “great many books for boys and girls by authors exceedingly popular at the time” (p. 22). They also had a “solid juvenile list expanded” during the early 1900s as well (p. 23). There was little mention of the words juvenile or young adults in this historical time-line until the 1940s. In 1944, Little, Brown and Company president Alfred McIntyre wrote in a memorandum to the company:

> Juveniles. I would say about 20 (titles) per year, of which certainly half should be for the under-ten group. To carry out a program of this size we would certainly need a special editor, who should be supervised, who should get around, who should have some understanding of the commercial side of the business, and particularly who should know something of what children do really want as well as what their parents and children’s librarians think they should want. (p. 64)

Under this direction, publishing agents were assigned to study not only various types of picture books and books for children, but also “fiction and nonfiction of all types of age and interest levels.” This same year Little, Brown and Company started a separate editorial advisory committee just for juveniles. With the distinction being made between children and “all types of age and interest levels,” Little, Brown and Company began to separate adolescent and/or young adult literature from literature aimed at younger children; however,
the company did not make a clear statement about the practice. The word “juvenile” appears frequently in the discussion of the company’s history, but it is hard to tell whether Little, Brown and Company meant what would today be considered “young adult,” people between the ages of 12-18. The use of the term “young adult” became more common in general publishing after 1960.

Other publishing companies, such as Longmans Green, began promoting “junior books” to an emerging youth culture in the 1930s (Cart, 2010, p. 9). When Harcourt Publishing Company promoted John R. Tunis’ book *The Iron Duke* as a juvenile or junior book, the author was furious at the designation “juvenile,” though that is the term used by advertisers in recognition of “this emerging youth culture” (Cart, 2010, p. 11).

When discussing the emergence of the distinction between books for children and books for adolescents or young people in the publishing industry, it is important to note the date of the first literary criticism of such a book. In 1951, DH Dwight Burton wrote an article for *The English Journal* entitled, “The Novel for the Adolescent,” where he “injected judgments along with appreciation as he commented on works by Dan Wickenden, Maureen Daly, Paul Annixter, Betty Cavanna, and Madeleine L’Engle” (Nilsen & Donelson, 2009). He also identified the qualities of the good young adult novel and prophesied its potential and future (2009):

> The good novel for the adolescent reader has attributes no different from any good novel. It must be technically masterful, and it must present a significant synthesis of human experience. Because of the nature of adolescence itself, the good novel for the adolescent should be full of true invention and imagination. It must free itself of Pollyannaism or the Tarkington-Henry, Aldrich-Corliss Archer tradition and maintain a clear vision of the adolescent as a person of complexity, individuality, and dignity. The novel for the adolescent presents a ready field for the mature artist. (p.63)
As Nilsen and Donelson (2009) further point out in their textbook *Literature for Today’s Young Adults*, this article truly separated the adolescent novel into its own category within publishing. This idea becomes even more prominent in Emma Patterson’s 1956 article for *The English Journal*, “The Junior Novels and How They Grew,” wherein Patterson states: “the junior novel has become an established institution” (p. 381). Even though the terms adolescent or junior novel are used, they clearly point to what will be later known as young adult literature (Cart, 2010).

The common use of the term “young adult” as relates to literature emerged shortly after it was used in adolescent development theories in the 1960s (Nielsen, 1996). The historical and critical analysis of children’s literature confirms that the early 1960s appears to be when the term “young adult fiction” emerged; however, the term, and the content of the literature itself, continues to evolve. With the establishment of how the young adult genre came to be, the emergence of the realistic problem novel as part of the young adult genre will now be explored.

**Young adult realistic problem novel.** The young adult realistic problem novel is a book where the protagonist has real problems that young adults see and hear about in their current lives (Alsup, 2003; Cart, 2008). When discussing the growth of the problem novel in the 1970s, Canadian critic Sheila Egoff states, “Adolescents had been steadily assuming more and more of the attributes, perquisites, and problems of their elders. Like adults, teenagers now had money, cars, jobs, and also drugs, liquor, sex, and the assorted difficulties arising therefrom” (1980, p. 194; Cart, 2010). Authors began to tackle these issues in their novels. Pioneering young adult librarian Margaret Alexander Edwards (2002) talks about the first realistic novel that she encountered, *The Good Earth*, which was tossed aside by Edwards’
family as being “despicable” because it talked about sex (p. 9). Edwards read it anyway after a teacher of hers, Eleanor Taylor, told her that just because a book “depicted life truly, she [should] not throw it down and run like Chicken Little because sex was mentioned or some frontiersman swore” (p. 9). This permission to read The Good Earth gave Edwards the idea “that I could know people in print as I knew them in life” (p. 9). The realistic novel allows the reader to know people and learn about life through interactions with the characters in the book (Cart, 2010; Nilsen and Donelson, 2009).

Cart (2010) also notes that the mission of the realistic problem novel is “to not only portray real-life circumstances, but real people living in real settings” (p. 32). Librarian, critic, and Horn Book editor Roger Sutton demonstrates how readers can also view the problem novel as one in which the problem or issue, not necessarily the character, is the focus (1982; Cart, 2010).

Nilsen and Donelson (2009) describe the realistic problem novel as a book with “real-world settings in historical periods not far removed from our own” (p. 113). In describing the realistic problem novel further, Nilsen and Donelson state, “The books feature young protagonists solving problems without the help of magic” (p. 113). As youth literature critic Marc Aronson suggests, the reason why realistic novels are successful amongst readers is “their level of intimacy” (2001, p. 20). He poses the question, “Does a book have the potential to touch readers deeply so that, in the struggle with it, they begin to see and to shape themselves?” (2001, p. 20; Nilsen and Donelson, 2009).

Nilsen and Donelson describe four characteristics that make the realistic problem novel different from other young adult books.

1. The protagonist comes from a variety of social and economic levels.
2. The setting of the story is less than idyllic and usually takes place in harsh and difficult places to live.
3. The language is written as the way people talk; thus, profanity and improper English may be used.
4. It has become more acceptable to give readers more vicarious experiences than would be desirable, or possible, in real life. (p. 114)

Although each of the characteristics listed are relevant to this study, characteristic number four, with its emphasis on the reader’s vicarious experience, provides a rationale for the use of the realistic problem novel in the curriculum. Throughout the current study, the terms problem novel and realistic novel will be used interchangeably, because “technically the problem novel and the realistic novel are synonymous” (Cart, 2010, p. 24).

As already mentioned there are few research studies using the young adult problem novel in the field of LIS. The studies discussed have looked at young adults using fiction under various information-seeking theories and models. Most of the fiction utilized in these studies came from the realistic problem novel genre (McKechnie, et al. 2007; Pattee, 2006; Reynolds, 2007, Todd, 1997). Two of the four studies using the young adult problem novel informed this current study. The first is LIS researcher Ross Todd’s previously described 1997 study “Meeting Drug Information Needs of Adolescents,” where a young adult novel about a person addicted to heroin was read by four 17 year-old girls to gain information about heroin use. Todd asked the four research subjects to write down all that they knew about heroin before reading the book, and then after finishing the book, to add any “new knowledge” to the lists they created at the beginning of the study. All of his participants added information that was new to them to their initial lists.

Stephanie Reynolds’ previously described LIS dissertation (2007) used interviews, journaling, blogging, and discussion groups to allow the participants to write and/or discuss any fiction books that had an impact on them as readers. Most of the books mentioned by the
participants of her study were young adult problem novels (2007). Again, her study indicated that young adults did learn something about themselves and others from reading a fictional story (2007).

**The Curriculum, Information Gathering, and Fiction**

Research studies indicate that factual information can be gained from reading fiction, and that young adults absorb factual information from fictional sources; fictional literature may thus be assumed to be a potentially valuable educational tool in the drug curriculum. Summarizing the research described in this chapter, studies have shown individuals perceive that truth exists in fiction (Gerrig & Prentice, 1991; Marsh, et al., 2003; Oatley, 1999; West & Stanovich, 1991), that people take information that appears to be true and add it quickly into their memories, and that readers gain information about health, everyday life concerns from reading fiction (McKechnie, et al., 2007; O'Connor, 1994; Pattee, 2006; Reynolds, 2007; Ross, 1999; Todd, 1997). In addition, the studies by Todd (1997) and Reynolds (2007) demonstrate that adolescents gain knowledge through reading the young adult realistic problem novel. Research to date, however, does not specifically address the use of fiction within the high school drug curriculum.

**Anticipated Benefits of this Dissertation Study**

The role fiction plays in the curriculum has been examined in education scholarship, particularly in English, Social Studies, and Science. The scholarly research from the United States Department of Health on young adult drug usage is vast, but there is little on young adults’ perception of the potential risks involved in drug use. Research exists on fiction and the adolescent, fiction as information, and young adults and substance abuse, but only Todd (1997) looks at all of these variables together.
With context provided by research addressing RRT and young adults, fiction as information, adolescent development and attitudes towards risky behaviors, and fiction and the adolescent, this dissertation research study investigates if and how reading fiction as part of the curriculum affects young adults’ attitudes towards illicit drug use. This study expanded Ross Todd’s project (1997) to include additional drugs, and to include research participants from a more diverse demographic population.

The purpose of this research study was to gain an understanding of the role fiction might play in students’ perceptions of and attitudes towards illicit drug use, through the use of fiction in the high school drug curriculum. This study builds on previous research by attempting to ascertain young adults’ perceptions of the life implications of illicit drug use, and whether fiction impacts those perceptions. Both the Education and LIS fields have journals and organizations, such as Booklinks and the National Association of English Teachers that address using books with the curriculum, but these publications focus on professional practice rather than research. As the information generated on this topic from the fields of Education and LIS tend to be practice-based; it is hoped that this study will add to the limited amount of research-based literature on the use of the realistic problem novel in the K-12 curriculum.

The next chapter offers an overview of Reader Response Theory (RRT) and Significant Learning Experiences (SLE), along with the theories of adolescent development offered by Erik Erikson, Jean Piaget, Lev Vygotsky, and Lawrence Kohlberg. Chapter 3 provides the theoretical foundation for the investigation of the impact of fiction use in the young adult drug curriculum on students’ ability to identify risks associated with illicit drug use.
Chapter 3

Theoretical Framework

Introduction

The theoretical framework for this study of the use of fiction in a K-12 drug curriculum is derived from Louise Rosenblatt’s seminal work on Reader Response Theory (Rosenblatt, 1968; 1995; Iser, 1980; 1989) and L. Dee Fink’s pedagogical work on the Significant Learning Experience (Fink, 2003). Reader Response Theory (RRT) pertains to the way an individual reader interacts with the text of a book. Significant Learning Experience (SLE) is an approach to pedagogy that focuses on personalizing the design and involving students in a way that makes a lasting impression, thus creating a meaningful difference in their lives. Combined, these two theories provide a foundation for understanding the experience of students reading young adult realistic problem novels about drug use, and how the activity of reading the novel may affect student perceptions of drug use. This investigation includes consideration of theories of young adult development to help understand the cognitive development of the age group studied, as well as Sturm and Michel’s theories of how young adult literature relates to adolescent developmental stages.

Adolescent developmental theory provides an understanding of the mental and emotional states of the young adult participants in this study. Psychologist Erik Erikson’s theory of young adult development combines the personal, emotional, and social factors that make up an individual. Cognitive theories of psychologists Jean Piaget and Lev Vygotsky, and the moral development theory of Lawrence Kohlberg, posit the mental processes that occur in adolescents. Understanding the way adolescents process information and make
decisions during this time in their lives helps to contextualize the potential of fiction to contribute to adolescent development and learning.

**Reader Response Theory (RRT)**

Louise Rosenblatt’s Reader Response Theory (RRT) is about the way an individual reader responds to written text (Iser, 1980; Rosenblatt, 1938; 1968; 1994; 1995). First presented in Rosenblatt’s seminal work *Literature as Exploration* (1938; 1968; 1995) this theory recognizes a reader’s individual background and experiences, and posits how that background and experiences in turn effect how a reader responds to the written word. This theory, that readers’ bring their own experiences to a story and that affects the readers’ experience of the story, led other researchers to further exploration. Wolfgang Iser added to RRT in terms of the reader responding to the artistic value found in literature, similar to the way an individual responds to a work of art (Iser, 1980; 1989). RRT is a theory commonly used in studies where the researcher is seeking to understand how a piece of text affects the reader. To understand RRT, it is important to differentiate between the act of reading, the reader making meaning from the text, the difference between fiction and non-fiction, and finally the interaction between the reader and the text.

Louise Rosenblatt describes reading in the following manner:

> We [the readers] are preoccupied with the experience. We are alert to the very sound and rhythm of the words conjured up in our inner ear. As readers, we are intimately involved in what we are recreating under the guidance of the text. (1960 p. 305)

Wolfgang Iser (1980) describes reading as something that “sets in motion a whole chain of activities that depend both on the text and on the exercise of certain basic human faculties” (p. ix). Reading is an active process, an engagement between the person who
physically holds the text in hand, scans the markings on a page, and makes meaning of those black and white markings (Rosenblatt, 1994).

According to psycholinguistic theory, readers perform many tasks all at one time in order for reading to occur (Ross, 2006). Frank Smith looked at reading through the psycholinguistic focus describes the action of reading:

They [the readers] take in printed information with their eyes, draw on linguistic knowledge in their heads about how sentences work, use their knowledge of the world to fill in gaps in the text, and integrate what they have just read with what they can remember from earlier parts of the text. (in Ross, 2006 pg. 41)

Reading requires readers to “draw on past linguistic and life experience, [which] link the signs on the page with certain words, certain concepts, certain sensuous experiences, certain images of things, people, actions, and scenes” (Rosenblatt, 1938; 1968; 1995 p. 30). For all individuals, reading is an acquired, not a natural, skill; people must learn how to do it. “People learn to read by doing lots of reading” (Ross, 2006 pg. 45).

RRT looks at how readers “approach the text with a certain purpose, certain expectations, or hypotheses that guide his choices from the residue of past experience” (Rosenblatt, 1938; 1968; 1995 p. 26). In discussing how readers make meaning from their interactions with text, Rosenblatt states, “Meaning emerges as the reader carries on give-and-take with the signs on the page” (Rosenblatt, 1938; 1968; 1995, p. 26). Iser (1980) describes the need for a response to literature to “be analyzed in terms of the dialectic relationship between text, reader, and their interaction” (p. x). Iser calls this the “aesthetic response” to literature, because it is “brought about by the text, it brings into play the imaginative and perceptive faculties of the reader, in order to make him adjust and even differentiate his own focus” (1980, p. x). RRT is how readers bring their experiences, current state of mind, and
present needs to the reading task. This helps shape their interpretation of the literary work they are currently reading. Iser (1980) discusses this change in the reader when he talks about how “the experience of the text is an interaction that cannot be designated as private or arbitrary… but namely [for the reader], where the aesthetic effect results in a restructuring of experience” (p. 24).

For adolescents, the dynamic act of reading and the individual response of the reader are even more important because young adults “have not arrived at a consistent view of life or achieved a fully integrated personality” (Rosenblatt, 1938; 1968; 1995, p. 30-31). Therefore, reading can offer an adolescent a means of “carrying on some sort of trial-and-error experimentation that might be disastrous in real life” (p. 190). This notion of fiction as a means of experimentation can also be seen as a vicarious experience or as a sort of simulation, similar to a video game (Rosenblatt, 1938; 1968; 1995; Oatley, 1999). This view of fiction allows a researcher using RRT to ask questions about the reader and his/her response to the text. Some questions posited under RRT might be: What is the relationship between the reader and the text? What happens in the process of the reader making sense of the texts? (Ross, 2005).

When discussing the difference between fiction and non-fiction, teachers sometimes use the handy, but inaccurate, mnemonic device of “fiction means it is false, therefore non-fiction is true.” False information therefore must equal fiction. However, fiction can mean many different things, and can include many kinds of truths. The *Oxford English Dictionary’s (OED)* (2010) fourth definition entry for fiction is:

a. The species of literature, which is concerned with the narration of imaginary events and the portraiture of imaginary characters; fictitious composition. Now usually, prose novels and stories collectively; the composition of works of this class.
b. A work of fiction; a novel or tale. Now chiefly in depreciatory use.

The *OED* (2010) defines non-fiction as:

Prose writing other than fiction, such as history, biography, and reference works, esp. that which is concerned with the narrative depiction of factual events; the genre comprising this.

The definition of “fiction” differs from the word “narrative,” which has a much broader meaning since it can also incorporate true stories such as life experiences and memories. The *OED* (2010) defines narrative as:

a. An account of a series of events, facts, etc., given in order and with the establishing of connections between them; a narration, a story, an account.

b. Literary Criticism. The part of a text, esp. a work of fiction, which represents the sequence of events, as distinguished from that dealing with dialogue, description, etc.; narration as a literary method or genre. Narrative is sometimes used to refer to the story as it is supposed to have taken place, whereas plot is used to refer to the way in which the story is revealed.

c. as a mass noun: the practice or art of narration or storytelling; material for narration.

Researchers further refine the definitions of fiction and non-fiction as it relates to RRT. Oatley (2002) sums up the difference between non-fiction and fiction:

In all nonfiction the emphasis will be on empirical truth; fiction, although it is not necessarily empirically untrue, places the emphasis on two other kinds of truth: coherence truths of interactions among the many elements of a story, and personal truths that relate to concerns of specific readers, and that may also be universal. (pg. 40)

Even more succinctly, Oatley (2002) describes fiction as “not necessarily a conflict with empirical truth, but [prioritizing] two other kinds of truth: the coherence truth of simulation, and the personal truth of insight” (p 40-41). Another way to interpret the word fiction is through Iser’s (1980) description: “If fiction and literature are to be linked, it must
be in terms not of opposition but of communication, for the one is not the mere opposite of the other… fiction is a means of telling us something about reality” (p. 53). For the purpose of this research study, fiction means a novel of imaginary events and/or people, but not necessarily something untrue.

The beauty of fiction that portrays realistic human experiences is that its readers encounter friendly voices helping them to make choices in the world (Coles, 1989). Wolfgang Iser states in Prospecting: From Reader Response to Literary Anthropology that the interaction between the reader and the text is a form of communication, much like a conversation, although one-sided; the text cannot adapt or respond to the reader, the reader adapts himself to the text (1989).

Readers’ reactions to the text also depend on their prior experiences. In 1942, Ruth Strang discovered in her research on reading patterns of individuals between ages 13 and 50 plus that people read with their experience and their emotions (Ross, 2006). Strang stated: “What a reader gets out of a passage depends, in large measure, on what he brings to the passage” (1942, p. 4). Rosenblatt (1938; 1968; 1995) further describes this transaction between reader and text: “when the reader interprets a book and/or poem in terms of his/her past experience then it can be said, ‘it is equally possible and necessary that he come to reinterpret his old sense of things in the light of this new literary experience’” (p. 101). The reader’s personal experience significantly affects his or her experience of the story. This change or adaptation by the reader to the text is also discussed in the book Surprised by Sin: The Reader in Paradise Lost (1967; 1997), where Stanley Fish studied how readers responded to Paradise Lost and showed how the interaction between the reader and the text had an effect or change on the reader. These studies, which focused on RRT, suggest that
reading fiction gives students an opportunity to interact with the text and characters in a safe manner, and that by extension, students can safely experience the effects of risky behavior. The way an individual student responds to a piece of literature can help create significant learning for the student; experimentation through fiction also lends itself to meaningful learning experiences. The following section identifies a pedagogical framework for significant learning where the use of fiction can be highly effective.

**Significant Learning Experience (SLE)**

Education consultant Dr. L. Dee Fink designed a framework of learning experiences that, when taken together, provide a lasting educational experience that impacts a student’s life. Fink calls his framework “Significant Learning Experiences” (SLE) (2003). He notes that SLEs are: “That learning experience [which] resulted in something that is truly significant in terms of students’ lives” (2003, p. 6-7). In his career as an educator, Fink noticed that too many students did not feel involved in their learning; students could regurgitate information on a test to show knowledge acquisition, but then could not tell what they had learned in the class a short time later. Fink determined to find a better way to approach teaching and lesson design in order to add meaning for the student and create lasting impact. Fink designed a learning taxonomy that included applications, connections, and critical thinking (2003).

Fink’s taxonomy includes six different components that, when all are present together in a lesson, work to create a Significant Learning Experience (2003). The model is meant to engage the student at various levels in order to make the lesson meaningful to them. When a student feels connected to and involved in their learning, and when they see the purpose of
the class as it relates to their lives, it is much more likely that a lasting effect will occur in the student (Fink, 2003).

Similar to Bloom’s six-tiered cognitive taxonomy of learning, SLEs’ taxonomy also has six components. However, instead of being hierarchal, the SLE taxonomy functions more like the spokes of a wheel, where all spokes need to be present in a lesson to create an SLE (see Fig. 1a and Fig. 1b). In Fink’s taxonomy, each component is an independent part of an overall significant learning experience; all six components are thus integral to the SLE design. The following two figures illustrate the components of Fink’s design.

**Figure 1a** (Fink, 2003, p. 30)
While there is some inherent logic to this lesson design, the components of the SLE taxonomy do not need to occur sequentially; rather the components should work simultaneously regardless of any specific order of presentation.

The six components that make up an SLE are described as follows:

**Foundational knowledge.** According to Fink (2003), foundational knowledge is “at the base of most other kinds of learning” (p. 31). It is what a student brings to the lesson ahead of time. Fink also describes “knowledge” as “knowing,” which refers to “a students’ ability to understand and remember specific information and ideas” (p. 31). Foundational knowledge also means that it is important for an educator to get to the root of the concepts
being taught so that students can build on their own foundational knowledge. There are two ways an educator can foster this for students. The first way is to teach the core concepts of the lesson so that students have a very clear understanding as to where the subject matter is rooted and thus have a sense of the purpose of the lesson. The second way is for the educator to learn and understand what the students know ahead of time, so the lesson can build on their prior knowledge. An example of fostering foundational knowledge for this study would be for the teacher to establish what the students believe to be the potential effects of various drugs. From there, the teacher could build on that basic knowledge in relation to the history, science, politics, and physical effects of various drugs.

**Application.** The next section of a SLE is application. Application occurs when the student learns how to interact and engage in what he/she is studying (Fink, 2003). The engagement can be intellectual, physical, or social (2003). The application component of an SLE occurs when the mind and/or body are stimulated. This enables students to participate actively in their learning, thus comprehending the relevance of the lesson in their lives and in society. Students should be able to apply what they learn and ask critical questions about the subject matter. Another way to look at the application component of an SLE is the usefulness of learning (Fink, 2003). For this study, it is hoped that students will apply what they learn from the realistic problem novel, including their understanding of mental, physical, and emotional risks of illicit drug use, and thus make healthy choices based on their reading experiences.

**Integration.** In the SLE taxonomy, integration occurs when students connect lessons to other areas of their lives. For example, they might make connections between what they learned in the lesson and their social lives or make connections between ideas covered in
previous lessons to current lessons (Fink, 2003). Fink states that integration is important to a SLE because making connections to new learning provides the learner with a sense of power. In addition, students’ abilities to make the connections by themselves aids in the ownership they feel over their learning (Fink, 2003). An example of integration comes from coordinating classes such as the drug unit in a health class and a civics or social studies class. Students can learn about the law and consequences if they are caught possessing, using, or selling drugs. By integrating disciplines, students can see the connections to other aspects of their lives.

Human dimension. The fourth section of the SLE taxonomy focuses on the human dimension. This component focuses on students’ deepened understanding of themselves and others when learning a new topic (Fink, 2003). Fink further describes the human dimension component as one that can help “give students a new …version of what they want to become (self-ideal)” (2003, p. 45). Fink summarizes young adult development specialist from Miami University, Marcia Baxter Magolda’s statements about students being responsible for their own knowledge, stating “that knowledge is complex and socially constructed and that Self is central to knowledge construction” (2003 p. 45). Through a SLE, students “acquire a better understanding of others: how and why others act the way they do, or how the learner can interact more effectively with others” (p. 31). Fink states, “Sometimes our educational experiences enable us to better understand and interact with other people” (2003 p. 44). For example, when students learn about illicit drugs, they may gain an understanding as to why someone might try illicit drugs and what happens when users become addicted in terms of what it does to the addict’s life and to those around the addict. By seeing the multiple sides of an issue such as drug use, hopefully the students may come away from the lesson with a
sense of how they might behave if offered drugs or if they see a friend heading down the destructive path of drug use.

**Caring.** The caring element of a SLE requires that students learn how they feel about the new topic, or what they value about that topic (Fink, 2003). Whether their sensitivity toward the topic has changed, increased, or decreased, the important part is that the student feels something towards the topic. The caring component adds value to students’ emotions towards the topic by inspiring them to learn more about the subject (Fink, 2003). An example of caring would be for the student to have a stronger commitment to stay drug-free, or have an emotional reaction about what happened to the character who used drugs, and thus have stronger emotions about the negative potential of that drug.

**Learning how to learn.** The sixth and final element of a SLE is learning how to learn. This is the ultimate goal of educators: to create lifelong learners (Fink, 2003). There are three methods of “learning how to learn” identified by Fink: learning how to be a better student; learning to inquire about and construct knowledge; and learning self-directed (2003 p. 50). In other words, a student both identifies and comes to understand how he/she best achieves new knowledge. When a student recognizes how he or she best learns, more satisfaction is gained through successful learning and this leads to a student becoming a lifelong learner. For example, a student might recognize that a movie on drugs helps him/her understand the material because it visually depicts the dangers of illicit drug use.

In addition to the six pedagogical divisions explained above, a unit within the SLE taxonomy uses interactive assessments and projects to engage students in building knowledge on the subject being taught (Fink, 2003). The student becomes actively involved in finding relevant information sources, extracting key information from those sources, and
then analyzing and reorganizing the information into a coherent paper or presentation (Fink, 2003). Fink discusses analyzing the literature on a topic as being an active process, which encourages students to interact with the information from the readings. This current study seeks to understand how interactions with a fiction text may affect students’ understanding of the risks involved with illicit drug use.

Fiction, as described in RRT, encourages students to interact and engage with the characters, and thus is an appropriate and effective tool for SLEs. Fiction is especially appropriate as a tool within the human dimension of the SLE taxonomy as well as the caring component. For example, when discussing the idea of learning about self and others, Fink specifically mentions literature as a way of helping students with this type of learning. He states:

[W]hen students in a literature course read about characters in a novel, they often identify with and begin to relate to particular individuals in the story, thereby developing a fuller understanding of themselves while at the same time learning how to understand others. (2003 p. 47-48)

The ability of the reader to identify with the characters in the story provides a vicarious experience for the student, which provides the “human element” to a lesson designed in Fink’s SLE taxonomy. This human piece allows students to internalize the topic and relate it to their own lives (Fink, 2003). Fiction enables students to relate deeply to characters, plots, or settings in a safe manner.

Reading fiction allows students to use the information in the story to construct their own knowledge of the dangers of illicit drugs. SLE tools include role-playing or simulation games, because these “offer students an experience that has significant psychological and social as well as intellectual dimensions” (p. 20). Vicarious experience also occurs when reading fiction, as verified by RRT. Rosenblatt (1938; 1968; 1995) states:
Literature permits something resembling ideal experimentation because it offers such a wide range of vicarious experiences. We can live different lives; we can anticipate future periods in our own life; we can participate in different social settings; we can try out solutions to personal problems. We are able to apprehend the practical and emotional results, the reactions of others, the social praise, or blame that may flow from such conduct. (p. 190).

The narrative style of fiction gives readers a sense that, through the story, they are experiencing true feelings and activities via a simulation similar to that of an immersive computer game (Oatley, 1999). The reader participates in vicarious experiences when reading about the imaginary lives of the characters on a page. Fiction enables readers to practice handling a potentially difficult or dangerous situation in a same safe environment (Brooks & Hampton, 2005). These learning, literary, and vicarious experiences contribute to the young adult’s mental and emotional development.

**Young Adult Development**

Young adulthood is understood today as that time in a person’s development when he/she is not an adult but is no longer a child. Young adulthood is a transitional time during which adolescents experience numerous changes and experiences while trying to figure out who they are and what they stand for (Sturm and Michel, 2009). It is a time of growth and changes, both physically and mentally. The *Oxford English Dictionary* illustrates the origins of the term “young adulthood” dating back to the fifteenth century (2010). However, the term was not used for distinguishing the age group between childhood and adulthood until the nineteenth century (Nielsen, 1996). G. Stanley Hall first introduced the idea of adolescent psychology when he printed his exhaustive two-volume work *Adolescence: Its Psychology* in 1904. Hall pioneered the biological view of adolescence as being a “distinct and tumultuous time of life when our behavior is determined by the way our species is genetically programmed… adolescents are genetically destined to be especially prone to
rapid, rebellious, and sometimes life-threatening changes in behavior” (Nielsen, 1996, pg.7).

G. Stanley Hall described adolescence as a “chaotic time in which young people had to
contend with the extremes of life in all aspects of their development” (Sturm & Michel,
2009, p. 39). This idea that adolescence is a period of distinct developmental changes,
separate from childhood and adulthood, began with Hall’s claims. Hall’s work launched
adolescent psychology as its own field.

For the purpose of this current study, child development psychologist Erik Erikson’s
stages of identity development will be reviewed as foundational information regarding the
study’s participants. This leads to a review of the cognitive development of children as
outlined by Jean Piaget’s individual learning stages. Lev Vygotsky’s theories of social
learning will be discussed as to how social encounters and interactions help shape an
individual. The moral development theory of Lawrence Kohlberg will complete the various
developmental pieces that help contextualize the participants in this current study.

**Erik Erikson (1902-1994).** Erik Erikson’s theory of development looked at the
personal, emotional, and social factors that influence an individual, producing an approach
that came to be known as a psychosocial theory of human development (Eggen, 2004).
Erikson argued that during each stage instinctive basic needs motivate the individual to seek
and learn. If these basic needs are not met, then the individual enters into a crisis mode and
is left feeling dissatisfied (Eggen & Kauchak, 2004). Erikson recognized eight stages of
natural psychosocial development. The following chart outlines each of Erikson’s eight
stages (Table 1):
Table 1  
Erik Erikson’s Theory of Psychosocial Development

<table>
<thead>
<tr>
<th>Stage</th>
<th>Period</th>
<th>Crisis</th>
<th>Positive Resolution</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>First Year</td>
<td>Trust vs. Mistrust</td>
<td>Sense of security</td>
</tr>
<tr>
<td>2</td>
<td>Second Year</td>
<td>Autonomy vs. Shame/Doubt</td>
<td>Sense of independence</td>
</tr>
<tr>
<td>3</td>
<td>3-5 years</td>
<td>Initiative vs. Guilt</td>
<td>Balance between spontaneity and restraint</td>
</tr>
<tr>
<td>4</td>
<td>6 years- Puberty</td>
<td>Industry vs. Inferiority</td>
<td>Sense of self-confidence</td>
</tr>
<tr>
<td>5</td>
<td>Adolescence</td>
<td>Identity vs. Role Confusion</td>
<td>Unified sense of self</td>
</tr>
<tr>
<td>6</td>
<td>Young Adulthood</td>
<td>Intimacy vs. Isolation</td>
<td>Form close personal relationships</td>
</tr>
<tr>
<td>7</td>
<td>Middle Adulthood</td>
<td>Generativity vs. Stagnation</td>
<td>Promote wellbeing of Others</td>
</tr>
<tr>
<td>8</td>
<td>Late Adulthood</td>
<td>Integrity vs. Despair</td>
<td>Sense of satisfaction with life well lived</td>
</tr>
</tbody>
</table>

Erikson extended Sigmund Freud’s theory of psychosocial development through a person’s entire lifespan. Erikson believed that human development follows the same lines as the “epigenetic principle of development” (Muuss, 1982 p.61), which states that “anything that grows has a ground plan, and that out of this ground plan the parts arise, each part having its time of special ascendancy, until all parts have arisen to form a functional whole” (Erikson, 1968, p.92). “The parts” are what Erikson refers to as the eight stages of development. With each stage, a person has conflicting emotions, and the manner in which those emotions are reconciled will become part of the ego and thus part of that person’s personality (Muuss, 1982; Nielsen, 1996).

Erikson (1968) defines adolescence as a time in a person’s life for finding one’s own path, discovering one’s identity, and learning what is morally right and wrong. The developmental stage that coincides with adolescence is the fifth stage, the stage of “identity and identity confusion” (Erikson, 1968). During this stage, adolescents have to discover for themselves who they are, where they came from, and what they want to become (Muuss, 1982). During this time, Erikson notes that part of the adolescent self-identification process
involves identifying oneself with a social group and/or friend, and recognizing how one appears in the eyes of that social group or friend. Adolescents begin to separate from their parents and begin to have sexual feelings (1982). If the previous developmental stages have been successfully achieved, an adolescent will be self-assured and able to take the initiative to develop his/her identity. However, if any of the earlier stages were not achieved successfully, this period can be wrought with self-doubt and confusion about identity and purpose in life, causing the adolescent to struggle with the ego (Muuss, 1982). During this stage, an adolescent is “mortally afraid of being forced into activities in which he would feel exposed to ridicule or self-doubt” and they need to “explore different roles” (Erikson, 1968, p.129).

Both Freud and Erikson recognized that most humans progress along natural patterns that occur to a greater or lesser extent in all human beings. Freud and Erikson focused on the development of the ego, an aspect of individual personality.

Fiction gives adolescents a chance to explore different roles and in this way work through their search for identity without the fear of being ridiculed. Through literature, adolescents achieve some freedom from potentially shameful situations by interacting with fictional characters and events rather than with reality. In addition, the interactions with the characters in the story are similar to the interactions the young adults have with their peers. Reading helps develop the ego, which Erikson recognized as the component of a person that makes them who they are (Erikson, 1968). By allowing exploration of different roles in various situations, the adolescent can develop a sense of self.
Cognitive Development

The way an individual processes thoughts and ideas while working to solve problems is the cognitive process. Cognitive psychologists focus on how the individual learns. Within cognitive psychology are a variety of theories that focus on how individuals learn.

Jean Piaget (1896-1980). Jean Piaget studied how individuals learn at different developmental stages of their lives. Piaget became interested in how individuals learn while working with children at the Alfred Binet Laboratory in Paris to help improve Binet’s standardized intelligence test (Cooney, Cross, & Trunk, 1993). Piaget wanted to understand the reason students chose incorrectly on the tests (Cooney, Cross, & Trunk, 1993). This goal became the driving force of Piaget’s research for the rest of his life. Piaget recognized that learning is an active process and occurs in three cognitive stages before adolescence: sensorimotor (birth-18 months), preoperational (18 months-7 years), and concrete operational (7-12 years). The following chart outlines all four cognitive stages including formal operational (Table 2):

<p>| Table 2 | Jean Piaget’s Cognitive Stages of Development |</p>
<table>
<thead>
<tr>
<th>Stage</th>
<th>Age</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sensory Motor</td>
<td>0-2</td>
<td>Reflex base; Coordinate reflexes</td>
</tr>
<tr>
<td>Preoperational</td>
<td>2-7</td>
<td>Self-oriented; Egocentric</td>
</tr>
<tr>
<td>Concrete Operational</td>
<td>7-12</td>
<td>More than one view point; No abstract problems; Consider some outcomes</td>
</tr>
<tr>
<td>Formal Operational</td>
<td>12 and up</td>
<td>Think abstractly; Reason theoretically Not all people reach this stage</td>
</tr>
</tbody>
</table>

The fourth and final stage of Piaget’s cognitive stages of development is the formal operations stage, which takes place between the ages of 12-18, the stage of development of the participants in this study. During this stage, the adolescent begins to think critically.
They have the ability to think abstractly about concepts that may not relate to them and to think hypothetically, applying “what if” thinking. At this time, most adolescents can think about possibilities, or, “what-ifs” when confronted with new problems or situations (Nielsen, 1996). This ability to see various sides to a problem enables the adolescent to see alternate solutions to life problems; adolescents are also now able to recognize that other people might have different answers from their own.

Piaget’s research demonstrates that individuals learn at various stages that coincide with the natural physical growth of the individual (1926). Similarly to Erikson’s research, for Piaget each stage must be mastered in order for the individual to move to the next stage.

Piaget (1926) also recognized that human beings organize information into what he called “schema,” or “schemata,” which is a way for an individual to store data. When new information becomes available, an individual classifies it into schema until able to work through and process the information (Nielsen, 1996). This “allows us to keep data from our former experiences stored and organized in such a way that when we encounter new data, we aren’t overcome by continually having to categorize and interpret it from scratch” (Nielsen, 1996 p. 84).

Piaget described two ways that human beings handle new information. Individuals either assimilate new information easily into their already existing schema or they accommodate for the new information. Assimilation occurs when an individual encounters new information that fits into their pre-existing schemata, so they make a few minor changes in the mind to add this new information into that particular schema. Accommodation occurs when an individual encounters new information that does not fit into the pre-existing schemata and so experiences a period of disequilibrium. According to Piaget, the
disequilibrium has to be a comfortable disequilibrium that the individual feels he/she can overcome to bring the mind back to a comfortable place (Piaget, 1926). If the disequilibrium is too disconcerting, or the individual feels the information is too far out of their reach, the person will go around the issue and settle for the learning path of least resistance. The goal is to create a comfortable disequilibrium so the individual makes adjustments and updates his/her schema as a way to resolve and make sense of the new information (Nielsen, 1996).

**Connections to reading.** When an adolescent reader encounters a new situation or information in the pages of a story, the reader first relies on any prior knowledge about the experiences in the story. However, if the story presents itself in a way that causes extreme disequilibrium, then the student might abandon the book, thus missing the message from the story. Any new information obtained by the reader will cause that person to either assimilate the information into prior schema, or accommodate to make way for the new information discovered from the narrative. These existing and new schemas allow the reader to have personal interactions with the story. Piaget’s cognitive development theory coordinates well with Reader Response Theory (RTT) as a learning tool for adolescents. As explained through RRT, each reader brings his/her own schemata to the story. The situations encountered within the story will cause the reader to review a variety of approaches to different problems and to either assimilate or accommodate for new information encountered within the pages of the book.

**Lev Vygotsky (1896-1934).** Lev Vygotsky (1986) was a cognitive psychology theorist who looked at the experiences an individual has with others and how those experiences add to an individual’s cognitive thinking process. While Piaget’s theory of development focuses on the learner in a very individualized learning process, Vygotsky took
a sociocultural view of the social interactions people have with one another and the language used during those interactions (Eggen, & Kauchak, 2004). Knowledge about how to behave within a society does not need to be constantly reinvented, because the socializing process makes those rules available (Eggen & Kauchak, 2004).

Vygotsky shows how the conversations and experiences individuals have with others are similar to the scaffolding process, which allows individuals to complete tasks with others that they cannot complete alone. The conversation and problem-solving that occurs when working with another capable person gives individuals the tools they may need later to help solve a similar problem. Vygotsky’s cognitive development theory parallels Piaget’s, however, Vygotsky believes learning is continual and builds upon itself as an individual grows, regardless of developmental stage, therefore making his theory more circular than linear. Knowledge built up over the years is appropriated or internalized via social interactions (Eggen & Kauchak, 2004). Below is a figure showing the social interactions an individual has with others as he/she grows (Figure 2).
In Vygotsky’s theory, the learner is an active participant in his/her learning through activities in which he/she participates (Eggen & Kauchak, 2004). Children achieve developmentally vital social skills through the exchange of dialogue and working with others.

**Connections to reading.** This emphasis on dialogue correlates with the ideas found in RRT. As Rosenblatt (1960) contends, the interaction or conversation of an individual reader with a fiction story makes it a personalized experience. Reading the text is a form of conversation, although one-sided; the written text can be seen as a dialogue with the reader. Students can learn through engaging with a story and its characters in the same way Vygotsky emphasized learning through engaging with the capable other. In the case of reading, the capable other does not have to be present because it is the author who presents new ideas through the characters in the story.
Learning through a conversation with the text also fits well with the Significant Learning Experience (SLE) taxonomy (Fink, 2003). The SLE taxonomy emphasizes students’ involvement in their own learning. The interactions and lessons that occur between the reader and the characters of a book are similar to interactions with living people, thus it can be viewed as a social engagement that can give a student a more personal interest in learning (2003). Reading can be an active and stimulating process similar to any experimentation or activity that may occur within a lesson.

In Vygotsky’s theory, language plays varying roles in three different stages of development (Eggen & Kauchak, 2004). First through social interactions, language gives learners access to knowledge others already have. Second, language provides learners with cognitive tools that allow them to think about the world and solve problems (Eggen & Kauchak, 2004 p. 57). Byrnes (2001) notes that “language serves an individual function; it gives us a means for regulating and reflecting on our own thinking” (in Eggen & Kauchak, 2004 p. 57).

Both Piaget (1926) and Vygotsky (1986) stress the importance of language. However, Piaget stressed the individual working alone to solve problems and aid in his or her learning, whereas Vygotsky stressed the dialogue between groups to aid in learning (Eggen & Kauchak, 2004). The interactions that an adolescent reader has when reading a fictional story can be viewed both as conversations that the reader has with the characters and as a type of social interaction that the adolescent has with other people.

**Lawrence Kohlberg (1927-1987).** In addition to focusing on emotional and cognitive development, psychologists have given considerable attention to the moral development of adolescents. Piaget first developed a series of the stages of moral reasoning
(1932) upon which Lawrence Kohlberg (1969) further elaborated. Kohlberg’s work on moral development stemmed from his experience of trying to bring Jewish refugees illegally into British-controlled Palestine. He witnessed numerous horrors and wondered how any individual processes information involving moral judgment (Brabeck, 2000).

Kohlberg relied on a cognitive developmental approach when looking at moral development, using Piaget’s theory on the moral and intellectual development of children as a psychological framework for his research (Muuss, 1982). Kohlberg believed that moral development requires both experience and maturation and follows six stages of justice reasoning (Brabeck, 2000).

The following chart depicts Kohlberg’s stages of moral development (Table 3):

<table>
<thead>
<tr>
<th>Level</th>
<th>Stage</th>
<th>Moral Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Premoral</td>
<td>One Punishment-Avoidance and Obedience</td>
<td>Make moral decisions strictly on self interests. Disobey rules if can do so without getting caught.</td>
</tr>
<tr>
<td>Conventional</td>
<td>Two Exchange of Favors</td>
<td>Recognize that others have needs, but make satisfaction of own needs a higher priority.</td>
</tr>
<tr>
<td></td>
<td>Three Bad Boy/Good Girl</td>
<td>Make decisions on the basis of what will please others. Concerned about maintaining interpersonal relations.</td>
</tr>
<tr>
<td></td>
<td>Four Law and Order</td>
<td>Look to society as a whole for guidelines about behavior. Think of rules as inflexible, unchangeable.</td>
</tr>
<tr>
<td>Principled</td>
<td>Five Social Contract</td>
<td>Recognize that rules are social agreements that can be changed when necessary.</td>
</tr>
<tr>
<td></td>
<td>Six Universal Ethical Principle</td>
<td>Adhere to a small number of abstract principles that transcend specific, concrete rules. Answer to an inner conscience.</td>
</tr>
</tbody>
</table>
In level one, or the pre-moral level, pre-conventional morality contains two stages: obedience and punishment orientation, and individualism and exchange. Similar to Piaget’s first stage of moral thought, the obedience and punishment orientation stage of Kohlberg takes place when an infant unquestioningly obeys his/her parents’ or caregivers’ rules (Crain, 1985). In stage two of the pre-moral level, the individualism and exchange stage, the child recognizes that there are moral choices. However, he/she still thinks according to an individualist thought process. The child thinks from the point of view of the “I” rather than from the viewpoint of what society needs. In this sense, the child is still in the preconventional level (Crain, 1985).

Level two, or the conventional level, of Kohlberg’s model is conventional morality. This contains the third and fourth stages of moral development. The third stage, in which a person is focused on developing good interpersonal relationships, takes place around the beginning of adolescence. The adolescent begins to develop some idea of how people should behave morally within society. Now adolescents view people as “good” or “bad” in light of how they behave in the context of societal expectations (Kohlberg, 1971). The third stage focuses specifically on how a person relates morally in relationships with significant others, family members, and close friends (Crain, 1985). The fourth stage occurs when the individual views himself morally within the greater community. The notion of being a law-abiding citizen and consideration of how his/her actions affect the greater good occurs when an individual reaches this stage (Crain, 1985).

Level three, or the principled level, contains morality development in relation to other individuals within a work environment, family, community, and so forth. In stage five, the
individual recognizes that agreements made with others are a type of contract, but this contract can be renegotiated and changed through conversations with the individual. These social contracts are flexible, unlike laws, which are concrete, as discussed in level two (Crain, 1985). People also begin to understand that different societies and different groups have different laws and rules. Stage six is the final stage in Kohlberg’s morality development. This stage is considered by Kohlberg to be ideal, and he asserts that very few individuals actually reach this stage (1971). In stage six, a person has a solid understanding of their moral judgments, which allows them to recognize that what is considered right and wrong can vary depending on the situation the individual is in at the time (Crain, 1985). An individual’s moral compass develops in a linear fashion and aids in an individual’s overall development.

While Kohlberg’s morality stages may seem to coincide with natural growth, Kohlberg argued that this moral compass is not natural in human development. Therefore, morality does not move from an individual standpoint to a societal standpoint naturally as we mature. Morality comes from our dealings with others. As indicated by research discussed in this study, those others can include people encountered in fictional stories.

Kohlberg’s morality stages emerge not from nature but from our own thinking about moral problems. Social experiences do promote development, but they do so by stimulating our mental processes. As we get into discussions and debates with others, we find our views questioned and challenged and are therefore motivated to come up with new, more comprehensive positions. New stages reflect these broader viewpoints (Kohlberg et al., 1975).
The third and fourth stages of Kohlberg’s moral development, which occur in adolescence, focus on meeting society’s standards. At these stages, the person views moral reasoning in terms of what is right and wrong according to the community in which the person lives.

**Connections to reading.** Exposure to situations that allow adolescents the opportunity to use their moral decision-making skills can occur through reading. The vicarious experiences and conversations with characters in fiction present students with situations that will challenge them to think about how they would react in similar situations. In the case of young adult drug fiction, students can be exposed to situations where a character encounters drugs or alcohol. The exposure to drugs, the efforts to survive, the interactions of characters, allows the reader to experience situations that might challenge their sense of moral judgment.

**Connections to this study.** Kohlberg’s stages of moral development have bearing on this research; when considering how students answered questions on the pre- and post-survey tests and during the interviews, the researcher kept in mind that the students were operating under Kohlberg’s third stage of moral development. A student could respond with what he/she believes is the socially appropriate answer as opposed to how he/she might respond when discussing drug use with his/her peers. The moral learning process is a social one. Kohlberg recognized that individuals learn right and wrong, and that justifications for their decisions are based on social interactions with their parents, peers, teachers, and society. Kohlberg believed that “adolescents with a significant amount of peer group involvement, role-taking opportunities, and social interaction advanced more rapidly through the moral stages than children who are socially withdrawn” (Muuss, 1982 p. 225-226). Fink’s theory of
Significant Learning Experiences follows Kohlberg’s emphasis on social relationships in development; Fink notes that significant learning experiences are more likely to happen when lessons contain a caring component (Fink, 2003), which as described earlier frequently happens through reading fiction. The outcome of the readers’ decision based on the readings is what helps formulate their morality during their maturation process.

**Research Questions and Hypotheses**

In this study, the theories of adolescent development combined with Reader Response Theory and the pedagogical taxonomy of Significant Learning Experiences provide the foundation for an investigation of the use of fiction with young adults as a means of enabling them to vicariously experience the effects of illicit drug use through story. The work of development theorists Erikson (1968), Piaget (1926), Vygotsky (1986), and Kohlberg (1969) provide useful structures for understanding the specific stages of development of young adult participants in this study.

As discussed in the literature review, these theorists posit that young adults learn by struggling with problems that challenge their critical thinking skills and help them work through issues of right and wrong, both individually and socially. All of these cognitive developmental processes help the adolescent develop a sense of self. Watching adolescents use various cognitive processes when confronted by an issue such as drug abuse led this researcher to investigate the potential impact of fiction with young adults as part of their learning in a high school curriculum.

**This theoretical approach helps frame the research questions:**

1) Does reading selected young adult fiction increase students' knowledge of the life changing impacts of illicit drug use?
2) How are students' perceptions of illicit drug use impacted by reading selected young adult literature?

**Hypotheses:**

1) By reading fictional literature dealing with substance abuse, participants will increase their ability to identify risks associated with illicit drug use.

2) The use of young adult fictional literature dealing with substance abuse will impact the participant’s feelings toward illicit drug use.

   The following chapter will describe the methods used to investigate the impact of the young adult realistic problem novel in the high school drug curriculum as regards students’ ability to identify risks in using illicit drugs. The participants that were used in this study will be described as well as the measures used for data collection.
Chapter 4

Methodology

Introduction

This study was designed to measure the possible impact of reading young adult drug fiction in the high school health curriculum on readers’ attitudes toward and knowledge about illicit drugs. This chapter discusses the mixed-methods research approach used in the current study, along with an explanation of the study’s participants, the data collection methods used, and an overview of the data analysis.

Overall Design of the Study

This study used a locally specific drug-unit curriculum with three high school freshman health classes; two were experimental and one control. Fiction was used as part of the curriculum in the two experimental groups, which included 19 students; young adult problem novels were selected by the librarian to match the drug being studied by the individual student. Students received a pre-test before the unit to measure incoming base knowledge and attitudes. After the unit, students completed a post-test regarding their learning and attitudes in order to measure any changes from the pre-test results. In addition, seven students participated in a face-to-face interview with the researcher, where they answered open-ended questions about their experience of reading a young adult problem novel as part of the drug curriculum. The interviews were analyzed using content analysis to identify themes in relation to the purpose of this study.

Research Approach

This study used a combination of quantitative and qualitative research methods to ensure a more comprehensive understanding of how students’ learning is affected by reading
realistic young adult problem novels featuring characters whose lives are altered through illicit drug use (Creswell, 2009; Leedy & Ormrod, 2010). A mixed-methods approach was chosen because it allows data collection from both surveys (quantitative) and interviews (qualitative). This combination of research approaches produces a more complete picture of the use of fiction in a K-12 drug curriculum in terms of student learning and their perceptions of risks. Quantitative pre- and post-tests assessed students’ attitudes towards the risks of illicit drug use and provided statistical data about changes in their perception of risks associated with illicit drug use. The qualitative portion of the study included interviews with members of the experimental group who consented to answer questions regarding their experiences of reading fiction in the health curriculum. A discussion of data collection methods and an explanation as to how they were used in this current study follows.

**Surveys.** Surveys are a standard and heavily used research method. Gay (1996) states that surveys are the most common research tool. Surveys “describe, compare, or explain individual or societal knowledge” (Fink, 2009 p. 1), enabling the researcher to gather the opinions, attitudes, or trends of a particular group of people, at one particular moment in time (Creswell, 2009; Gay, 1996; Leedy & Ormrod, 2010). Surveys are often used to gather and analyze information about a particular population in order to study the relationship between two variables (Fink, 2009; Pickard, 2007), where the variables being compared correlate to the hypothesis or research question of a study (Pickard, 2007). There are numerous ways that surveys can be conducted: they can be paper and pencil surveys with either closed or open-ended questions; computer-based, where a person makes a choice before proceeding to the next question; or in interview form (Fowler, 2009). Closed-ended questions usually give a list of possible choices for the participant to select; open-ended
questions do not list possible choices, but allow the participant to write in a response to the question (Fowler, 2009).

A paper and pencil survey was used in this current study to gather data on the participating young adults’ attitudes regarding illicit drug use. As discussed in Chapter 2, very few available survey instruments look at attitudes or perceptions of risks involved with this issue. Therefore, the researcher created pre- and post- surveys based on selected questions from those existing surveys that looked at perception or attitudes towards illicit drugs. The overall design of these tests was adapted from usage surveys found in *Surveys of Student Alcohol and Other Drug Use: A Consumer’s Guide* on drug attitudes (Gabriel, Pollard, & Arter, 1990). The resulting pre-test survey included 12 questions that ranged from demographic information to the perception of the risk of using drugs over a specified time period. The resulting post-test survey included 14 questions, where the first 12 were the same demographic and perception of risk questions, with the addition of questions 13 and 14 to assess students’ feelings towards the information sources used for drug research.

**Interviews.** Interviews are a “well-established and well-used technique for data collection” (Pickard, 2007 p. 181). Research interviews are “a two-person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information and focused by him on content specified by research objectives” (Cannell & Kahn, 1968, p. 530; Luo & Wildemuth, 2009). Interviews vary from structured questions prepared by the researcher ahead of time to purposeful open conversations without a set of structured questions (Pickard, 2007). Interviews can be used as a single type of data collection or used in conjunction with a survey to give respondents a chance to give a more
nuanced opinion about the subject covered in the research (Dooley, 2001; Fowler, 2009; Pickard, 2007).

Luo and Wildemuth discuss three types of interviews: structured, semi-structured, and unstructured (2009). Structured interviews have questions that are predetermined, delivered in a specific and standard order, and offer limited response choices to the interviewee (Luo & Wildemuth, 2009). Unstructured interviews take the form of a conversation that is allowed to develop naturally within the confines of the purpose of the interview (Luo & Wildemuth, 2009). Semi-structured interviews employ both approaches in order to give the interviewee a starting point and to focus the interview, but allow some flexibility for conversations to develop in a more natural way (Luo & Wildemuth, 2009). This current study used the semi-structured approach in the qualitative section of the research. These interviews supplemented the survey data, offering rich information regarding the students’ perceptions on illicit drug use as well as their reactions to the learning materials. The semi-structured interview design was the most appropriate choice, as it kept the students on track but also allowed some conversations to develop more informally.

To analyze the text for themes, the researcher used content analysis with the transcripts and post interview notes.

**Content analysis.** Content analysis is a method of reviewing text, movies, audio, and any data that contains words. For quantitative purposes, it can be used to count words that are equivalent to the meaning identified by the researcher. Qualitative research content analysis is a “sense-making effort that takes a volume of qualitative material and attempts to identify core consistencies and meanings” (Patton, 2002, p. 453). LIS researcher Constance Mellon describes the purpose of coding text within the content as a way to help the
researcher “reduce the data into manageable units” (Mellon, 1990, p. 74). Depending on the amount of raw data and the purpose of the study, researchers may require only a quick scan and chunking of data into themes, while at other times, the study requires intensive reading, chunking, rereading, rechunking of data until the researcher is confident the data is represented in the best fashion possible (Mellon, 1990).

There are three approaches to analyzing the data: conventional qualitative analysis, direct content analysis, and summative content analysis (Hsieh & Shannon, 2005). Hsieh and Shannon describe conventional qualitative analysis as being commonly used in grounded theory in which categories come directly and inductively from the raw data (2005). They describe direct content analysis as a way in which the initial coding of the text starts with the theory or relevant research used to support the research study (Hsieh & Shannon, 2005). Zhang and Wildemuth on their chapter about Content Analysis in LIS talk about Ole Holsti (1969) who describe this type of content analysis as being known to “immerse themselves in the data and allow themes to emerge from the data” (2009, p. 309). The third approach is summative content analysis. With summative analysis, the researcher starts by counting the amount of times a certain word appears and then from that number, the meaning of how often that word is occurs is summarized (Hsieh & Shannon, 2005; Zhang & Wildemuth, 2009).

Direct content analysis was the approach used in this study as it looks at text in relation to the theories, and allows themes to emerge in correlation with these theories. An example of this is what Strauss (1987) refers to as open coding and minute analysis, where the researcher “looks for words or phrases used by participants to indicate types of behavior that might form coding categories” (Mellon, 1990). Participants might use phrases like “this is so because…” or “since,” indicating that certain conditions effect their reaction or behavior
(Mellon, 1990, p. 75). Through this process, the researcher keeps asking questions such as, “What is really happening here?,” or “Into what category does this statement fit?” to constantly analyze the data as it relates to the hypothesis (Mellon, 1990, p. 77). One benefit of using this method of coding is that it allows the researcher to assign a unit of text to more than one category (Tesch, 1990; Zhang & Wildemuth, 2009).

Within the coding of the data there are two types of codes: attribute codes and substantive codes (Harrell & Bradley, 2009). The attribute codes typically include information about the participants such as age, sex, race, etc.; substantive codes contain the themes that emerged from the data (Harrell & Bradley, 2009). This division was appropriate to this study because the information codes can give a picture as to how the various anonymous participants answered, while the substantive codes illustrate the purpose of the study. This current study focused most specifically on the substantive codes in order to get at the heart of the students’ experience of reading. In content analysis, the themes identified from the text should reflect back to the hypothesis or research questions to see then how the discussions relate back to the purpose of the study (Harrell & Bradley, 2009). Once coding is completed, it is important for the researcher to go back over the data and the themes to make sure there is consistency within the coding, especially as to how it relates to the theory used in the study and the hypothesis (Zhang & Wildemuth, 2009). In doing content analysis of the interview transcripts in this study, the researcher sought themes in regards to change in feelings or change in learning in relation to the reading of the fiction story.

The final step to content analysis is to draw conclusions from the themes that emerged in relation to the hypothesis or research question(s) and present the findings in a manner that makes sense to the reader (Zhang & Wildemuth, 2009). The most common
means of presenting the results of the analyzed text is to discuss the theme with correlating quote(s) (Schilling, 2006; Zhang & Wildemuth, 2009). Content analysis offers a structured means of analyzing and presenting findings from interview transcripts in relation to emerging themes that relate to theory (ies) and the hypothesis (es) of a study that incorporates interviews or other written documentation as part of the data.

**Participants**

The participants in this study were available to the researcher based on their enrollment in a co-ed high school where the researcher is a librarian. Due to their availability and their consent to participate, they were thus classified as a convenience sample (Fink, 2009). The high school is in a working-class suburb with a population of approximately twenty-one thousand residents and is near a major metropolitan city in Illinois; the median household income is $57,000 (Advameg, Inc., 2009). All participants live within the school boundaries. Eighty-three students were enrolled in the ninth grade health curriculum at the research site. Most of the students participating in this study were freshmen in high school, between 14 and 15 years old, with the exception of two seventeen year olds. Students’ reading abilities ranged from a 6th grade to 12th grade reading level, which on a Lexile scale equates to 665 – 1210 (MetaMetrics, 2010). The racial make-up of the research site (based on the Illinois 2010 school report card), was 54% White, 28% Black, 12% Hispanic, 1% Asian, and 3% multi-racial. Since there was a 12% Hispanic population in the school, all consent and assent forms, surveys, interview questions, and book lists were available in both English and Spanish (See Appendices A through H).

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2 A Lexile score is an indication of a student’s reading level. Books are analyzed by MetaMetrics (2010) and given a Lexile text measure based on how difficult the text is to comprehend (word frequency and sentence length).
The participants were part of the health classes routinely taught at the research site. All were enrolled in the freshman health class for the 2011-2012 fall term. The same teacher taught all three health classes that were used for the research study; approximately 30 students were enrolled in each class. Teachers for the class were assigned by the school administration. It was beneficial to the researcher that three of the four health classes were taught by the same instructor for the term the research took place, as having the control and experimental groups taught by the same teacher helped to ensure that the curriculum was delivered in a similar fashion in each of the three classes involved in this research.

**Control and experimental groups.** Students were organized into three groups, two experimental and one control. The experimental groups read the novels, while the control group did not read the novels. All students followed the same basic curriculum; however, the experimental groups were chosen based on the classroom teacher’s recommendation of reading readiness and projected curriculum completion. The classroom teacher also assigned students in both the experimental and control groups a particular drug to research. Students in the experimental groups were assigned a novel from a pre-defined list of books (Appendices P and Q) that related to the student’s assigned drug.

**Protection of Human Subjects/Minors**

Since this study involved high school students, who are considered a vulnerable group by the Department of Health and Human Services (HHS), a full Institutional Review Board (IRB) review was required before research could begin. The HHS defines children as “persons who have not attained the legal age for consent to treatment or procedures involved in the research, under the applicable law of the jurisdiction in which the research will be conducted” (United States Department of Health and Human Services, 2009). Institutional
Review is meant to protect those human subjects who fall within a vulnerable group. Here are the steps that were taken to protect the students from harm.

There are always everyday life risks in any research where human subjects are involved. In this research, there was a risk that a young participant’s identification with a character in the literature could cause psychological stress. As a safety measure and to provide an immediate response to this possibility, the school social worker was made available throughout the study for any student with a need to work through difficult emotions. There was also the risk of students divulging sensitive information about himself or herself or someone they know who uses or abuses drugs. Because the participants are minors and the researcher is an Illinois Mandated Reporter, it was vital that students did not reveal if they or anyone they know uses drugs. To help minimize this risk, the researcher carefully worded survey questions to only assess students’ knowledge of or perception of risk of illicit drug use. A statement reiterating the purpose of the study was included in all the directions on all research measures, both in English and in Spanish; this statement was read aloud before the face-to-face interviews. Every attempt was made to keep risk factors to a minimum (Ward, 2011). Consent forms were designed for parents, and assent forms were designed for students, where a full description of the study and its purpose were described. Full IRB approval was received prior to the initiation of the research.

Measures

The quantitative component of this research consisted of a pre-test (Appendices F and G) and post-test (Appendices H and I) to determine the students’ knowledge about drugs and their perceptions of risk regarding the use of specific illicit drugs.
The pre- and post-test survey questions were adapted from various survey questions evaluated in a 1990 report, “Surveys of Student Alcohol and Other Drug Use: A Consumer’s Guide” (Gabriel, Pollard, & Arter). In order to establish content validity, the draft measures were e-mailed to the high school health teachers who work in the school’s academic conference, which is comprised of 12 high schools in close proximity to each other, and teach a curriculum similar to the curriculum implemented at the research site. These health teachers were asked to assess whether the questions were appropriate for ascertaining students’ perceptions of risk associated with illicit drug use, to judge if the questions were appropriate to use with high school students, and to receive feedback as to whether the questions matched the purpose of the survey.

**Pre-test.** The pre-test survey served two purposes: to ascertain students’ base knowledge of the risks and life-changing impacts associated with taking illicit drugs, and to determine the effectiveness of the current drug education curriculum at strengthening student knowledge through a planned comparison to the post-test. The pre-test was administered to both experimental and control groups before the curriculum unit began, and took approximately 15 minutes to complete. (See Appendices F and G).

**Post-test.** A post-test survey was administered at the conclusion of the curriculum to both the experimental and control groups (Appendices H and I). The post-test survey measured the students’ knowledge of risk associated with taking illicit drugs after the drug unit was complete. The post-test survey also asked students to rate the information sources that they used during the research process from most helpful to least helpful. These sources (not listed in any particular order) were: lecture, movie, textbook, non-fiction library book, website, class presentation, and fiction. The scale for ranking the information sources ranged
from one, the source that proved most helpful to the student, to seven, the least helpful or least beneficial information source.

**Pre-test and post-test structure.** Each survey was composed of three sections. The first section consisted of questions to help gather demographic information. Section two of the pre-test survey consisted of multiple-choice questions to gauge students’ general base knowledge about particular drugs: marijuana, Phencyclidine (PCP), inhalants, alcohol, tobacco, steroids, prescription drugs, and crack cocaine. Multiple choice questions were utilized to keep students focused on the topic and eliminated the possibility of inviting them to divulge whether they use drugs, a question which was specifically avoided in this study. The multiple-choice format helped minimize this risk. The following is an example of the multiple-choice questions used in the tests:

Use of crack cocaine can:
□ 1. Cause a person to become sleepy
□ 2. Cause a person to become hyper
□ 3. Not cause any form of dependence
□ 4. Cause no harmful effects to the body
(Appendices F through I: Section 2)

Section three of the pre-test survey included a five-point Likert scale response asking the participants’ attitudes about the risk involved in taking a particular drug. If students were not sure of the potential for harm, they could choose zero on the scale. Otherwise, their answers could range from one, meaning they believed that using the drug was completely safe and would cause no harm to self or others, to four, meaning they believed that using the drug is dangerous and will cause health issues to self or others, including the possibility of death. The following is an example of a question assessing the level of risk a student might assign to a particular drug: “How much do you think people risk harming themselves,
physically, or in other ways, if they use the following substance occasionally (three times a month or less)?” (Appendices F through I: Section 3).

<table>
<thead>
<tr>
<th>Not Sure</th>
<th>No Risk (completely safe-no harm will occur to self or others)</th>
<th>Slight Risk (fairly safe may cause some temporary harm to self or others but no long-lasting side effects)</th>
<th>Moderate Risk (fairly dangerous may cause minor health issues to self or others but does not result in death)</th>
<th>Great Risk (dangerous will cause health issues to self or others and can result in death)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

The reason for these categories was to assess the participants’ perception of the level of risk associated with taking certain illicit drugs. The scale was designed to have the Likert scale number values increase as the level of perceived risk increased.

**Semi-structured interviews.** Qualitative data was gathered through semi-structured interviews with the purpose of gaining a better understanding of the student’s experience of reading a fictional story where the main character’s life is impacted by illicit drug use. Seven interviewees were selected by the researcher from the group of students who had agreed to participate in the qualitative research portion of the study and who had parental consent. The researcher further selected among the students to ensure a variety of age, race, and gender in respondents.

The semi-structured interview consisted of 14 predetermined questions. The questions were shared with the students before the interview took place so they could anticipate the flow and the direction of the interview (Appendices N and O). In addition, this type of interview allowed for the student and the researcher to have a starting point for discussing the young adult novel, but enabled both parties to have some leeway to deviate
from the structured questions if it seemed appropriate (Luo & Wildemuth, 2009). For example, the researcher asked, “Do you feel this novel portrayed a realistic story of someone on drugs or of a person affected by someone else’s drug use? Why or why not?” (Appendices N and O). In addition, some questions were close-ended questions to ensure that the participant did not reveal drug usage of self or others, such as “Do you feel you have a better understanding of the drug you were assigned to research because you read the fiction story?” As these examples demonstrate, the focus of the interview was to gauge the students’ reaction to reading a novel as part of the learning process as well as to gauge their perceptions of illicit drug use.

**Methods and Procedures**

**Consent and assent.** Parental consent was obtained by sending consent forms home with the students (Appendices B and C). Parents were contacted by phone that same evening to let them know that students were sent home with information about the research study and consent forms. In addition, parents with e-mail accounts were sent an electronic copy of the consent form. An electronic copy of the form is also available on the research site’s website [http://www.epchspe.org/?page_id=9](http://www.epchspe.org/?page_id=9). Parent-teacher conferences were held a week after the consent form was sent home, and the forms were made available with the classroom teacher present during conferences. A week after consent forms were sent home, the classroom teacher again distributed copies of the forms to the students. The researcher felt that since the students were more familiar with the teacher than the researcher (the librarian), having the teacher distribute the forms rather than the librarian would help eliminate any pressure a student might feel to agree or not agree to participate in the research study.
**Administration of pre-test.** The curriculum pre-test was administered during the second day of the health curriculum. This allowed the classroom teacher to begin the unit on the first day by explaining the composition of the unit, the expectations for the unit, and grading of unit projects. The first day of the health unit was also used for the researcher to address the classes in the experimental group explaining the researcher’s project, the assent and consent forms, the pre and post-tests, and the reading of the novels.

During the second day of the unit, the classroom teacher distributed the numbered pre-tests to the students. When the student turned in the pre-test, the teacher recorded the number of the pre-test next to the student’s name on a class roster. This decoding sheet was immediately handed to the researcher at the end of class so that the researcher could enter the data into the computer and then secure the pre-tests and lists at the researcher’s home. Since the participants were minors, the researcher took every precaution to ensure that the students’ responses remained confidential. The key identifying the participants was locked in a separate file cabinet, away from the collected surveys, which were identified only by participants’ numbers.

**Novel selection and distribution.** The novels selected for the students were chosen by the researcher based on several criteria. Books were identified and chosen utilizing the Novelist\(^3\) database, a resource that enables searching by topic, reading level, and interest level, to match the drugs being studied. The novels on the possible book choice list (Appendicies P and Q) were then grouped according to which drug was the primary focus of the novel.

\[^3\]"Contains fiction and narrative nonfiction titles for all ages from your youngest readers to adults. Additionally, NoveList Plus includes book discussion guides, thematic book lists, and reading and book oriented articles” (EBSCO, 2011).
The titles were also reviewed in *School Library Journal*, a professional magazine that reviews and recommends books for children’s and young adult librarians. The publishing industry plus professional reviewers from *School Library Journal* and *Booklist* determine the Novelist age range, which is frequently utilized for book selection by school and young adult librarians. The American Library Association also recognizes these professional journals on their website in numerous articles relating to book selection for schools and young adults. This database shows novel titles that are age appropriate and pertinent to this curriculum research project.

The list generated from Novelist was cross-referenced with the collections at the research site and public libraries for title availability. Books that were available from the public library were checked-out to the school and were placed on a special cart, along with the books available at the school so that the researcher could match the story with the student. The researcher ordered any books that were not available at either library through either Amazon or Titlewave (a book distributor for libraries). The list of possible book choices is shown in the Appendices P and Q; the books that the participants read are shown in Table 4.

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*4 The public libraries’ shared catalog is part of consortium of libraries surrounding the Midwestern city where this study took place.*
Table 4
Young Adult Realistic Problem Novels Used by Participants

<table>
<thead>
<tr>
<th>Title</th>
<th>Drug assigned</th>
<th>Drug category</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>A Million Little Pieces (a memoir)</em>, by James Frey</td>
<td>Morphine</td>
<td>Narcotics</td>
</tr>
<tr>
<td><em>Beautiful</em>, by Amy Reed</td>
<td>Phencyclidine (PCP)</td>
<td>Hallucinogens</td>
</tr>
<tr>
<td><em>Bottled Up</em>, by Jaye Murray</td>
<td>Alcohol</td>
<td>Depressants</td>
</tr>
<tr>
<td><em>Burnout</em>, by Adrienne Maria Vrettos</td>
<td>Household Products</td>
<td>Inhalants/Other</td>
</tr>
<tr>
<td><em>Clean</em>, by Amy Reed</td>
<td><em>Cathus Edulis</em> (Khat)</td>
<td>Stimulant</td>
</tr>
<tr>
<td><em>Crank</em>, by Ellen Hopkins</td>
<td>Methamphetamine (Meth)</td>
<td>Stimulants</td>
</tr>
<tr>
<td><em>Go Ask Alice</em>, by Anonymous</td>
<td>Mushrooms</td>
<td>Hallucinogens</td>
</tr>
<tr>
<td><em>Gym Candy</em>, by Carl Deuker</td>
<td>Steroids</td>
<td>Inhalants/Other</td>
</tr>
<tr>
<td><em>Identical</em>, by Ellen Hopkins</td>
<td>Oxycontin</td>
<td>Narcotics</td>
</tr>
<tr>
<td><em>Joseph</em>, by Sheila P. Moss</td>
<td>Nicotine</td>
<td>Stimulants</td>
</tr>
<tr>
<td><em>Love Drugged</em>, by James Klise</td>
<td>Barbiturates</td>
<td>Depressants</td>
</tr>
<tr>
<td><em>Lunch with Lenin and other stories</em>, by Deborah Ellis</td>
<td>Opium</td>
<td>Narcotics</td>
</tr>
<tr>
<td><em>No Problem</em>, by Dayle Campbell Gaetz</td>
<td>Cocaine</td>
<td>Stimulant</td>
</tr>
<tr>
<td><em>One Good Punch</em>, by Richard Wallace</td>
<td>Marijuana</td>
<td>Hallucinogens</td>
</tr>
<tr>
<td><em>Punkzilla</em>, by Adam Rapp</td>
<td>Opium</td>
<td>Narcotics</td>
</tr>
<tr>
<td><em>Recovery Road</em>, by Blake Nelson</td>
<td>Methylphenidate (Ritalin)</td>
<td>Stimulant</td>
</tr>
<tr>
<td><em>Rx</em>, by Tracy Lynn</td>
<td>Vicodin</td>
<td>Narcotics</td>
</tr>
<tr>
<td><em>Tweaked</em>, by Katherine Holubitsky</td>
<td>Methamphetamine</td>
<td>Stimulants</td>
</tr>
<tr>
<td><em>West of Then: a Mother, a Daughter, and a Journey Past Paradise (a memoir)</em>, by Tara Bray Smith</td>
<td>Morphine</td>
<td>Narcotics</td>
</tr>
</tbody>
</table>

The researcher read and became familiar with all of the books distributed to students. This was done so that the researcher would know what drugs were discussed in the books, the characters involved in the story, and how the drugs affected the characters. Familiarity with each of these novels made it easier to talk about the books with the classes and to help the students make their selection.

Students from the two experimental classes came to the research site’s library to select and check out a fiction book that related as closely as possible to the drug they would be researching. While all students in the experimental classes read the novel as part of the
curriculum, data was collected only from those students who had been identified as research participants based on their consent and on their parental permissions.

**Examples of books used.** Carl Deuker’s book, *Gym Candy*, is a young adult problem novel about steroid use. *Booklist* gave the following review of the book:

Having grown up in the shadow of his father's failed NFL career, high-school football player Mick Johnson is determined not to make the same mistakes. But when he's tackled just short of the goal in a pivotal game, he decides that vitamin supplements aren't enough and begins purchasing "gym candy," or steroids, from the trainer at his local gym. His performance starts breaking records and his father couldn't be more proud, but along with gains in muscle, he suffers "roid rage," depression, and unsightly acne. When his secret finally comes out, he attempts suicide. Even after therapy, Mick is left wondering if he'll continue to be tempted by steroids (reviewed by Jennifer Hubert, 2007).

This book was one of the titles read by a participant who stated that the story had an impact on his or her understanding of steroids. The possible reason why it was enjoyed by the student could be because of the author’s ability to portray how easily an athlete can be convinced that steroids can improve his/her athletic performance. *School Library Journal* noted the following about this title: "Deuker realistically portrays the paranoia, acne, and emotional roller-coaster... of steroid use" (Shoemaker, 2007). This is a realistic portrayal that can offer students the experience of illicit drug use, abuse, and side effects without actually taking the drugs.

Another title read by a student who ranked fiction as being a beneficial source was Ellen Hopkins’ book *Crank*. Ellen Hopkins notes that the book is a work of fiction, though the author has witnessed the devastating effects of methamphetamine through her own daughter’s use and abuse. In the author’s note Hopkins states:

Nothing in this story is impossible. Many of the characters are composites of real people. If they ring true, they should. If this story speaks to you, I have accomplished what I set out to do. *Crank* is, indeed, a monster—one that is
tough to leave behind once you invite it into your life. Think twice. Then think again (2004).

The author’s purpose was to make this fiction story as real as possible so that it would hopefully help a reader recognize just how dangerous it is to use methamphetamines.

Amy Reed’s book Clean gives the reader the perspective from inside a rehabilitation center, where five young adults work through their addictions from alcohol abuse, speed, crystal meth, and other various prescription drugs. Each character tells their story, from therapy sessions to everyday life in the rehabilitation center. Through the various characters, the novel slowly revealed how each one got started with addiction, and whether they can make it through rehabilitation in one piece. Lisa McMann, author of Wake (see Appendices P and Q), states in her review of the book found on the book jacket: “…Clean cuts to the heart. It’s poignant and real” (Reed, 2011).

**Drug curriculum time-frame.** The school district’s health curriculum lasted six weeks. Three weeks of the curriculum were devoted to introducing, discussing, and researching tobacco, alcohol, and illicit drugs. Book selection began during the first week of the unit for the experimental groups. Prior to that, the curriculum addressed healthy eating and making healthy life choices.

**Post-test administration.** After all of the students’ class presentations had been given and the exam concluding the unit had been administered, students in both the experimental and control groups were given a post-test to determine whether there was a change in the students’ perception of risk involved in taking a particular drug. As discussed above, the post-test repeated the questions from the pre-test and added two additional questions relating to students’ preferences for the materials used to teach the curriculum (Appendices H and I).
**Interviews.** After the post-tests were collected, the researcher identified students from the experimental group with proper assent and parental consent forms on file agreeing to participate in an interview about the novel that he or she read. The final selection of interviewees was based on the goal of creating a diversified sample of race, gender, and age of participants.

The interviews took place in the school’s library during the participants’ lunchtime so as not to disrupt classroom time. There was always another adult present, as required by the district for interviewing a student. The interview began with the participant taking a brief questionnaire to establish the student’s age, race, gender, etc., in addition to a few yes/no questions regarding the participant’s experience of reading fiction as part of the curriculum (Appendices N and O). Next, the researcher read an excerpt from the interview questions, explained the participant’s rights, and discussed how the interview would proceed (Appendices N and O). The student was given a copy of the excerpt explaining the interview process and a copy of the questions. This was done to give the student time to anticipate and reflect on how he or she might answer the questions, and to show the student that the questions were not designed to have him/her reveal whether he or she, or someone in his or her life, uses illicit drugs. The interview process lasted no longer than 30 minutes, with the average interview lasting approximately 15 minutes.

The interviews were audio-recorded and transcribed to create verbatim transcripts. Transcription was completed by a commercial third party and reviewed by the researcher for accuracy. When transcription was complete, the audio tapes were destroyed. Participants were assigned coded numbers (P1, P2, etc.) to ensure their anonymity throughout the
interview process. Only the researcher has access to the key connecting the student to his or her coded number; the key is in a locked file cabinet in the researcher’s home.

The following chapter describes the data analysis process of the quantitative surveys and qualitative semi-structured interviews. The results of the data will be presented with a discussion of the questions followed by the findings in relation to the hypotheses.
Chapter 5

Data Analysis and Results

Introduction

This chapter will discuss how the quantitative and qualitative data was handled and analyzed. The results from the various analyses will be shown in relation to Hypothesis 1 and 2 with the quantitative data reported first, followed by any supporting evidence from the qualitative data.

Analysis of Quantitative and Qualitative Data

The pre and post-test surveys were collected from the classroom teacher at the immediate conclusion of the drug unit. The researcher then entered the data from the pre and post-test survey into the computer statistical data analysis program, Statistical Program for the Social Sciences (SPSS). Three main tests were run:

- An independent t-test was conducted to look for differences between the experimental and control groups in regards to their ability to identify risks for all of the drugs listed on the survey.

- A matched paired t-test was conducted to look for differences from pre-test to post-test in the experimental groups on the questions that specifically examined risk identification to see if there was a change in the participants’ ability to identify risk related to the drug that correlated to the story read.

- An independent t-test with the control group’s pre- to post-test for the ability to identify the risk potential for all of the drugs in the study was conducted as well, with the focus on the experimental groups’ results since they read the drug novel.
Post-interview notes from the qualitative interviews were written immediately following each interview so that the researcher was able to note any first impressions regarding themes that emerged in the sessions. Then, coding was done by hand for all seven verbatim interview transcripts. One participant’s data from the experimental group at the pre-test survey stage had to be eliminated from the study because of his/her failure to identify the drug he/she studied as part of the research project. Data analysis of the verbatim transcriptions of the qualitative interviews was conducted through content analysis as described in Chapter 4. This process includes coding the data to identify themes emerging from continual review of the text. The researcher used a direct content analysis approach as described by Hsieh and Shannon, specifying that the coding start from the theory or relevant research used to support the study (2005). Following this process, themes were identified that related to the participants’ experience of reading fiction as part of the classroom unit, and whether the story had an impact on their feelings towards the dangers of using illicit drugs. The themes are presented in Table 7.

**Results**

**Questions 1-10.** The first 10 questions of the pretest survey gathered a baseline of all of the participants’ general knowledge about illicit drugs. The drugs covered in these questions were marijuana, *Phencyclidine* (PCP), inhalants, alcohol, tobacco, steroids, prescription drugs, and crack cocaine. Based on the answers of these first ten questions, the students demonstrated a good baseline knowledge of these drugs for their grade level. Therefore, results indicate students began the health unit with a reasonably accurate concept of the illicit drugs covered in the curriculum.
**Questions 11 and 12.** The next two questions, Question 11 (Q11) and Question 12 (Q12), on the pre- and post-test survey, directly related to the assessment of risk involved in taking illicit drugs. Q11 addressed assessing risk of taking drugs for occasional usage (three times a month or less) and Q12 addressed assessing risk of regular drug usage (once a week or more). These two questions relate to the first hypothesis of this dissertation research study. The first hypothesis states that by reading fictional literature dealing with substance abuse, participants will increase their ability to identify risks associated with illicit drug use.

**Questions 13 and 14 (post-test only).** Question 13 (Q13) and question 14 (Q14) on the post-test survey correlate with the second hypothesis, which states that the use of young adult fictional literature dealing with substance abuse will impact the participant’s feelings toward illicit drug use. These questions addressed the use of fiction as it related to the participants’ learning. These hypotheses will be discussed in order of significant findings for Hypothesis 1 followed by significant findings for Hypothesis 2.

**Findings related to assessment of risk for specific drug.** The findings related to the assessment of the risk about the drug for the assigned book discussed here offer some support for Hypothesis 1, i.e., students did show that some impact was made in their assessment of risk in taking a particular drug. Q11 and Q12 on the survey specifically asked the student to indicate his/her idea of how risky it is to take a certain drug over a specified amount of time. Some drugs represented in the fiction did not exactly match the drug choices on the survey; therefore, the researcher determined which drug on the survey was the closest match to the drug the student studied. Students on these anonymous tests identified the drugs studied.
For the experimental groups’ responses pre- to post-test for Q11 and Q12, a matched paired t-test was conducted for the drug that correlated with the fiction story read by the student. The results of the matched paired t-test for Q11 pre- to post-test, $t (18) = -3.32$, $p<.01$, and for Q12 pre- to post-test, $t (18) = -2.14$, $p<.05$. This indicates a minor increase in the 19 participants’ ability to identify risk for the drug discussed in the book that he/she read. The control group did not read the fiction story; therefore, data analysis for specific drugs was only conducted with the experimental groups.

Data from the semi-structured interviews with the seven participants of the experimental group also relate to the notion that an increase in identification of risk took place. For example, one participant stated that the story “confirmed what I already knew about a particular drug and it gave me more reason not to [use drugs].” Another example of support for these findings comes from another participant’s realization “that the [drug user] could affect someone else’s decisions and all of that because of the other person’s drug use.”

**Findings related to assessment of risk for all drugs.** Next, the findings relating to Hypothesis 1, as to the assessment of risk for all drugs as opposed to the specific drug in the curriculum, are discussed here. A matched paired t-test was run to determine whether there was a difference in all participants’ responses from pre-test to post-test for Q11 and Q12 for all drugs (see Tables 1 and 2). In experimental group 1, $N=11$, statistical significance for identifying risk was found for downers [$t (9) = -2.26$, $p<.05$]. In experimental group 2, $N=8$, statistical significance for identifying risk was found for chewing tobacco [$t (7) = 2.646$, $p<.05$], Vicodin [$t (7) = -2.986$, $p<.05$], uppers [$t (7) = -3.862$, $p<.01$], and GhB (the date rape drug) [$t (7) = -2.497$, $p<.05$]. This indicates that for the drugs listed in the statistical findings above, there appears as if there was a change in perception of risk for those particular drugs.
with the experimental group. A full report of the results from all of the drugs is represented in Table 5 and Table 6.

**Table 5**  
*Matched paired t-tests for control and experimental groups for all drugs, pre to post questions 11a-11q*

<table>
<thead>
<tr>
<th>Drug</th>
<th>Experimental Group 1 (N=11)</th>
<th>Experimental Group 2 (N=9)</th>
<th>Control Group (N=4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. cigarettes</td>
<td>-1.34</td>
<td>.00</td>
<td>-.52</td>
</tr>
<tr>
<td>b. chewing tobacco</td>
<td>-1.11</td>
<td>2.65*</td>
<td>-.52</td>
</tr>
<tr>
<td>c. alcohol</td>
<td>.27</td>
<td>-.89</td>
<td>.00</td>
</tr>
<tr>
<td>d. marijuana</td>
<td>-.21</td>
<td>-1.00</td>
<td>-1.00</td>
</tr>
<tr>
<td>e. cocaine</td>
<td>-1.24</td>
<td>-1.00</td>
<td>-.93</td>
</tr>
<tr>
<td>f. crack</td>
<td>-1.25</td>
<td>.00</td>
<td>-1.32</td>
</tr>
<tr>
<td>g. vicodin</td>
<td>-2.14</td>
<td>-2.99*</td>
<td>1.26</td>
</tr>
<tr>
<td>h. valium</td>
<td>-1.78</td>
<td>-1.35</td>
<td>-1.00</td>
</tr>
<tr>
<td>i. uppers</td>
<td>-2.14</td>
<td>-3.86**</td>
<td>-1.67</td>
</tr>
<tr>
<td>j. downers</td>
<td>-2.26*</td>
<td>-1.18</td>
<td>-1.00</td>
</tr>
<tr>
<td>k. inhalants</td>
<td>-1.63</td>
<td>-1.18</td>
<td>-2.61</td>
</tr>
<tr>
<td>l. LSD</td>
<td>-1.96</td>
<td>-1.11</td>
<td>-1.63</td>
</tr>
<tr>
<td>m. heroin</td>
<td>-1.40</td>
<td>-1.00</td>
<td>-1.00</td>
</tr>
<tr>
<td>n. meth</td>
<td>-1.41</td>
<td>-1.00</td>
<td>-</td>
</tr>
<tr>
<td>o. GhB</td>
<td>-.61</td>
<td>-2.50*</td>
<td>-2.33</td>
</tr>
<tr>
<td>p. cough syrup</td>
<td>.49</td>
<td>-.89</td>
<td>.00</td>
</tr>
<tr>
<td>q. energy drink</td>
<td>-.94</td>
<td>-1.53</td>
<td>-1.00</td>
</tr>
</tbody>
</table>

*note:  
* p<.05  
** p<.01  
- The t cannot be computed because the standard error of the difference is zero*
### Table 6
**Matched paired t-tests for control and experimental groups for all drugs, pre to post questions 12a-12q**

<table>
<thead>
<tr>
<th>Drug</th>
<th>Experimental Group 1 (N=11)</th>
<th>Experimental Group 2 (N=9)</th>
<th>Control Group (N=4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. cigarettes</td>
<td>.56</td>
<td>1.00</td>
<td>-.40</td>
</tr>
<tr>
<td>b. chewing tobacco</td>
<td>.25</td>
<td>1.00</td>
<td>-.40</td>
</tr>
<tr>
<td>c. alcohol</td>
<td>1.00</td>
<td>.22</td>
<td>-1.57</td>
</tr>
<tr>
<td>d. marijuana</td>
<td>.21</td>
<td>-1.25</td>
<td>-1.73</td>
</tr>
<tr>
<td>e. cocaine</td>
<td>.94</td>
<td>-1.84</td>
<td>-1.32</td>
</tr>
<tr>
<td>f. crack</td>
<td>-.94</td>
<td>-1.00</td>
<td>-1.32</td>
</tr>
<tr>
<td>g. vicodin</td>
<td>-1.20</td>
<td>-1.59</td>
<td>1.57</td>
</tr>
<tr>
<td>h. valium</td>
<td>-.47</td>
<td>-1.79</td>
<td>1.00</td>
</tr>
<tr>
<td>i. uppers</td>
<td>-1.44</td>
<td>-1.25</td>
<td>-1.32</td>
</tr>
<tr>
<td>j. downers</td>
<td>-1.58</td>
<td>-.64</td>
<td>-1.00</td>
</tr>
<tr>
<td>k. inhalants</td>
<td>-1.65</td>
<td>-1.65</td>
<td>-1.73</td>
</tr>
<tr>
<td>l. LSD</td>
<td>-.88</td>
<td>-1.25</td>
<td>-1.73</td>
</tr>
<tr>
<td>m. heroin</td>
<td>-.45</td>
<td>-1.00</td>
<td>-</td>
</tr>
<tr>
<td>n. meth</td>
<td>-.71</td>
<td>-1.00</td>
<td>-1.00</td>
</tr>
<tr>
<td>o. GhB</td>
<td>-1.48</td>
<td>-2.77*</td>
<td>-1.32</td>
</tr>
<tr>
<td>p. cough syrup</td>
<td>.65</td>
<td>-.80</td>
<td>-1.73</td>
</tr>
<tr>
<td>q. energy drink</td>
<td>-1.40</td>
<td>-2.05</td>
<td>-1.00</td>
</tr>
</tbody>
</table>

**Note:**
- *p<.05
- **p<.01
- The t cannot be computed because the standard error of the difference is zero

In the assessment for risk for both groups for all drugs, the control group did not demonstrate statistical significance for any of the drugs. While the statistical significance for the experimental groups appears to be random, the significant results only occurred within the experimental groups. Therefore, there is not enough evidence to fully support the statement that fiction was the cause for the increase in perception of risk.

**Findings related to change score for drug studied in comparison to all drugs studied by control group.** Change score (the difference from pre- to post-test survey) was calculated by taking the results from the pre-test Q11 and Q12 and subtracting the post-test results for each participant. For the control group this meant subtracting all of the responses for Q11 and Q12 in the pre-test and subtracting all of the results for Q11 and Q12 in the post-
test, and then calculating the mean change score for each question. This calculation was done to see what difference, if any, in the change in scores between the experimental group and the control group. For the experimental groups, the mean change score was calculated for the specific drugs studied only. Findings from the analysis of the experimental groups’ change scores from pre to post for Q11 and Q12 for each drug studied were compared to the change score for all drugs studied in the control group. The change score for each participant was calculated for Q11 and Q12 by subtracting the pre-test score from their post-test score to look for increases in their ability to identify risk.

Independent t-tests were performed on the change in scores between experimental groups combined into one group, N = 19, and the drug they studied versus the change of score for all drugs in the control group. No statistically significant findings materialized, but this test did show that the experimental groups appeared to increase their ability to identify risk since they moved from “no risk” at pre-testing to “slight risk” at post-testing, while the control group remained at “no risk” from pre to post testing. While the movement was not sufficient enough to show statistical significance, it demonstrates that those who were exposed to the intervention (reading the novel) did show slight movement towards identifying risks with drug use.

**Findings in relation to Hypothesis 1.** Since the above results showed some statistical significance towards fiction having an impact on the experimental groups’ ability to identify risk with illicit drug use, Hypothesis 1 was partially supported. The significant findings, however, do not necessarily point to fiction as the sole cause for their increased identification of risk because there could be other factors contributing to the experimental
groups’ ability to identify risks with drug use, such as curriculum, family values, and peer group discussions.

**Findings relating to impact on feelings towards illicit drugs.** The findings from Q13 and Q14 relate to Hypothesis 2 of this study, which states that the use of young adult fictional literature dealing with substance abuse will impact the participant’s feelings toward illicit drug use. Q13 asked students to rank the curricular information sources (class presentations, fiction book, lecture, movie, non-fiction book, textbook, and website) on a scale from one to seven, with one being the most beneficial/helpful information source and seven being the least beneficial/helpful information source for the drug research project. The reason for the association of a beneficial/helpful information source to be equated to feelings stems from how Fink’s similar use of these terms in his SLE taxonomy. Fink correlates students’ use of phrases such as “I like…” or “I enjoyed…,” to feelings in his caring component (2003, p. 49). A tally count chart was hand produced to see how many times participants ranked an information source as one of their top choices. Of the 19 members of the experimental group, eight students chose fiction as one of their top three choices. However, six of the 19 members from the experimental groups chose fiction as their least helpful/beneficial information source. All of the control group participants chose fiction as their least beneficial information source. This was most likely because fiction was not a curricular option for them. Therefore, because fiction was an information source in the experimental group and eight participants chose it as one of their top three information sources this suggests that fiction could have been an information source that impacted the participant’s knowledge or attitudes of illicit drug use.
Q14 asked participants to explain why they chose a particular information source as number one. Three of the eight students from the experimental group who ranked fiction as one of their top three choices listed fiction as their first choice, while the other five students listed fiction as a second or third choice. The three who ranked fiction as their first choice stated their reasons for this choice were that they felt the story gave them a sense that the people and events surrounding the drug use were real and gave them real information about the drugs used. These three participants stated that they obtained truthful information from the realistic fiction and felt they had experienced a drug user’s life (see Table 7). For the six students that chose fiction as their least favorite, their number one choice ranged from lecture, textbook, website, and movie, with their reasons including that the source showed pictures, described the best information, or showed real situations.

**Table 7**

**Question 14 Selected Quotes**

<table>
<thead>
<tr>
<th>Category</th>
<th>Quote</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q14. Please explain why you felt your number 1 choice (the one you placed a 1 next to) was so beneficial (helpful) to your understanding of illicit drugs.</td>
<td>I thought the fiction book was beneficial because they were real-life stories of things that could happen to you while using/abusing drugs.</td>
</tr>
<tr>
<td>Added to knowledge</td>
<td>I picked the fiction book as my number one because the book I got was very informative about a lot of different types of drugs and it showed what a person would go through if they took drugs and what they could go through if they tried to stop using them.</td>
</tr>
<tr>
<td>Change in knowledge</td>
<td>Because I like reading, and it makes it seem more realistic.</td>
</tr>
<tr>
<td>Confirmed knowledge</td>
<td></td>
</tr>
</tbody>
</table>

**Findings relating to the practical significance of fiction.** Semi-structured interviews were conducted with seven students from the experimental group to examine their experience of reading fiction for a unit on drugs. Six out of seven of the interviewees said they would consider reading a fiction story again to discover information about illicit drugs.
All of the participants stated that they enjoyed reading the story as part of their research assignment.

**Themes identified.** Through content analysis, statements made by the participants in the interview transcripts revealed the following themes: a change in knowledge, confirmation of prior knowledge, and addition to current knowledge. These themes were developed with the hypotheses in mind, as well as the relationship to the theory base for this study. Some of the interviewees responded to questions that confirmed a change of opinion. For example, one participant responded that he/she discussed the book he/she read with other students in his/her class and they in turn talked about the books they read. Through those discussions, his/her feelings towards illicit drugs changed. The student stated that these conversations with his/her fellow classmate caused him/her to say, “I learned about drugs that I had not heard about before.” Another participant stated that he/she did not know anything about his/her assigned drug prior to reading the story, but felt he/she had a better understanding of the drug after reading the story. The results from interviews revealed that these participants’ knowledge towards illicit drugs changed from reading the fiction story.

Three of the participants felt they had more knowledge about the drug after reading the fiction story. Two of the participants did not feel their knowledge or opinion changed from reading the story but they felt the knowledge they had prior to reading the fiction story was confirmed.

**Findings in relation to Hypothesis 2.** While these findings demonstrate the practical significance of using fiction as part of the learning process, there is not enough evidence to fully confirm Hypothesis 2. Nevertheless, the findings from the interviews are encouraging and suggest that changes in feelings also occurred. The statement made by two
of the students that fiction confirmed their current beliefs about drugs demonstrates potential practical significance for the use of fiction as part of the learning process for students. However, since N was small, Hypothesis 2 was not supported because of insufficient evidence, with only two students stating that they felt the story had changed their feelings toward illicit drug use.

The following chapter will connect these findings to the literature and theory used for this current study. General observations will be made about the methodology that was used to gather and analyze the data. In addition, the implications of these results to the current body of research will be discussed along with directions for future research.
Chapter 6
Discussion and Conclusion

Introduction

This chapter will discuss the discoveries resulting from the quantitative and qualitative data analysis in this study in relation to Hypotheses 1 and 2, as well as those discoveries’ connections to Reader Response Theory (RRT) and Significant Learning Experiences (SLE). Chapter 6 includes a discussion of the research findings and the implications of these findings in relation to the scholarly research discussed in chapters 2 and 3. Areas where this study could be refined through the modification of the methodology are suggested, along with ideas for new but related lines of inquiry.

Discussion

While the findings were not largely significant statistically, there was enough evidence to demonstrate an increase in the ability of the students in the experimental group who read their assigned novel to identify risks associated with drugs. In addition, the experimental group also demonstrated an increase in their identification of risk associated with a few other drugs that were not specifically part of their readings. The control group did not reveal any significant findings of an increase of perceived risk in using illicit drugs.

During interviews, participants from the experimental group made statements such as “the story confirmed what I knew about drugs and it gave me [more] reasons not to [use drugs]”, and “[I did not know] that the [drug user] could affect someone else’s decisions and all of that because of the other person’s drug use.” In other words, the participant expressed a greater awareness of the broader impact a person’s drug use can have on her family and
friends. These statements indicate that reading this particular type of fiction did have an impact on student learning, and added new knowledge to their existing schema.

The fact that both the quantitative and qualitative results indicated a positive change in perceptions of risk exclusively for the experimental group demonstrates that the experimental participants did gain some knowledge. This connects to Piaget’s notion of schema and Lev Vygotsky’s theory of learning as a social activity. In the current study, the book’s author via their characters become Vygotsky’s “capable other” who helps the reader through social interactions with the characters in the story. These interactions also help students work through the stage of identity and morality as discussed by Erik Erikson and Lawrence Kohlberg. The interactions with the situations and the characters in the books can help adolescents work through who they want to be and the type of people they want as friends. The statement confirming the student’s decision to not use drugs from the interviews support the aforementioned statement about fiction helping in Erikson’s theory of development. The results of this study from the students stating the fiction story seemed real correlate with the findings that some learning does occur from the interaction with the characters in a story, which can then have a bearing on the reader’s development.

One possibility as to why the students in the experimental group showed an increased ability to identify risks associated with taking drugs is that fiction created a type of vicarious experimentation as discussed in chapter 3. Fink (2003) discussed vicarious experience as a way to offer students meaningful learning, which hopefully results in a change in the student. These findings confirm the value of fiction as part of a Significant Learning Experience as defined by Fink.
The qualitative results from Q13, where eight out of 19 respondents ranked fiction among their top three most beneficial information sources, further supports that the students thought fiction aided in their learning about the dangers of illicit drugs.

**Comments about Methodology Modification for Future Studies**

**One book; one drug.** Since this study featured 20 titles, future research would benefit from a more focused study where one young adult problem novel was selected that dealt with one illicit drug. This would allow for a variety of deeper analysis methods, including exploring the effect of book discussions as well as a longitudinal study.

**Discussion as a component.** A one-book/one-drug approach would allow for book discussion in and out of the classroom. This idea builds on a comment from a participant during the interviews stating that the discussions with friends about the books they read contributed to the participant’s knowledge of illicit drugs. Through these discussions, the interviewee indicated that he/she learned about other drugs for which he/she had no prior knowledge. This supports Fink’s (2003) recommendation to try to give students an opportunity to discuss what they are learning or reading in class, to help students make connections and feel a sense of ownership over their learning. Conversations also support Lev Vygotsky’s theory of learning through interactions with other individuals. An adolescent interacting with their peers about the novels that they read also correlates with Erikson’s identity exploration. Young adults explore who they are via the interactions they have with other people, which in this study included the characters in novels as well as other students. Replicating this study with a curriculum that includes discussion of their reading by the students could be beneficial in seeing how book discussions aid in student learning, and how the discussion element of reading fiction impacts the learning experience.
**Longitudinal study.** This study lasted only six weeks. A future study where the participants were interviewed again after an extended period of time (and possibly additional future times) could confirm whether the experience of reading fiction as part of the curriculum had a lasting effect on the reader. A longitudinal study (conducted by a non-mandated reporter) could address this aspect in conjunction with a student’s use or non-use of drugs over the long term. Future studies could benefit from an interview process with more specific and probing questions that are designed to get at the heart of the student’s experience of reading fiction as part of a health unit.

**Larger participant population.** This study could be expanded to include a larger population from a larger school or from multiple schools. A study with a larger population allows for greater generalizability of findings. It also has the possibility of clarifying the usefulness of the methods used in this study to assess young adults’ attitudes towards illicit drug use.

**Expanding the use of the realistic problem novel.** The realistic young adult drug problem novel is a thematically specific genre of realistic young adult fiction. Determining if this thematically specific genre has an effect on student knowledge about illicit drugs may add to the studies investigating the impact of reading fiction in the fields of LIS, education, and psychology. Expanding this type of study to include other thematically specific titles within young adult novel genres could offer additional data about the effectiveness of fiction as an information source for students.

While there was not enough evidence to support the claim that fiction affected students’ feelings toward illicit drugs, the fact that fiction was seen as adding to a student’s knowledge or confirming a student’s notion of risk with drugs implies that fiction can have
practical application within a health unit. Health curriculums in all grade levels could benefit from incorporating fiction into the research process as a way of creating Significant Learning Experiences for the reader through the vicarious experiences fiction creates. If other types of realistic problem novels offer the same type of practical support to other curriculum topics, the effective curriculum resources available to instructors and students expand exponentially.

**Questions Generated by the Research Findings**

**Learning styles and reading.** The findings of this study demonstrate that fiction can impact student knowledge regarding drug risk. What is still uncertain is if this applies to all students or if other variables contributed to its impact. For example, student learning styles may be a factor in whether a student’s learning is impacted by reading fiction. Would a student’s learning style maximize or negate the impact of reading fiction? Therefore, it might be beneficial to include an analysis of participants’ learning styles as used in the fields of education and psychology. The participants would need to complete a Learning Styles Inventory (LSI)\(^5\) test or other comparable learning style assessments; the results from the learning styles exam could be correlated with the results of students’ ranking of fiction as an information source. Learning styles were not included in this study, but would offer an additional dimension to the research on fiction in learning.

**Fiction as a valued information source.** The qualitative portion of this study indicated that fiction was considered a helpful information source for students. Therefore, could a future study using Everyday Life Information Seeking (ELIS) theories especially building on the work conducted by Agosto and Hughes-Hassell (2005) focusing on the ELIS of young adults contribute to these findings that fiction is a valuable information source? Since some students did rank fiction as a top three information source, and three of those

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\(^5\) David A. Kolb designed LSI based on his theory of experiential learning (Kolb, 2005).
students chose fiction as their most beneficial/helpful information source, then a study focusing on fiction as an option for young adults’ information-seeking would contribute to this finding.

**Fiction as an information source for vicarious experience.** The comments from Table 7 pertaining to why a student chose fiction as his/her most helpful/beneficial source center around the theme of the story, giving the reader a sense that what was occurring in the story was real, and gave him/her the best information for his/her project. Comments such as these support the literature pertaining to experimentation, or the vicarious experience of fiction as discussed by Gerrig and Prentice (1991) and Oatley (1999). The statements made about the sense of reality experienced through fiction, thus giving the best information, coincide with the student connecting to the story emotionally. An emotional connection enables students to have a meaningful learning experience, and the more meaningful the learning experience, the more likely that the lesson will have a lasting effect on the student (Fink, 2003). Therefore, can fiction be used by teachers in all levels of education to see if their subject area could benefit from using fiction to facilitate students’ ability to relate and experience the curricular content? The recognition of fiction offering students a method for understanding themselves and others is discussed by Fink when he states “they [students] often identify with and begin to relate to particular individuals in the story, thereby developing a fuller understanding of themselves while at the same time learning how to understand others” (2003, p. 47-48).

**Conclusion**

The findings through this research, though mixed, still encourage the use of fiction as part of the high school health curriculum involving drug education. The analysis of the
qualitative data obtained through the interviews combined with some statistical correlations indicate that reading fiction assisted students in their ability to assess risks related to drug usage; in addition, that same evidence indicates that students both benefitted from and enjoyed the activity. From the beginning, the researcher has always been interested in determining whether the realistic problem novel can have an impact on student learning. Both the literature reviewed and the results from the experimental groups’ data indicate that fiction does have an impact on students’ ability to identify risks with illicit drug use. The study also points to the need for more research exploring the potential of the young adult problem novel with various age, gender, and racial groups for significant learning and for developmental growth.
References


http://www.oed.com.ezproxy.dom.edu/search?searchType=dictionary&q=fiction&_searchBtn=Search


Starr, C. (2006, September 29). *Brief history of the young adult services division.* doi: 3c4074c1-5f40-a9e4-e97d-c3b47c582016


October 11, 2011

Dr. Kate Marek
Dominican University
7900 W. Division St.
River Forest, IL 60305

Ms. Christina Ward
9250 S. Springfield Ave.
Evergreen Park, IL 60805

RE: IRB #11-19 “The Young Adult Novel and the High School Curriculum: Does it Help?”

Dear Dr. Marek and Ms. Ward:

Based on the changes asked for previously, the committee has Approved the application.

You may begin the research as of the date of this letter and this approval is valid until October 10, 2012. If you need to renew the research please do so three months prior to October 10, 2012. Please notify the IRB in writing and get approval for any changes to your research protocol prior to initiating any changes.

Once your research is completed, please notify the IRB. If you have any questions, please do not hesitate to contact me at dvelasquez@dom.edu.

Sincerely,

Diane L. Velasquez, Ph.D.
Chair, Institutional Review Board
Assistant Professor
Appendix B

Consent Form: Questionnaires and Story Reading (English)

Your child is invited to participate in a research study entitled “Reader Response and the Young Adult Novel: its impact on the high school drug curriculum” conducted by Mrs. Christina Ward from Dominican University Graduate School of Library and Information Science’s PhD program. The purpose of this study is to see if high school students’ understanding and perceptions of the life impacts of illicit (illegal) drug use are altered through reading fictional literature dealing with drug abuse. Students will take a survey on attitude and perceptions of illicit drugs at the beginning of the unit on illicit drugs. The students who have permission will read a fictional story where either the main character or someone close to him/her is taking an illicit drug, which affects their life. The list of possible fiction stories with a link to the book reviews are available online http://www.epchspe.org/?page_id=9. You may also call me at (708) 398-1210 to ask for a copy of the book list to be sent to you either via mail or home with your child. Your child is enrolled currently in the health/PE class for the term that this study will take place, which is why I am seeking permission for him/her to participate in this study. Whether your child participates or not, it will not have, any bearing on his/her grade for the health unit in P.E.

If you decide to allow your child to participate, your child will fill out a questionnaire to determine his/her prior knowledge of illicit drugs. It is important to note that that these questions cannot interpret whether your child, a friend, family member or loved one do or have done drugs I simply want to know what he/she knows about illicit drugs. In addition, because of confidentiality, I cannot share your child’s answers on the questionnaire.

Your child will also be given another questionnaire to see if any change occurred in their knowledge of illicit drugs after reading the fiction story. Again, I must stress that I am not looking for whether your child, a friend, family member or loved one does or has done drugs; I am looking at the experience of the fiction story, not your child’s story. The social worker, Mrs. Kerry Heckman will be available to all students who partake in this study if for any reason he/she is uncomfortable or upset by this process. It must be made known that the researcher is a mandated reporter of the state of Illinois. The following paragraph describes what is meant by being mandated reporter according to the Department of Child and Family Services (DCFS):

The Illinois state law mandates that workers in certain professions must make reports if they have reasonable cause to suspect abuse or neglect. Abuse and/or neglect as defined by DCFS are “child abuse is the mistreatment of a child under the age of 18 by a parent, caretaker, someone living in their home or someone who works with or around children. The mistreatment must cause injury or must put the child at risk of physical injury. Child abuse can be physical (such as burns or broken bones), sexual (such as fondling or incest) or emotional. Neglect happens when a parent or responsible caretaker fails to provide adequate supervision, food, clothing, shelter or other basics for a child.” Mandated reporters include school and child care personnel such as teachers, school personnel, educational advocates assigned to a child pursuant to the School Code, truant officers, directors and staff assistants of day care centers and nursery schools, and child care workers (DCFS). A mandated reporter's failure
to report suspected instances of child abuse or neglect to DCFS constitutes a Class A misdemeanor; simply reporting suspicions to a superior does not satisfy legal requirements.

I cannot guarantee that your child personally will receive any benefits from this research. This unit on the dangers of illicit drugs is part of the health curriculum at this school. As with any research where human subjects are involved, there are always the risks that occur in everyday life. In this research, there is a risk that a student may identify with a character in the fiction literature that may cause him/her psychological stress. To help the student work through any emotions, the school social worker will be available throughout the study. There is also the risk of a student divulging information about either himself/herself, or someone they know who uses or abuses drugs. To help minimize this risk, the researcher has worded survey questions that only pertain to perceptions of drugs. The researcher has written in all directions on all research measures stating that this research is looking only at the student’s perception of illicit (illegal) drugs. This reiteration of not wanting to know about illicit (illegal) drug use is not only written but will be read aloud as well. Therefore, while there is some risk involved, every attempt is being made to keep the risk factors to a minimum.

Any information that is obtained in connection with this study and that can be identified with your child will remain confidential and will be disclosed only with your permission or as required by law. Subject identities will be kept confidential and requests for students’ name and identification numbers will be prohibited. Only I will assign a random number to the students and the master list will be kept at my house in a locked file cabinet. The results of the pretest and posttest will be shared with the teacher first so that he/she can look at the data to evaluate the program as well. However, the teacher will not know which number I assign to a student to help ensure confidentiality.

Your child’s participation is voluntary. Your decision whether or not to allow your child to participate will not affect your or your child’s relationship with this school district nor will it affect his/her grade in the health class. If you decide to allow your child to participate, you and/or your child are free to withdraw your consent and discontinue participation at any time without penalty. Your child will also be asked if he/she would like to participate in the study. If he/she declines, your permission will not override his/her decision not to participate.

If you have any questions about the study, please feel free to contact me by phone at 708-398-1210, e-mail at tward@evergreenpark.org, or in person in the LRC. If you have questions regarding your child’s rights as a research subject, please contact Dr. Diane Velasquez at dvelasquez@dom.edu or 708-524-6594. You will receive a copy of this form to keep.

Your signature indicates that you have read and understand the information provided above, that you willingly agree to allow your child to participate, that you and/or your child may withdraw your consent at any time and discontinue participation without penalty, that you will receive a copy of this form.

Thank you.
~Tina Ward

Signature: ________________________________ Date: _________________________

Researcher Signature: __________________ Date: _________________________

Christina J. Ward

THE DOMINICAN UNIVERSITY INSTITUTIONAL REVIEW BOARD HAS REVIEWED THIS PROJECT FOR THE PROTECTION OF HUMAN PARTICIPANTS IN RESEARCH.
Appendix C

Consent Form Questionnaires and Story Reading (Spanish)

Formulario de consentimiento: cuestionarios y lectura de historia

Su hijo/a esta invitado/a a participar en un estudio titulado "resposta del lector y la novela para jóvenes: su impacto en el currículo de drogas en la secundaria" llevado a cabo por la Sra. Christina Ward de la Universidad Dominicana de el programa doctoral de la Escuela graduada de Biblioteca y Ciencias de la información. El propósito de este estudio es ver si el entendimiento de los estudiantes escolares y las percepciones de los impactos de vida del uso de drogas ilícito (ilegales) son alterados por lectura de literatura ficticia que trata con consumo de drogas. El estudiante tomará una encuesta sobre actitudes y percepciones de las drogas ilícitas en el principio de la unidad de drogas ilícitas. Los estudiantes que tienen permiso leerán una historia donde el personaje principal o alguien cercano a él/ella está tomando una droga ilícita que afecta a su vida. La lista de historias de ficción posible con un vínculo a las reseñas de libros están disponibles en línea http://www.epchspe.org/?page_id=9. Su hijo/a está matriculado actualmente en la clase de salud/PE para el término que este estudio ocurrirá, por eso estoy buscando permiso para que participen en este estudio. Si su hijo/a participa o no, no afectará su grado de la unidad de salud en P.E.

Si usted decide permitir que su hijo/a participe, su hijo/a llenará un cuestionario para determinar su previo conocimiento de drogas ilícitas. Es importante notar que estas preguntas no pueden interpretar si su hijo/a, un amigo, un miembro de la familia o un ser querido usan o han usado drogas, simplemente quiero saber lo que él/ella sabe sobre las drogas ilícitas. Además, debido a la confidencialidad, no puedo compartir las respuestas de su hijo/a en el cuestionario.

Su hijo/a se le dará otro cuestionario para ver si hubo un cambio en sus conocimientos de drogas ilícitas después de leer la historia de ficción. Una vez más, debo decir que no estoy buscando saber si su hijo/a, un amigo, un miembro de la familia o un ser querido usan o han usando drogas; estoy examinando la experiencia de su hijo/a con la historia de ficción, no la historia de su hijo/a. La trabajadora social, Sra. Kerry Heckman estará disponible para todos los estudiantes que participan en este estudio, si por alguna razón él/ella es incómodo o disgustado por este proceso. También debo decirles que como empleada de la escuela, la Sr. Christian Ward, por ley, tiene que reportar al Estado de Illinois si ella sospecha abuso de un niño. El párrafo siguiente describe lo que significa ser reportera obligatoria de acuerdo con el departamento de infancia y familia de servicios (DCFS):

Los mandatos de la ley del Estado de Illinois que los trabajadores en determinadas profesiones deben hacer informes si tienen motivos razonables para sospechar de abuso o negligencia. Abuso y descuido definida por DCFS es "el abuso infantil es el maltrato de los niños menores de 18 años por un padre, cuidador, alguien que viva en su hogar o alguien que trabaja con o alrededor de los niños. El maltrato debe causar lesiones o debe poner al niño en riesgo de daño físico. Abuso puede ser físico (como quemaduras o huesos rotos), emocional o sexual (como acariciar o incesto). Descuido pasa cuando un padre o cuidador responsable no puede proporcionar una vigilancia adecuada, alimentos, ropa, vivienda o otros fundamentos para un niño". El mandato de reporteros son escolares y personal de
atención de niños, como maestros, personal de la escuela, los defensores de la educación asignado a un niño de conformidad con el código de escuela, oficial de ausente, directores y asistentes de personal de guarderías y escuelas infantiles y niños trabajadores de cuidado (DCFS). Fracaso de un reportero encomendadas a reportar casos sospechosos de abuso o descuido a DCFS constituye un delito menor de clase A; simplemente informar sospechas a un superior no cumple los requisitos legales.

No puedo garantizar de que, personalmente, su hijo/a recibirá beneficios de esta investigación. Esta unidad sobre los peligros de las drogas ilícitas es parte del currículo de salud en esta escuela. Como con cualquier investigación donde participan los sujetos humanos, siempre existen los riesgos que se producen en la vida cotidiana. En esta investigación, existe el riesgo de que un estudiante puede identificarse con un personaje de la literatura de ficción que le puede causar estrés psicológico. Para ayudar a los estudiantes trabajar por cualquier emociones que se presenta, la trabajadora social escolar estará disponible durante el estudio. También existe el riesgo de que un estudiante divulgue información sobre sí mismo o alguien que conoce que usa o abusa drogas. Para minimizar este riesgo, el investigador ha formulado preguntas de la encuesta que sólo pertenecen a las percepciones de las drogas. El investigador ha escrito en todas las direcciones de todas las medidas de investigación que indica que esta investigación está estudiando sólo percepción del estudiante de drogas ilícitas (ilegales). Esta reiteración de no querer saber acerca del uso ilícito de drogas (ilegal) no es sólo escrito pero se leerá en voz alta también. Por lo tanto, mientras hay un poco de riesgo implicado, se hace lo posible para guardar los factores de riesgo a mínimo.

Cualquier información que se obtiene en relación con este estudio y que pueden ser identificados con su hijo/a se mantendrá confidencial y será divulgada sólo con su permiso o como requiere la ley. Las identidades serán confidencial y peticiones de números de identificación y nombre de los estudiantes estarán prohibidas. Solamente voy asignar un número aleatorio a los estudiantes y la lista de nombres de estudiantes se mantendrá en mi casa en un gabinete de archivos cerrado. Los resultados de la prueba preliminar y prueba postal se compartirán con el maestro primero para que él/ella pueda mirar los datos para evaluar el programa también. Sin embargo, el maestro no sabrá qué número les asigne a los estudiantes para ayudar a garantizar la confidencialidad.

La participación de su hijo/a es voluntaria. Su decisión de no permitir que su hijo/a participe no afectará su relación o la relación de su hijo/a con este distrito escolar ni afectará su grado en la clase de salud. Si decide permitir que su hijo/a participe, usted y su hijo/a son libres para retirar su consentimiento y suspender la participación en cualquier momento y sin pena. Su hijo/a también se le preguntará si le gustaría participar en el estudio. Si rechaza, su permiso no anula su decisión de no participar.

Si tiene alguna pregunta acerca del estudio, no dude en ponerse en contacto conmigo por teléfono a 708-398-1210 o por correo electrónico al tward@evergreenpark.org, o en persona en la LRC. Si tiene alguna pregunta acerca de sus derechos como un sujeto de investigación, póngase en contacto con la Dra. Diane Velasquez en dvelasquez@dom.edu o 708-524-6594. Usted recibirá una copia de esta forma para conservarse.

La firma indica que ha leído y entendió la información proporcionada anteriormente, que voluntariamente acepta permitir que su hijo/a a participe, que usted o su hijo/a puede retirar su
consentimiento en cualquier momento y suspender la participación sin pena, y recibirá una copia de este formulario.

Gracias.

~ Tina Ward

Firma: _______________________________ fecha: _______________________________

La firma de investigadora: ____________________________ fecha: _______________________________

Christina J. Ward

LA JUNTA DE REVISIÓN INSTITUCIONAL DE LA UNIVERSIDAD DOMINICAN HA EXAMINADO ESTE PROYECTO PARA LA PROTECCIÓN DE LOS PARTICIPANTES EN INVESTIGACIÓN EN HUMANOS.
Appendix D

ASSENT TO PARTICIPATE IN RESEARCH (English) – Questionnaires & Story Reading

My name is Christina Ward and I am a PhD student from the Graduate School of Library and Information Sciences at Dominican University. I am conducting a research study entitled “Reader Response and the Young Adult Novel: its impact on the high school drug curriculum” I am asking you to take part in this research study because I am trying to learn more about the learning experience that occurs from reading fiction to introduce a unit in the health class on the dangers of illicit (illegal) drugs.

If you agree to be in this study, you will be asked to complete two questionnaires. The questions pertain to your perception of illicit drugs. Please note that the questionnaires cannot interpret whether you, a friend, family member or loved one do or have done drugs I simply want to know what you know about illicit drugs. However, if any time during the questionnaires, you feel uncomfortable or upset you do not have to answer any question you do not want to or you can stop participating at any time. In addition, no one will be able to know how you responded to the questions and your name will never be used.

Please talk about this study with your parents or guardians before you decide whether to participate. I will also ask your parents or guardians to give their permission for you to participate. Even if your parents or guardians say, “yes” you can still decide not to participate. You may also change your mind before or during the questionnaires. No one will be upset with you if you do not want to participate or if you change your mind later and want to stop.

The benefits of the knowledge that can be gained can have an impact on the field of scholarly research by clarifying young adults’ perceptions of the life implications of illicit (illegal) drug use and how fiction may or may not have an influence in changing those perceptions. My research will look at how young adults respond to a fiction piece on illicit (illegal) drug use and the impact of fiction on the learning experience they had during the drug unit in one particular high school. If the hypothesis proves to be true, that fiction does increase a student’s knowledge of the dangers of illicit (illegal) drugs, then this could add value to fiction as being a possible source of information for students to use for research.

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. Your identity will be kept confidential and requests for students’ name and identification numbers will be prohibited. Only I will assign a random number to the students and the master list will be kept at my house in a locked file cabinet. The results of the questionnaires will be shared with the teacher first so that he/she can look at the data to evaluate the program as well. However, the teacher will not know which number I assign to a student to help ensure confidentiality.

You may ask me any questions about this study. You can stop by the LRC during school time, e-mail me at tward@evergreenpark.org, or call me at 708-398-1210. If you have questions regarding your rights as a research subject, please contact Dr. Diane Velasquez at dvelasquez@dom.edu or 708-524-6594.
By signing below, you are agreeing to participate with the understanding that your parents or guardians have given permission for you to take part in this project. You are participating in this study because you want to. You and your parents or guardians will be given a copy of this form after you have signed it.

Print Name: __________________________
Signature: ____________________________  Date: ________________
Researcher Signature: _______________________  Date: _______________

Christina J. Ward

THE DOMINICAN UNIVERSITY INSTITUTIONAL REVIEW BOARD HAS REVIEWED THIS PROJECT FOR THE PROTECTION OF HUMAN PARTICIPANTS IN RESEARCH.
APPENDIX E

Assent Form Questionnaires and Story Reading (Spanish)

CONSENTIMIENTO a participar en la investigación, cuestionarios y lectura de historia

Mi nombre es Christina Ward y soy un estudiante de doctorado de la escuela graduada de la biblioteca y Ciencias de la información en la Universidad Dominicana. Yo estoy realizando un estudio de investigación titulado "Respuesta del lector y la novela para jóvenes: su impacto en el currículo de drogas en la secundaria" estoy pidiéndole su participación en este estudio de investigación porque estoy tratando de aprender más sobre la experiencia de aprendizaje que se produce de la lectura de ficción durante una unidad en la clase de salud sobre los peligros de las drogas ilícitas (ilegales).

Si estás de acuerdo con este estudio, se te pedirá completar dos cuestionarios. Las preguntas se refieren a tu percepción de las drogas ilícitas. Toma en cuenta que los cuestionarios no pueden interpretar si tú, un amigo, miembro de la familia o un ser querido está usando o ha usado drogas. Simplemente quiero saber lo que sabe usted sobre las drogas ilícitas. Sin embargo, si alguna vez durante los cuestionarios, se te sientes incómodo o molesto, no tienes que responder a la pregunta que no deseas o puedes dejar de participar en cualquier momento. Además, nadie podrá saber cómo respondiste a las preguntas y tu nombre nunca se utilizará.

Por favor, hable acerca de este estudio con tus padres antes de decidir si deseas participar. También voy a pedir a tus padres para dar tu permiso para que puedas participar. Incluso si tus padres dicen, "sí" todavía tú puedes decidir a no participar. También puedes cambiar de opinión antes o durante los cuestionarios. Nadie estará molesto contigo si no deseas participar o si cambias de idea más tarde y deseas parar.

Los beneficios de los conocimientos que pueden obtenerse pueden tener un impacto en los estudios de la investigación académica aclarando las percepciones de los jóvenes de las consecuencias de la vida del uso ilícito (illegal) de drogas y cómo la ficción puede o no puede tener una influencia en el cambio de las percepciones. Mi investigación explorará cómo los jóvenes responden a una pieza de ficción sobre el uso de drogas ilícitas (illegal) y el impacto de ficción sobre la experiencia de aprendizaje que tenían durante el plan de estudios de drogas en una escuela secundaria particular. Si la hipótesis resulta para ser cierto, que ficción aumente los conocimientos de los alumnos de los peligros de las drogas ilícitas (ilegales), esto podría agregar valor a la ficción como una posible fuente de información para los estudiantes.

Cualquier información que se obtenga en relación con este estudio y que pueda ser identificado contigo se mantendrá confidencial y será revelada sólo con tu permiso o como
requiere la ley. Tu identidad será confidencial y peticiones de números de identificación y nombre de los estudiantes estarán prohibidas. Solamente voy asignar un número aleatorio a los estudiantes y la lista maestra se mantendrá en mi casa en un contenedor de archivos cerrado. Los resultados de los cuestionarios serán compartidos con el profesor primero para que él/ella puedan mirar los datos para evaluar el programa también. Sin embargo, el profesor no sabrá qué número les asigne a los estudiantes para ayudar a garantizar la confidencialidad.

Para comunicarte conmigo si tienes preguntas acerca de este estudio, puedes pasar a LRC durante el horario escolar, puedes mandar me un correo electrónico a tward@evergreenpark.org, o llamar me a 708-398-1210. Si tienes alguna pregunta acerca de sus derechos como un sujeto de investigación, ponte en contacto con la Dra. Diane Velasquez por correo electrónico a dvelasquez@dom.edu o por teléfono a 708-524-6594.

Al firmar a continuación, estas dando tu consentimiento para participar con el entendimiento de que tus padres han dado permiso para que puedas participar en este proyecto. Estás participando en este estudio porque deseas. Te quedas con una copia de esta forma y otra se dará a tus padres después de que tú la firmes.

Imprimir nombre: __________________________

Firma: ____________________________ fecha: ________________

La firma investigadora: _______________________ fecha: _______________

Christina J. Ward

LA JUNTA DE REVISIÓN INSTITUCIONAL DE LA UNIVERSIDAD DOMINICAN HA EXAMINADO ESTE PROYECTO PARA LA PROTECCIÓN DE LOS PARTICIPANTES EN INVESTIGACIÓN EN HUMANOS.
Appendix F

Pre-test Survey (English)

The purpose of this survey is to find out what teenagers think about tobacco, alcohol, and other drugs. We are interested in your attitudes relative to the use of cigarettes, alcohol, and drugs.

This study will provide information about your knowledge of certain tobacco, alcohol and other drugs. The aim is to determine how effective drug education curriculum is at affecting student knowledge.

Your participation is very important. Tell us what you know and think about drugs. We are NOT interested in the use of drugs, just knowledge. No one will be able to tell who you are or how you answered the questions.

Please read the explanations and directions carefully. Please remember this is not a test but a survey of students’ knowledge, therefore there are no right or wrong answers. If you cannot find a choice that seems exactly right for you, mark the one that comes closest. We hope that you will answer each question as thoughtfully and honestly as you can. Please remember again that all answers are strictly confidential.

Directions:

♦ Participation in the survey is voluntary. If you do not want to take the survey, you do not have to.
♦ To make sure no one will know which survey is yours, DO NOT write your name on the survey.
♦ Read the directions for each section and each question.
♦ Use a pencil to write an “X” in the box for the answer you choose. This is how an answer should look: [X]
♦ If you change your mind about your answer, carefully erase your old answer before marking your new answer.
Section 1

Read this First: These questions are about you. Put an “X” in the box for the answer that best describes you. The survey does not identify who you are.

1. What grade are you in?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9th Freshman</td>
</tr>
<tr>
<td>2</td>
<td>10th Sophomore</td>
</tr>
<tr>
<td>3</td>
<td>11th Junior</td>
</tr>
<tr>
<td>4</td>
<td>12th Senior</td>
</tr>
</tbody>
</table>

2. Are you male or female?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Male</td>
</tr>
<tr>
<td>2</td>
<td>Female</td>
</tr>
</tbody>
</table>

3. How old are you today?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>6</td>
<td>18 or older</td>
</tr>
</tbody>
</table>

4. How do you describe yourself?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>American Indian or Alaskan Native</td>
</tr>
<tr>
<td>2</td>
<td>Asian or Pacific Islander</td>
</tr>
<tr>
<td>3</td>
<td>African American</td>
</tr>
<tr>
<td>4</td>
<td>White (Non-Hispanic)</td>
</tr>
<tr>
<td>5</td>
<td>Hispanic</td>
</tr>
<tr>
<td>6</td>
<td>Latino/Latina</td>
</tr>
</tbody>
</table>
Section 2:

Read this First: These questions are about what you know about tobacco, alcohol and other drugs. For each question, put an “X” in the box by the answer(s) you feel best answer the question. There can be more than one choice per question.

1. One of the potential effects of long-term marijuana use is that:
   - it slows down social growth and learning
   - it improves self-esteem
   - it speeds up memory
   - it causes impaired hearing

2. People taking LSD, PCP or other hallucinogens:
   - will be wide awake
   - will be sleepy
   - will see or hear things differently
   - will lose their appetite

3. Use of steroids for bodybuilding can:
   - cause heart and liver disease
   - provide an athlete with an unfair advantage
   - cause a person to become overly aggressive or violent
   - cause a person to become really strong

4. Use of inhalants (paint thinner, sprays, aerosols, gasoline) can:
   - cause brain damage and death
   - cause acne
   - cause a person to become more alert
   - cause an instant high

5. Use of crack cocaine can:
   - cause a person to become sleepy
   - cause a person to be hyper
   - not cause any form of dependence
   - cause no harmful effects to the body

6. The tobacco product that has been proven to cause cancer is:
   - cigarettes
   - chewing tobacco
   - snuff
   - Marijuana
7. The most abused drug is
   □ 1. crack cocaine
   □ 2. marijuana
   □ 3. heroin
   □ 4. alcohol

8. Prescription drugs:
   □ 1. should be used according to label directions
   □ 2. can be safely shared with others
   □ 3. cannot hurt you, unlike illegal drugs
   □ 4. cannot cause dependence

9. What effect does smoking have on the body’s systems?
   □ 1. it makes the lungs unable to take in as much air with each breath
   □ 2. it increases the flow of blood through the vessels
   □ 3. it gives a person nice smelling breath
   □ 4. has no effect on the body system

10. The body systems that are MOST interfered with when drinking alcohol are:
    □ 1. the brain and nervous system
    □ 2. the lungs and respiratory system
    □ 3. the bones and skeletal system
    □ 4. the glands and hormonal system
Section 3:

Read this first: These questions are about how much risk is associated with the amount of use for different drugs. For each question, put an “X” in the box for the answer that best describes what you think.

11. How much do you think people risk harming themselves, physically, or in other ways, if they use the following substance occasionally, 3 times a month or less?

<table>
<thead>
<tr>
<th>Substance</th>
<th>Not Sure</th>
<th>No Risk (completely safe-no harm will occur to self or others)</th>
<th>Slight Risk (fairly safe may cause some temporary harm to self or others but no long-lasting side effects)</th>
<th>Moderate Risk (fairly dangerous may cause minor health issues to self or others but does not result in death)</th>
<th>Great Risk (dangerous will cause health issues to self or others and can result in death)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. cigarettes</td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>b. chewing tobacco</td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>c. alcohol</td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>d. marijuana</td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>e. cocaine (non-rock form)</td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>f. crack (rock form)</td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>g. vicodin</td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>h. valium</td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>i. uppers</td>
<td></td>
<td>0</td>
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<td>2</td>
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</tr>
<tr>
<td>j. downers</td>
<td></td>
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</tr>
<tr>
<td>k. inhalants</td>
<td></td>
<td>0</td>
<td>1</td>
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</tr>
<tr>
<td>l. LSD</td>
<td></td>
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<tr>
<td>m. heroin</td>
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<td>n. meth</td>
<td></td>
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</tr>
<tr>
<td>o. GHB (date rape drug)</td>
<td></td>
<td>0</td>
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<td>3</td>
</tr>
<tr>
<td>p. cough syrup</td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>q. energy drink w/ alcohol</td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
12. How much do you think people risk harming themselves, physically or in other ways, if they use the following substances **regularly**, once a week or more?

<table>
<thead>
<tr>
<th>Substance</th>
<th>Not Sure</th>
<th>No Risk (completely safe-no harm will occur to self or others)</th>
<th>Slight Risk (fairly safe may cause some temporary harm to self or others but no long-lasting side effects)</th>
<th>Moderate Risk (fairly dangerous may cause minor health issues to self or others but does not result in death)</th>
<th>Great Risk (dangerous will cause health issues to self or others and can result in death)</th>
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</thead>
<tbody>
<tr>
<td>a. cigarettes</td>
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<td>2</td>
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</tr>
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<td>b. chewing tobacco</td>
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<td>4</td>
</tr>
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<td>3</td>
<td>4</td>
</tr>
<tr>
<td>d. marijuana</td>
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<td>2</td>
<td>3</td>
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<tr>
<td>e. cocaine (non-rock form)</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>f. crack (rock form)</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>g. vicodin</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>h. valium</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>i. uppers</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>j. downers</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>k. inhalants</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>l. LSD</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>m. heroin</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>n. meth</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>o. GHB (date rape drug)</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>p. cough syrup</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>q. energy drink w/ alcohol</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
Appendix G

Pre-Test Survey (Spanish Version)

El propósito de esta encuesta es averiguar lo que los adolescentes opinen sobre el tabaco, el alcohol y otras drogas. Estamos interesados en sus actitudes respecto al uso de cigarrillos, alcohol y drogas.

Este estudio proporcionará información sobre su conocimiento de cierto tabaco, alcohol y otras drogas. El objetivo es determinar la eficacia del currículo de la educación de drogas en afectar a los conocimientos de los estudiantes.

Su participación es muy importante. Díganos lo que sabe y piensa sobre las drogas. A nosotros no nos interesa el uso de drogas, nos interesa sólo los conocimientos. Nadie podrá decir quién eres o cómo contesto las preguntas.

Por favor lea las explicaciones e instrucciones cuidadosamente. Por favor recuerde que esto no es una prueba, sino una encuesta de conocimientos de los alumnos, por lo tanto, no hay respuestas correctas ni incorrectas. Si no puede encontrar una alternativa que le parezca exactamente correcta para usted, marca que se aproxima. Esperamos que usted responderá cada pregunta como muy pensativa y honesta. Por favor recuerde responda a otra vez que todas las respuestas son estrictamente confidenciales.

**Indicaciones:**

- La participación en la encuesta es voluntaria. Si no desea realizar la encuesta, no tiene que completar la.
- Para asegurarse de que nadie sabrá cual de las encuestas es la tuya, no escriba su nombre en la encuesta.
- Lea las instrucciones de cada sección y cada pregunta.
- Utilice un lápiz para escribir una "X" en el cuadro de la respuesta que usted elija. Por ejemplo: [X]
- Si cambia de opinión acerca de su respuesta, borre cuidadosamente su vieja respuesta antes de marcar su nueva respuesta.
Sección 1

Lea esto primero: Estas preguntas se tratan de usted. Ponga una "X" en el cuadro de la respuesta que mejor le describa. La encuesta no identifica a quien es Ud.

1. ¿En qué grado está?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9\textsuperscript{º} Noveno</td>
</tr>
<tr>
<td>2</td>
<td>10\textsuperscript{º} Décimo</td>
</tr>
<tr>
<td>3</td>
<td>11\textsuperscript{º} Undécimo</td>
</tr>
<tr>
<td>4</td>
<td>12\textsuperscript{º} Duodécimo</td>
</tr>
</tbody>
</table>

2. ¿Es usted hombre o mujer?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Macho</td>
</tr>
<tr>
<td>2</td>
<td>Hembra</td>
</tr>
</tbody>
</table>

3. ¿Cuántos años tiene hoy?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
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<tr>
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<td>14</td>
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<tr>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>6</td>
<td>18 años o más</td>
</tr>
</tbody>
</table>

4. ¿Cómo se describiría a usted mismo?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Indio americano o nativo de Alaska</td>
</tr>
<tr>
<td>2</td>
<td>Asiático o isleño del Pacífico</td>
</tr>
<tr>
<td>3</td>
<td>Afroamericano</td>
</tr>
<tr>
<td>4</td>
<td>Blanco (no hispano)</td>
</tr>
<tr>
<td>5</td>
<td>Hispano</td>
</tr>
<tr>
<td>6</td>
<td>Latino/Latina</td>
</tr>
</tbody>
</table>
Sección 2:

**Lea esto primero:** Estas preguntas son acerca de lo que sabe sobre el tabaco, el alcohol y otras drogas. Para cada pregunta, ponga una "X" en el cuadro de las respuestas que mejor responda(n) a la pregunta. Puede haber más de una opción por pregunta.

<table>
<thead>
<tr>
<th>Pregunta</th>
<th>Opción 1</th>
<th>Opción 2</th>
<th>Opción 3</th>
<th>Opción 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Las personas que toman LSD, PCP u otros alucinógenos:</td>
<td>_ 1. Estarán amplia despiertas_ 2. Estarán cansados 3. Van a ver o escuchar cosas de una manera diferente 4. Perderán su apetito</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
7. La droga más abusada es
   _1. la crack cocaína
   _2. la marihuana
   _3. la heroína
   _4. el alcohol

8. Los medicamentos:
   _1. deben ser utilizados de acuerdo con las instrucciones de la etiqueta
   _2. se pueden compartir con seguridad con otros
   _3. no puede herir a usted, a diferencia de las drogas ilegales
   _4. no pueden causar el la dependencia

9. ¿Qué efecto tiene fumar en los sistemas del cuerpo?
   _1. facilita que los pulmones no se pueden tomar tanto aire con cada respiración
   _2. aumenta el flujo sanguíneo a través de los vasos
   _3. la da a una persona buen aliento
   _4. no tiene ningún efecto sobre el sistema de órganos

10. Los sistemas del cuerpo que son afectados más por el consumo de alcohol son:
    _1. el cerebro y el sistema nervioso
    _2. los pulmones y el sistema respiratorio
    _3. el sistema esquelético y los huesos
    _4. el sistema hormonal y las glándulas
Sección 3:

**Lea esto primero:** Estas preguntas son acerca de cuánto riesgo está asociado con la cantidad del uso de drogas diferentes. Para cada pregunta, ponga una "X" en el cuadro de la respuesta que mejor describa lo que usted piensa.

11. ¿Cuánto cree que personas les den riesgo perjudicando a sí mismos o a otros, físicamente o de otra manera, si utilizan la siguiente sustancia **ocasionalmente**, ¿3 veces al mes o menos?

<table>
<thead>
<tr>
<th></th>
<th>No estoy seguro</th>
<th>No hay riesgo (completamente seguro no se producirá daño a sí mismo o a otros)</th>
<th>Riesgo ligero (bastante seguro, puede causar algún daño temporal a sí mismo o a otros pero sin efectos secundarios de larga duración)</th>
<th>Riesgo moderado (bastante peligroso puede causar problemas de salud a sí mismo o a otros, pero no causa la muerte)</th>
<th>Gran riesgo (peligroso, causará problemas de salud a sí mismo o a otros y puede resultar en la muerte)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. un paquete de cigarrillos</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>b. el tabaco masticable</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>c. 3 o más alcohólicas bebidas (cerveza o licor fuerte)</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>d. marihuana</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>e. cocaína (formulario no rock)</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>f. crack (formulario de rock)</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>g. vicodin</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>h. valium</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>i. uppers</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>j. downers</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>k. inhalantes</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>l. LSD</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>m. heroína</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>n. meth</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>o. GHB (droga de violación de cita)</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>p. jácara para</td>
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</tr>
<tr>
<td>la tos</td>
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<td>2</td>
<td>3</td>
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<tr>
<td>--------</td>
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<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>q. bebida energética con alcohol</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
12. ¿Cuánto cree que las personas corran el riesgo de dañar a sí mismos u otros, físicamente o de otra manera, si se utilizan las siguientes sustancias **regularmente**, una vez una semana o más?

<table>
<thead>
<tr>
<th></th>
<th>No estoy seguro</th>
<th>No hay riesgo (completamente seguro, no se producirá - daño a sí mismo o a otros)</th>
<th>Riesgo ligero (bastante seguro, puede causar algún daño temporal a sí mismo o a otros pero sin efectos secundarios de larga duración)</th>
<th>Riesgo moderado (bastante peligroso puede causar problemas de salud a sí mismo o a otros, pero no causa la muerte)</th>
<th>Gran riesgo (peligroso, causará problemas de salud a sí mismo o a otros y puede resultar en la muerte)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. un paquete de cigarrillos</td>
<td></td>
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<tr>
<td>b. el tabaco masticar</td>
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<tr>
<td>c. 3 o más alcohólicas bebidas (cerveza o licor fuerte)</td>
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<tr>
<td>d. marihuana</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>e. cocaina (formulario no rock)</td>
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<td></td>
</tr>
<tr>
<td>f. crack (formulario de rock)</td>
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<tr>
<td>g. vicodin</td>
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<tr>
<td>h. valium</td>
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</tr>
<tr>
<td>i. uppers</td>
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<tr>
<td>j. downers</td>
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<td>k. inhalantes</td>
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</tr>
<tr>
<td>l. LSD</td>
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<tr>
<td>m. heroína</td>
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<tr>
<td>n. meth</td>
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<td></td>
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<tr>
<td>o. GHB (droga de violación de cita)</td>
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<tr>
<td>p. járabe para la tos</td>
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<tr>
<td>q. bebida energética con alcohol</td>
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</tbody>
</table>
Appendix H

Post-Test Survey (English)

The purpose of this survey is to find out what teenagers think about tobacco, alcohol, and other drugs. We are interested in your attitudes relative to the use of cigarettes, alcohol, and drugs.

This study will provide information about your knowledge of certain tobacco, alcohol and other drugs. The aim is to determine how effective drug education curriculum is at affecting student knowledge.

Your participation is very important. Tell us what you know and think about drugs. We are NOT interested in the use of drugs, just knowledge. **No one will be able to tell who you are or how you answered the questions.**

Please read explanations and directions carefully. Please remember this is not a test but a survey of students’ knowledge, therefore, there are no right or wrong answers. If you cannot find a choice that seems exactly right for you, mark the one that comes closest. We hope that you will answer each question as thoughtfully and honestly as you can. **Please remember again that all answers are strictly confidential.**

---

**Directions:**

◆ Participation in the survey is voluntary. If you do not want to take the survey, you do not have to.

◆ To make sure no one will know which survey is yours, **DO NOT** write your name on the survey.

◆ Read the directions for each section and each question.

◆ Use a pencil to write an “X” in the box for the answer you choose. This is how an answer should look: 

◆ If you change your mind about your answer, carefully erase your old answer before marking your new answer.
Section 1

Read this First: These questions are about you. Put an “X” in the box for the answer that best describes you. The survey does not identify who you are.

2. What grade are you in?

<table>
<thead>
<tr>
<th></th>
<th>9th Freshman</th>
<th>10th Sophomore</th>
<th>11th Junior</th>
<th>12th Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
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<td></td>
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</tr>
</tbody>
</table>

2. Are you male or female?

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. How old are you today?

<table>
<thead>
<tr>
<th></th>
<th>13</th>
<th>14</th>
<th>15</th>
<th>16</th>
<th>17</th>
<th>18 or older</th>
</tr>
</thead>
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<tr>
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</tbody>
</table>

4. How do you describe yourself?

<table>
<thead>
<tr>
<th></th>
<th>American Indian or Alaskan Native</th>
<th>Asian or Pacific Islander</th>
<th>African American</th>
<th>White (Non-Hispanic)</th>
<th>Hispanic</th>
<th>Latino/Latina</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
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<tr>
<td>2</td>
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<td>6</td>
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</tr>
</tbody>
</table>
Section 2:

Read this First: These questions are about what you know about tobacco, alcohol and other drugs. For each question, put an “X” in the box by the answer(s) you feel best answer the question. There can be more than one choice per question.

1. One of the potential effects of long-term marijuana use is that:
   - 1. it slows down social growth and learning
   - 2. it improves self-esteem
   - 3. it speeds up memory
   - 4. it causes impaired hearing

2. People taking LSD, PCP or other hallucinogens:
   - 1. will be wide awake
   - 2. will be sleepy
   - 3. will see or hear things differently
   - 4. will lose their appetite

3. Use of steroids for bodybuilding can:
   - 1. cause heart and liver disease
   - 2. provide an athlete with an unfair advantage
   - 3. cause a person to become overly aggressive or violent
   - 4. cause a person to become really strong

4. Use of inhalants (paint thinner, sprays, aerosols, gasoline) can:
   - 1. cause brain damage and death
   - 2. cause acne
   - 3. cause a person to become more alert
   - 4. cause an instant high

5. Use of crack cocaine can:
   - 1. cause a person to become sleepy
   - 2. cause a person to be hyper
   - 3. not cause any form of dependence
   - 4. cause no harmful effects to the body

6. The tobacco product that has been proven to cause cancer is:
   - 1. cigarettes
   - 2. chewing tobacco
   - 3. snuff
   - 4. Marijuana
7. The most abused drug is
   □ 1. crack cocaine
   □ 2. marijuana
   □ 3. heroin
   □ 4. alcohol

8. Prescription drugs:
   □ 1. should be used according to label directions
   □ 2. can be safely shared with others
   □ 3. cannot hurt you, unlike illegal drugs
   □ 4. cannot cause dependence

9. What effect does smoking have on the body’s systems?
   □ 1. it makes the lungs unable to take in as much air with each breath
   □ 2. it increases the flow of blood through the vessels
   □ 3. it gives a person nice smelling breath
   □ 4. has no effect on the body system

10. The body systems that are MOST interfered with when drinking alcohol are:
    □ 1. the brain and nervous system
    □ 2. the lungs and respiratory system
    □ 3. the bones and skeletal system
    □ 4. the glands and hormonal system
Section 3:

Read this first: These questions are about how much risk is associated with the amount of use for different drugs. For each question, put an “X” in the box for the answer that best describes what you think.

11. How much do you think people risk harming themselves or others, physically, or in other ways, if they use the following substance occasionally, 3 times a month or less?

<table>
<thead>
<tr>
<th>Substance</th>
<th>Not Sure</th>
<th>No Risk (completely safe-no harm will occur to self or others)</th>
<th>Slight Risk (fairly safe may cause some temporary harm to self or others but no long-lasting side effects)</th>
<th>Moderate Risk (fairly dangerous may cause minor health issues to self or others but does not result in death)</th>
<th>Great Risk (dangerous will cause health issues to self or others and can result in death)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. a package of cigarettes</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>b. chewing tobacco</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>c. 3 or more alcoholic drinks (beer and/or hard liquor)</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>d. marijuana</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>e. cocaine (non-rock form)</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>f. crack (rock form)</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>g. vicodin</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>h. valium</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>i. uppers</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
12. How much do you think people risk harming themselves or others, physically or in other ways, if they use the following substances regularly, once a week or more?

<table>
<thead>
<tr>
<th>Substance</th>
<th>Not Sure</th>
<th>No Risk (completely safe-no harm will occur to self or others)</th>
<th>Slight Risk (fairly safe may cause some temporary harm to self or others but no long-lasting side effects)</th>
<th>Moderate Risk (fairly dangerous may cause minor health issues to self or others but does not result in death)</th>
<th>Great Risk (dangerous will cause health issues to self or others and can result in death)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. a package of cigarettes</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>b. chewing tobacco</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>c. 3 or more alcoholic drinks (beer and/or hard liquor)</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>d. marijuana</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>e. cocaine (non-rock form)</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td><strong>f. crack</strong>&lt;br&gt;** (rock form)**</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>g. vicodin</strong></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>h. valium</strong></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>i. uppers</strong></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>j. downers</strong></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>k. inhalants</strong></td>
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<td>4</td>
</tr>
<tr>
<td><strong>l. LSD</strong></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>m. heroin</strong></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>n. meth</strong></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>o. GHB</strong>&lt;br&gt;** (date rape drug)**</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>p. cough syrup</strong></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>q. energy drink w/ alcohol</strong></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
13. Please rank the following six items:
   #1 being your favorite or most helpful/beneficial to
   #7 being your least helpful/beneficial information source that helped you understand the life impact of illicit drugs.

<p>| | |</p>
<table>
<thead>
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<tbody>
<tr>
<td></td>
<td>Lecture</td>
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<td>Movie</td>
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<td>Textbook</td>
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<td>Non-fiction library book</td>
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<td>Website</td>
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<td></td>
<td>Class presentation</td>
</tr>
<tr>
<td></td>
<td>Fiction book</td>
</tr>
</tbody>
</table>

14. Please explain why you felt your number 1 choice (the one you placed a 1 next to) was so beneficial/helpful to your understanding of illicit drugs.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Appendix I

Post-Test Survey (Spanish versión)

El propósito de esta encuesta es averiguar lo que los adolescentes opinen sobre el tabaco, el alcohol y otras drogas. Estamos interesados en sus actitudes respecto al uso de cigarrillos, alcohol y drogas.

Este estudio proporcionará información sobre su conocimiento de cierto tabaco, alcohol y otras drogas. El objetivo es determinar la eficacia del currículo de la educación de drogas en afectar a los conocimientos de los estudiantes.

Su participación es muy importante. Díganos lo que sabe y piensa sobre las drogas. A nosotros no nos interesa el uso de drogas, sólo nos interesan los conocimientos. **Nadie podrá decir quién eres o cómo ha respondido a las preguntas.**

Por favor lea las explicaciones y las instrucciones cuidadosamente. Por favor recuerde que esto no es una prueba, sino una encuesta de conocimientos de los alumnos, por lo tanto, no hay respuestas correctas ni incorrectas. Si no puede encontrar una alternativa que le parezca exactamente correcta a usted, marca la más correcta. Esperamos que usted responda a cada pregunta de una manera muy pensativa y honesta. **Por favor recuerde otra vez que todas las respuestas son estrictamente confidenciales.**

### Indicaciones:

- La participación en la encuesta es voluntaria. Si no desea realizar la encuesta, no tiene que completarla.

- Para asegurarse de que nadie sabrá cual de las encuestas es la tuya, no escriba su nombre en la encuesta.

- Lea las instrucciones de cada sección y cada pregunta.

- Utilice un lápiz para escribir una "X" en el cuadro de la respuesta que usted elija. Por ejemplo:  

- Si cambia de opinión acerca de su respuesta, borre cuidadosamente su vieja respuesta antes de marcar su nueva respuesta.
Sección 1

*Lea esto primero:* Estas preguntas se tratan de usted. Ponga una "X" en el cuadro de la respuesta que mejor le describa. La encuesta no identifica quien es Ud.

1. ¿En qué grado está?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1</td>
<td>9&lt;sup&gt;th&lt;/sup&gt; Noveno</td>
</tr>
<tr>
<td>2</td>
<td>10&lt;sup&gt;th&lt;/sup&gt; Décimo</td>
</tr>
<tr>
<td>3</td>
<td>11&lt;sup&gt;th&lt;/sup&gt; Undécimo</td>
</tr>
<tr>
<td>4</td>
<td>12&lt;sup&gt;th&lt;/sup&gt; Duodécimo</td>
</tr>
</tbody>
</table>

2. ¿Es usted hombre o mujer?

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<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1</td>
<td>Macho</td>
</tr>
<tr>
<td>2</td>
<td>Hembra</td>
</tr>
</tbody>
</table>

3. ¿Cuántos años tiene hoy?

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<table>
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<tr>
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<tr>
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<td>15</td>
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<td>4</td>
<td>16</td>
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<tr>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>6</td>
<td>18 años o más</td>
</tr>
</tbody>
</table>

4. ¿Cómo se describiría a usted mismo?

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<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Indio americano o nativo de Alaska</td>
</tr>
<tr>
<td>2</td>
<td>Asiático o isleño del Pacífico</td>
</tr>
<tr>
<td>3</td>
<td>Afroamericano</td>
</tr>
<tr>
<td>4</td>
<td>Blanco (no hispano)</td>
</tr>
<tr>
<td>5</td>
<td>Hispano</td>
</tr>
<tr>
<td>6</td>
<td>Latino/Latina</td>
</tr>
</tbody>
</table>
Sección 2:

Lea esto primero: Estas preguntas son acerca de lo que sabe sobre el tabaco, el alcohol y otras drogas. Para cada pregunta, ponga una "X" en el cuadro por la respuesta que se siente mejor respuesta a la pregunta. Puede haber más de una opción por pregunta.

1. Uno de los posibles efectos del uso de marihuana a largo plazo es:
   _ 1. hacer más lento crecimiento social y aprendizaje
   _ 2. mejorar la autoestima
   _ 3. acelerar la memoria
   _ 4. provocar problemas de audición

2. Las personas que toman LSD, PCP u otros alucinógenos:
   _ 1. estarán ampliamente despiertas
   _ 2. estarán cansados
   _ 3. van a ver o escuchar cosas de una manera diferente
   _ 4. perderán su apetito

3. El uso de esteroides para culturismo puede:
   _ 1. causar enfermedades de corazón e hígado
   _ 2. darle a un atleta una ventaja injusta
   _ 3. provocarle a una persona ser más agresivas o violentas
   _ 4. provocarle a una persona ser realmente fuerte

4. El uso de inhalantes (diluyente de pintura, espray, aerosoles, gasolina) puede:
   _ 1. causar daño cerebral y la muerte
   _ 2. causar acné
   _ 3. provocarle a una persona ser más alerta
   _ 4. causar un alto inmediato

5. El uso de cocaína crack puede:
   _ 1. causar el sueño
   _ 2. causar el comportamiento híper
   _ 3. causar ningún tipo de dependencia
   _ 4. no causar efectos perjudiciales para el cuerpo

6. El producto de tabaco que se ha demostrado causar el cáncer es:
   _ 1. cigarrillos
   _ 2. tabaco masticable
   _ 3. tabaco
   _ 4. marihuana
7. La droga más abusada es
   1. la crack cocaína
   2. la marihuana
   3. la heroína
   4. el alcohol

8. Los medicamentos:
   1. deben ser utilizados de acuerdo con las instrucciones de la etiqueta
   2. se pueden compartir con seguridad con otros
   3. no puede herir a usted, a diferencia de las drogas ilegales
   4. no pueden causar la dependencia

9. ¿Qué efecto tiene el fumar en los sistemas del cuerpo?
   1. facilita que los pulmones no se pueden tomar tanto aire con cada respiración
   2. aumenta el flujo sanguíneo a través de los vasos
   3. le da a una persona buen aliento
   4. no tiene ningún efecto sobre el sistema de órganos

10. Los sistemas del cuerpo que son afectados más por el consumo de alcohol son:
    1. el cerebro y el sistema nervioso
    2. los pulmones y el sistema respiratorio
    3. el sistema esquelético y los huesos
    4. el sistema hormonal y las glándulas
Sección 3:

Lea esto primero: Estas preguntas son acerca de cuánto riesgo está asociado con la cantidad del uso de drogas diferentes. Para cada pregunta, ponga una "X" en el cuadro de la respuesta que mejor describa lo que usted piensa.

11. ¿Cuánto cree que personas les den riesgo perjudicando a sí mismos u otros, físicamente o de otra manera, si utiliza la siguiente sustancia ocasionalmente, ¿3 veces al mes o menos?

<table>
<thead>
<tr>
<th></th>
<th>No estoy seguro</th>
<th>No hay riesgo (completamente seguro no se producirá daño a sí mismo o a otros)</th>
<th>Riesgo ligero (bastante seguro puede causar algún daño temporal a sí mismo o a otros pero sin efectos secundarios de larga duración)</th>
<th>Riesgo moderado (bastante peligroso puede causar problemas de salud a sí mismo o a otros, pero no causa la muerte)</th>
<th>Gran riesgo (peligroso, causará problemas de salud a sí mismo o a otros y puede resultar en la muerte)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. un paquete de cigarrillos</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>b. tabaco masticable</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>c. 3 o más alcohólicas bebidas (cerveza o licor fuerte)</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>d. marihuana</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>e. cocaína (formulario no rock)</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>f. crack (formulario de rock)</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>g. vicodin</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>h. valium</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>i. uppers</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>j. downers</td>
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<td>3</td>
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</tr>
<tr>
<td>k. inhalantes</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>l. LSD</td>
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<td>---</td>
<td>---</td>
</tr>
<tr>
<td>m. heroína</td>
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<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>n. meth</td>
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<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>o. GHB (droga de violación de cita)</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>p. jarabe para la tos</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>q. bebida energética con alcohol</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
12. ¿Cuánto cree que las personas corran el **riesgo** de dañar a sí mismos o a otros, físicamente o de otra manera, si se utilizan las siguientes sustancias **regularmente**, una vez por semana o más?

<table>
<thead>
<tr>
<th></th>
<th>No estoy seguro (completamente seguro no se producirá daño a sí mismo o a otros)</th>
<th>Riesgo ligero (bastante seguro, puede causar algún daño temporal a sí mismo o a otros pero sin efectos secundarios de larga duración)</th>
<th>Riesgo moderado (bastante peligroso puede causar problemas de salud a sí mismo o a otros, pero no causa la muerte)</th>
<th>Gran riesgo (peligroso, causará problemas de salud a sí mismo o a otros y puede resultar en la muerte)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. un paquete de cigarrillos</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. tabaco masticable</td>
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<td></td>
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<tr>
<td>c. 3 o más alcohólicas bebidas (cerveza o licor fuerte)</td>
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<td></td>
<td></td>
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<tr>
<td>d. marihuana</td>
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<td></td>
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<tr>
<td>e. cocaína (formulario no rock)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>f. crack (formulario de rock)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>g. vicodin</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>h. valium</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. uppers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. downers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>k. inhalantes</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>l. LSD</td>
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<td></td>
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<td></td>
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<tr>
<td>m. heroína</td>
<td></td>
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<tr>
<td>n. meth</td>
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<tr>
<td>o. GHB (droga de</td>
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<tr>
<td>violación de cita</td>
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<td>p. jarabe para la tos</td>
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<tr>
<td>q. bebida energética con alcohol</td>
<td></td>
<td></td>
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</tbody>
</table>
Sección 4:

Lea esto primero: En esta sección se refiere a cómo se sintió Ud. Sobre esta lección de las drogas ilícitas. Lea detenidamente cada pregunta y conteste sinceramente. Recuerde que nadie será capaz de decir quién eres o cómo respondió.

13. Por favor clasifique los siguientes seis elementos:

# 1 corresponderá a la fuente más útil y beneficiosa
# 7 corresponderá a la fuente menos útil y beneficiosa

<table>
<thead>
<tr>
<th>Fuente de información que le ayudó a comprender los efectos de la vida de las drogas ilícitas.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conferencia</td>
</tr>
<tr>
<td>Película</td>
</tr>
<tr>
<td>Libro de texto</td>
</tr>
<tr>
<td>Libro de no ficción de la biblioteca</td>
</tr>
<tr>
<td>Sitio Web</td>
</tr>
<tr>
<td>Presentación de clase</td>
</tr>
<tr>
<td>Libro de ficción</td>
</tr>
</tbody>
</table>

14. Favor de explicar por qué se sintió que su elección número 1 (la que lleva el 1) fue tan beneficioso (helpful) para su comprensión de las drogas ilícitas.

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Appendix J
Consent for Interview (English)

CONSENT TO PARTICIPATE IN RESEARCH - Interview

Your child is invited to participate in the second portion of a research study entitled “Reader Response and the Young Adult Novel: its impact on the high school drug curriculum” conducted by Mrs. Christina Ward from Dominican University Graduate School of Library and Information Science’s PhD program. The purpose of this study is to see if high school students’ understanding and perceptions of the life impacts of illicit (illegal) drug use are altered through reading fictional literature dealing with drug abuse. In this second phase of the research study, this will be an audio taped interview with the students to find out from whether reading the fiction story dealing with drug abuse did or did not change their attitudes and understanding of illicit drugs lasting no more than an hour. Your child is enrolled currently in the health/PE class for the term that this study will take place, which is why I am seeking permission for him/her to participate in this study. Whether your child participates or not, it will not have, any bearing on his/her grade for the health unit in P.E.

For Phase Two, I will be randomly selecting students to partake in an interview to describe the learning experience they had from reading a fiction story about illicit drug use for a class unit. I have the questions available for you to look at online http://www.epchspe.org/?page_id=9 remember these are just guidelines. You may also call me at (708) 398-1210 and request a copy of the questions to be sent to you via mail or sent home with your child. Again, I must stress that I am not looking for whether your child, a friend, family member or loved one does or has done drugs; I am looking at the experience of the fiction story, not your child’s story. The social worker, Mrs. Kerry Heckman will be available to all students who partake in this study if for any reason he/she is uncomfortable or upset by this process. It must be made known that the researcher is a mandated reporter of the state of Illinois. The following paragraph describes what is meant by being mandated reporter according to the Department of Child and Family Services (DCFS):

The Illinois state law mandates that workers in certain professions must make reports if they have reasonable cause to suspect abuse or neglect. Abuse and/or neglect as defined by DCFS are “child abuse is the mistreatment of a child under the age of 18 by a parent, caretaker, someone living in their home or someone who works with or around children. The mistreatment must cause injury or must put the child at risk of physical injury. Child abuse can be physical (such as burns or broken bones), sexual (such as fondling or incest) or emotional. Neglect happens when a parent or responsible caretaker fails to provide adequate supervision, food, clothing, shelter or other basics for a child.” Mandated reporters include school and child care personnel such as teachers, school personnel, educational advocates assigned to a child pursuant to the School Code, truant officers, directors and staff assistants of day care centers and nursery schools, and child care workers (DCFS). A mandated reporter's failure to report suspected instances of child abuse or neglect to DCFS constitutes a Class A misdemeanor; simply reporting suspicions to a superior does not satisfy legal requirements.

This means that if during the course of the interview, if the interviewee were to divulge information that falls under the definition of abuse and/or neglect, the interviewer is required by law to report it to
the proper people. This is also covered in the student handbook on page 109 on online at http://www.evergreenpark.org/school/StudentHandbook.asp. That is why the interview is meant only to gain information about the reading experience for your child. If at any time your child does not wish to answer or wishes to stop, the interviewer will grant his/her request.

I cannot guarantee that your child personally will receive any benefits from this research. This unit on the dangers of illicit drugs is part of the health curriculum at this school. As with any research where human subjects are involved, there are always the risks that occur in everyday life. In this research, there is a risk that a student may identify with a character in the fiction literature that may cause him/her psychological stress. To help the student work through any emotions, the school social worker will be available throughout the study. There is also the risk of a student divulging information about either himself/herself, or someone they know who uses or abuses drugs. To help minimize this risk, the researcher has worded survey questions that only pertain to perceptions of drugs. The researcher has written in all directions on all research measures stating that this research is looking only at the student’s perception of illicit (illegal) drugs. This reiteration of not wanting to know about illicit (illegal) drug use is not only written but will be read aloud as well. Therefore, while there is some risk involved, every attempt is being made to keep the risk factors to a minimum.

Any information that is obtained in connection with this study and that can be identified with your child will remain confidential and will be disclosed only with your permission or as required by law. The students’ identities will be kept confidential and requests for students’ name and identification numbers will be prohibited. Only I will assign a random number to the students and the master list will be kept at my house in a locked file cabinet. The audio tapes from the interview will be kept at the researcher’s home in a locked cabinet. Your child will not state their name, but the code name that they will be given to help ensure that no one can match the transcript to a particular child. The audio tapes will be destroyed at the completion of the dissertation since the written transcription will be available if needed for further research. The teacher will only know the results of the interviews, not what each individual student said during the interview.

Your child’s participation is voluntary. Your decision whether or not to allow our child to participate will not affect your or your child’s relationship with this school district nor will it affect his/her grade in the health class. If you decide to allow your child to participate, you and/or your child are free to withdraw your consent and discontinue participation at any time without penalty. Your child will also be asked if he/she would like to participate in the study. If he/she declines, your permission will not override his/her decision not to participate.

If you have any questions about the study, please feel free to contact me by phone at 708-398-1210, e-mail at tward@evergreenpark.org, or in person in the LRC. If you have questions regarding your child’s rights as a research subject, please contact Dr. Diane Velasquez at dvelasquez@dom.edu or 708-524-6594. You will receive a copy of this form to keep.

Your signature indicates that you have read and understand the information provided above, that you willingly agree to allow your child to participate, that you and/or your child may withdraw your consent at any time and discontinue participation without penalty, and that you will receive a copy of this form.

Thank you.
~Tina Ward

Signature: __________________________________________________________________ Date: ___________________________
THE DOMINICAN UNIVERSITY INSTITUTIONAL REVIEW BOARD HAS REVIEWED THIS PROJECT FOR THE PROTECTION OF HUMAN PARTICIPANTS IN RESEARCH.
CONSENTIMIENTO para participar en la investigación - entrevista

Su hijo/a esta invitado a participar en la segunda parte de un estudio titulado "respuesta del lector y la novela para jóvenes: su impacto en el currículo de drogas en la secundaria" llevada a cabo por Sra. Christina Ward de la Universidad Dominican de el programa doctoral del Escuela posgrado de Biblioteca y Ciencias de la información. El propósito de este estudio es ver si el entendimiento de los estudiantes de la secundaria y las percepciones de los impactos de vida del uso de drogas ilícito (ilegales) son alterados por lectura de literatura ficticia que trata con consumo de drogas. En esta segunda fase del estudio de investigación, los estudiantes serán entrevistados para encontrar si la lectura de la historia de ficción que trata con el consumo de drogas a cambiado sus actitudes y entendimiento de drogas ilícitas. Su hijo/a está matriculado actualmente en la clase de salud/PE para el término que este estudio ocurrirá, por eso estoy pidiendo permiso para que participen en este estudio. Si su hijo/a participa o no, no tendrá cualquier incidencia sobre su grado de la unidad de salud en P.E.

Para la fase dos, voy a seleccionar estudiantes aleatoriamente para participar en una entrevista para describir la experiencia de aprendizaje que tenían de la lectura de una historia de ficción sobre uso de drogas ilícitas para una unidad de la clase. La entrevista no durará más de una hora y sera grabada. Tengo las preguntas disponibles para que usted para revisarlas en la página del internet [http://www.epchspe.org/?page_id=9](http://www.epchspe.org/?page_id=9). Recuerde que éstos son sólo una guía. Una vez más, debo clarificar que no estoy buscando si su hijo, un amigo, un miembro de la familia o un ser querido ha usado o usa drogas. Estoy mirando a la experiencia de la historia de ficción, no la historia de su hijo/a. La trabajadora social, Sra. Kerry Heckman estará disponible para todos los estudiantes que participan en este estudio, si por alguna razón él/ella se siente incómodo o disgustado por este proceso. Debería saber que la Sra. Christina Ward, como empleada de la escuela tiene que reportar al Estado de Illinois si ella sospecha abuso de un niño/a. El párrafo siguiente explica lo que significa ser reportera obligatoria de acuerdo con el departamento de infancia y familia de servicios (DCFS):

Los mandatos de la ley del Estado de Illinois que los trabajadores en determinadas profesiones deben hacer informes si tienen motivos razonables para sospechar de abuso o negligencia. Abuso y descuido definida por DCFS es "el abuso infantil es el maltrato de los niños menores de 18 años por un padre, cuidador, alguien que viva en su hogar o alguien que trabaja con o alrededor de los niños. El maltrato debe causar lesiones o
Debe poner al niño en riesgo de daño físico. Abuso puede ser físico (como quemaduras o huesos rotos), emocional o sexual (como acariciar o incesto). Descuido pasa cuando un padre o cuidador responsable no puede proporcionar una vigilancia adecuada, alimentos, ropa, vivienda o otros fundamentos para un niño". El mandato de reporteros son escolares y personal de atención de niños, como maestros, personal de la escuela, los defensores de la educación asignado a un niño de conformidad con el código de escuela, oficial de ausente, directores y asistentes de personal de guarderías y escuelas infantiles y niños trabajadores de cuidado (DCFS). Fracaso de un reportero encomendadas a reportar casos sospechosos de abuso o descuido a DCFS constituye un delito menor de clase A; simplemente informar sospechas a un superior no cumple los requisitos legales.

Esto significa que si en el curso de la entrevista, si el entrevistado divulga información que cae bajo la definición de abuso o descuido, el entrevistador esta obligada por ley a informar a la gente adecuada. Esto está también cubierto en el manual de estudiante en la página 109 en la internet pagina http://www.evergreenpark.org/school/StudentHandbook.asp. Por eso la entrevista sirve sólo para obtener información acerca de la experiencia de lectura para su hijo/a. Si en cualquier momento su hijo/a no desea contestar o desea pararse, el entrevistador concederá su petición.

No puedo garantizar de que, personalmente, su hijo/a recibirá beneficios de esta investigación. Esta unidad sobre los peligros de las drogas ilícitas es parte del currículo de salud en esta escuela. Como con cualquier investigación donde participan los sujetos humanos, siempre existen los riesgos que se producen en la vida cotidiana. En esta investigación, existe el riesgo de que un estudiante puede identificarse con un personaje de la literatura de ficción que le puede causar estrés psicológico. Para ayudar a los estudiantes trabajar por cualquier emociones que se presenta, el trabajador social escolar estará disponible durante el estudio. También existe el riesgo de un estudiante que divulgue información sobre si mismo o alguien que conoce que usa o abusa drogas. Para minimizar este riesgo, la investigadora ha formulado preguntas de la encuesta que sólo pertenecen a las percepciones de las drogas. La investigadora ha escrito en todas las direcciones de todas las medidas de investigación que indica que esta investigación está estudiando sólo percepción del estudiante de drogas ilícitas (ilegales). Esta reiteración de no querer saber acerca del uso ilícito de drogas (illegal) no es sólo escrito pero se leerá en voz alta también. Por lo tanto, mientras hay un poco de riesgo implicado, se hara lo posible para mantener los factores de riesgo a lo mínimo.

Cualquier información que se obtiene en relación con este estudio y que pueden ser identificados con su hijo/a se mantendrá confidencial y será divulgada sólo con su permiso o como requiere la ley. Identidades serán confidencial y peticiones de números de identificación y nombre de los estudiantes estarán prohibidas. Solamente voy asignar un número aleatorio a los estudiantes y la lista de nombres de los participantes se mantendrá en mi casa en un gabinete de archivos cerrado. Las cintas de audio de la entrevista se mantendrán en casa del investigador en un contenedor de archivos cerrado. Su hijo/a no indicará su nombre, pero el nombre de código que se les dará para ayudar a garantizar que nadie puede igualar la transcripción.
a un niño en particular. Las cintas de audio serán destruidas en la finalización de la tesis ya que la transcripción escrita estará disponible si es necesario para proseguir la investigación. El maestro sólo sabrá los resultados de las entrevistas, no lo que cada alumno dijo durante la entrevista.

La participación de su hijo/a es voluntaria. Su decisión de no permitir que su hijo/a a participar no afectará su relación o la relación de su hijo/a con este distrito escolar ni afectará su grado en la clase de salud. Si decide permitir que su hijo/a participe, usted y su hijo/a son libres para retirar su consentimiento y suspender la participación en cualquier momento y sin pena. Su hijo/a también se le preguntará si le gustaría participar en el estudio. Si rechaza, su permiso no anula su decisión de no participar.

Si tiene alguna pregunta acerca del estudio, no dude en ponerse en contacto conmigo por teléfono a 708-398-1210 o al correo electrónico al tward@evergreenpark.org, o en persona en la LRC. Si tiene alguna pregunta acerca de sus derechos como un sujeto de investigación, póngase en contacto con la Dra. Diane Velasquez en dvelasquez@dom.edu o 708-524-6594. Usted recibirá una copia de esta forma para conservarse.

La firma indica que ha leído y entendió la información proporcionada anteriormente, que voluntariamente acepta permitir que su hijo/a a participe, que usted o su hijo/a puede retirar su consentimiento en cualquier momento y suspender la participación sin pena, y recibirá una copia de este formulario.

Gracias.

~ Tina Ward

Firma: _______________________________ Fecha: _______________________________

La firma de investigadora: _________________________ Fecha: ___________________________

Christina J. Ward

LA JUNTA DE REVISIÓN INSTITUCIONAL DE LA UNIVERSIDAD DOMINICAN HA EXAMINADO ESTE PROYECTO PARA LA PROTECCIÓN DE LOS PARTICIPANTES EN INVESTIGACIÓN EN HUMANOS.
Appendix L
Assent – Interview (English)

Assent to participate in research - Interview

My name is Christina Ward and I am a PhD student from the Graduate School of Library and Information Sciences at Dominican University. I am conducting a research study entitled “The Young Adult Literature: Does it help?” I am asking you to take part in this research study because I am trying to learn more about the learning experience that occurs from reading fiction to introduce a unit in the health class on the dangers of illicit (illegal) drugs. This will take place during the health unit on the dangers of illicit drugs and if chosen to participate in an interview after the health unit, then that interview would take no more than one hour of the student’s time.

For Phase Two, you will be asked to participate in a one hour audio taped interview. The questions pertain to your perception of illicit drugs. Please note that this interview cannot interpret whether you, a friend, family member or loved one do or have done drugs I simply want to know what you know about illicit drugs. However, if any time during the survey, you feel uncomfortable or upset you do not have to answer any question you do not want to or you can stop participating at any time. In addition, no one will be able to know how you responded to the questions and your name will never be used. Everything in the interview is confidential unless you tell me you are going to hurt yourself or someone else is hurting you.

Please talk about this study with your parents or guardians before you decide whether to participate. I will also ask your parents or guardians to give their permission for you to participate. Even if your parents or guardians say, “yes” you can still decide not to participate. You may also change your mind before or during the interview. No one will be upset with you if you do not want to participate or if you change your mind later and want to stop.

The purpose of this study is to gain an understanding of the role fiction can play in students’ perception of risk of using illicit drugs. This study can potentially clarify young adults’ perceptions of the life implications of illicit drug use and whether fiction impacts those perceptions. Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. The students’ identities will be kept confidential and requests for students’ name and identification numbers will be prohibited. Only I will assign a random number to the students and the master list will be kept at my house in a locked file cabinet. The audio tapes from the interview will be kept at the researcher’s home in a locked cabinet. You will not state your name, but the code name that they will be given to help ensure that no one can match the transcript to you. The audio tapes will be destroyed at the completion of the dissertation since the written transcription will be available if needed for further research. The teacher will only know the results of the interviews, not what each individual student said during the interview.

You may ask me any questions about this study. You can stop by the LRC during school time, e-mail me at tward@evergreenpark.org, or call me at 708-398-1210. If you have questions regarding your rights as a research subject, please contact Dr. Diane Velasquez at dvelasquez@dom.edu or 708-524-6594.

By signing below, you are agreeing to participate with the understanding that your parents or guardians have given permission for you to take part in this project. You are participating in this study because you want to. You and your parents or guardians will be given a copy of this form after you have signed it.

Print Name

Signature

Date
THE DOMINICAN UNIVERSITY INSTITUTIONAL REVIEW BOARD HAS REVIEWED THIS PROJECT FOR THE PROTECTION OF HUMAN PARTICIPANTS IN RESEARCH.
CONSENTIMIENTO para participar en la investigación - entrevista

Mi nombre es Christina Ward y soy un estudiante de doctorado de la biblioteca de la escuela de graduados y Ciencias de la información en la Universidad Dominicana. Estoy llevando a cabo un estudio de investigación titulado "la literatura para adultos jóvenes: ayuda?" Estoy pidiéndole a tomar parte en este estudio de investigación porque estoy tratando de aprender más sobre la experiencia de aprendizaje que se produce de la lectura de ficción para introducir una unidad en la clase de salud sobre los peligros de las drogas (ilegales). Esto llevará a cabo durante la unidad de salud sobre los peligros de las drogas ilícitas y si elegidos para participar en una entrevista después de la unidad de salud, entonces esa entrevista tendría no más de una hora de tiempo del estudiante.

Para la fase dos, se le pedirá participar en una entrevista con cinta de audio de una hora. Las preguntas se refieren a su percepción de las drogas ilícitas. Tenga en cuenta que esta entrevista no puede interpretar si usted, un amigo, familiar o ser querido hacer o ha hecho simplemente quiero saber lo que sabe sobre drogas ilícitas de drogas.Sin embargo, si alguna vez durante la encuesta, se siente incómodo o molesto no tiene que contestar cualquier pregunta que no desea o puede dejar de participar en cualquier momento. Además, nadie podrá saber cómo has respondido a las preguntas y nunca se utilizará su nombre. Todo en la entrevista es confidencial, a menos que me dices va a lastimarse o alguien te está lastimando.

Por favor hable sobre este estudio con tus padres o tutores antes de decidir si desea participar. También le hará tus padres o tutores para que den su permiso para que usted pueda participar. Incluso si tus padres o tutores decir, "si" puede todavía decide no participar. También puede cambiar de opinión antes o durante la entrevista. Nadie se disgustará con usted si no desea participar o si cambia de idea y desea detener.

El propósito de este estudio es tener una comprensión de la ficción de papel puede desempeñar en la percepción de los estudiantes de riesgo del uso de drogas ilícitas. Este estudio potencialmente puede aclarar las percepciones de los adultos jóvenes de las consecuencias de la vida de uso ilícito de drogas y si ficción afecta a esas percepciones. Cualquier información que se obtiene en relación con este estudio y que pueden ser identificados con usted permanecerá confidencial y será divulgada sólo con su permiso, o cuando lo exija la ley.

Identidades de los estudiantes serán confidencial y solicitudes de números de identificación y nombre de los estudiantes serán prohibidas. Sólo le asignará a un número al azar a los estudiantes y se mantendrá la lista maestra en mi casa en un gabinete de archivos bloqueado. Las cintas de audio de la entrevista se mantendrá en la casa del investigador en un armario con llave. No deberá indicar su nombre, pero el nombre de código que se les dará para ayudar a garantizar que nadie puede igualar la transcripción a usted. Las cintas de audio serán destruidas al final de la disertación desde la transcripción escrita estará disponible si es necesario para la investigación. El profesor sólo conocerá los resultados de las entrevistas, no lo que cada estudiante dijo durante la entrevista.

Puede pedir me preguntas acerca de este estudio. Puede detener por el CRI en escolares, envíe un correo electrónico a tward@evergreenpark.org, o me llame al 708 398 1210. Si tiene preguntas acerca de sus derechos como un tema de investigación, póngase en contacto con el Dr. Diane Velasquez en dvelasquez@dom.edu o 708 524 6594.

Al firmar abajo, acepta participar en el entendimiento de que tus padres o tutores han dado permiso para tomar parte en este proyecto. Usted está participando en este estudio porque desea. Usted y sus padres o tutores se dará una copia de este formulario cuando se haya suscrito.

Imprimir nombre

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Firma

Fecha

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LA JUNTA DE REVISIÓN INSTITUCIONAL DE LA UNIVERSIDAD DE DOMINICAN HA REVISADO ESTE PROYECTO PARA LA PROTECCIÓN DE PARTICIPANTES HUMANOS EN INVESTIGACIÓN.
Appendix N

Pre-Interview Questionnaire and Interview Questions (English)

Directions: The purpose of this questionnaire is to get a sense of what your experiences have been with reading. Please just put in an “X” in the box next to the answer that best fits your feelings, experiences, etc. with reading. Please do not write your name anywhere on this document. I want to ensure that your identity is protected.

Section 1

Read this First: These questions are about you. Put an “X” in the box for the answer that best describes you.

3. What grade are you in?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9th Freshman</td>
</tr>
<tr>
<td>2</td>
<td>10th Sophomore</td>
</tr>
<tr>
<td>3</td>
<td>11th Junior</td>
</tr>
<tr>
<td>4</td>
<td>12th Senior</td>
</tr>
</tbody>
</table>

2. Are you male or female?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Male</td>
</tr>
<tr>
<td>2</td>
<td>Female</td>
</tr>
</tbody>
</table>

3. How old are you today?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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<tbody>
<tr>
<td>1</td>
<td>13</td>
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<td>2</td>
<td>14</td>
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<td>3</td>
<td>15</td>
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<td>4</td>
<td>16</td>
</tr>
<tr>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>6</td>
<td>18 or older</td>
</tr>
</tbody>
</table>
4. How do you describe yourself?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>American Indian or Alaskan Native</td>
</tr>
<tr>
<td>2</td>
<td>Asian or Pacific Islander</td>
</tr>
<tr>
<td>3</td>
<td>African American</td>
</tr>
<tr>
<td>4</td>
<td>White (Non-Hispanic)</td>
</tr>
<tr>
<td>5</td>
<td>Hispanic</td>
</tr>
<tr>
<td>6</td>
<td>Latino/Latina</td>
</tr>
</tbody>
</table>

Section 2

Please answer either “yes” or “no” to the following statements. Put an “X” in the box next to the answer that best describes how you feel about reading.

5. What illicit drug did you have to research?

<table>
<thead>
<tr>
<th>Drug</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol</td>
</tr>
<tr>
<td>Marijuana</td>
</tr>
<tr>
<td>Cocaine (non-rock form)</td>
</tr>
<tr>
<td>Crack (rock form)</td>
</tr>
<tr>
<td>Vicodin</td>
</tr>
<tr>
<td>Valium</td>
</tr>
<tr>
<td>Uppers</td>
</tr>
<tr>
<td>Downers</td>
</tr>
<tr>
<td>Inhalants</td>
</tr>
<tr>
<td>LSD</td>
</tr>
<tr>
<td>Heroin</td>
</tr>
<tr>
<td>Meth</td>
</tr>
<tr>
<td>GHB (date rape drug)</td>
</tr>
<tr>
<td>Cough syrup</td>
</tr>
<tr>
<td>Energy drink w/alcohol</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>
6. Do you consider yourself a reader meaning you either buy books or check out books from the library to read for pleasure?

   Yes
   No

7. Did you find reading fiction for a class assignment helpful?

   Yes
   No

8. Do you think you would enjoy reading more stories like the one you read for this unit?

   Yes
   No

9. Did you feel the character who suffered because an illicit drug was part of his/her life was realistic?

   Yes
   No

10. Would you consider reading a fiction story to discover information about a subject (i.e. drugs, sex, abortion, rape, child abuse, etc.)?

    Yes
    No
Interview Questions

Directions (to be read aloud by interviewer while the student reads along):

Interviewer: The purpose of this interview is gain understanding into what experience you feel you had reading a piece of fiction about a particular drug. I am interested on the effect fiction had on your learning for curricular purposes. I am not looking to see if you, the student personal does drugs, if your friends, family members, neighbors, etc. do drugs. The focus of this interview is on the literature that you read and its effect on the lesson. I need to make you aware however, that if you reveal drug use and/or abuse about yourself or others, I am obligated to report it. That is because I am a mandated reporter of the state of Illinois. Here is what that means.

The following paragraph describes what is meant by being a mandated reporter according to the Department of Child and Family Services (DCFS): (to be read by the student)

The Illinois state law mandates that workers in certain professions must make reports if they have reasonable cause to suspect abuse or neglect. Abuse and/or neglect as defined by DCFS are “child abuse is the mistreatment of a child under the age of 18 by a parent, caretaker, someone living in their home or someone who works with or around children. The mistreatment must cause injury or must put the child at risk of physical injury. Child abuse can be physical (such as burns or broken bones), sexual (such as fondling or incest) or emotional. Neglect happens when a parent or responsible caretaker fails to provide adequate supervision, food, clothing, shelter or other basics for a child.” Mandated reporters include school and child care personnel such as teachers, school personnel, educational advocates assigned to a child pursuant to the School Code, truant officers, directors and staff assistants of day care centers and nursery schools, and child care workers (DCFS). A mandated reporter's failure to report suspected instances of child abuse or neglect to DCFS constitutes a Class A misdemeanor; simply reporting suspicions to a superior does not satisfy legal requirements.

Interviewer: This means that if during the course of the interview, the interviewee were to divulge information that falls under the definition of abuse and/or neglect, the interviewer is required by law to report it to the proper people. That is why this interview is meant to only gain information about the reading experience and what that experience was like for the student. If at any time the student does not wish to answer or wishes to stop, the interviewer will grant their request.

Do you understand the purpose of this interview? Please say yes or no. If not, I can answer any questions you may have to clarify the purpose of this interview. We will proceed when you indicate that you understand the purpose of this interview.
Thank you for taking the time to discuss your experience of reading a fiction story as part of a research assignment on the dangers of illicit drugs.

1. **Which fiction story where you assigned to read? What drug were you assigned to research? (will start all interviews with this question).**

2. Who was the main character in the story, and how did illicit drugs play a part in his/her life?

3. What drug was discussed in the narrative story that you read?

4. What can you tell me about the drug(s) used within the story?

5. Do you feel either this story portrayed a realistic story of someone on drugs or effected by someone else’s drug use? Why or why not?

6. How was the main character’s life impacted by the drug use in this story?

7. Do you feel you have a better understanding of the drug you were assigned to research because you read the fiction story? Why or why not?

8. If you had to tell someone the main message of this story what would you say?

9. Would you recommend this story to a friend? Why or why not?

10. What was your impression of [insert drug researched here] before reading the story?

11. What is your impression of [insert drug researched here] now that you are done reading the story?

12. Did you enjoy reading fiction as a part of the curriculum? Why or why not?

13. Do you think the story helped you understand the risks of [insert drug researched here] better?

14. Did you and your friends discuss the books you read? Did that change your thinking about the other person’s book on drugs?

15. Is there anything else about the experience you would like to share?
Appendix O

Pre-Interview Questionnaire and Interview Questions (Spanish)
Pre-Interview cuestionario y preguntas de la entrevista

Indicaciones: El propósito de este cuestionario es para darse una idea de lo que han sido sus experiencias con la lectura. Por favor, acabo de poner en una "X" en la casilla situada junto a la respuesta mejor se adapte a tus sentimientos, experiencias, etc. con la lectura. Por favor no escriba su nombre en cualquier lugar en este documento. Quiero garantizar la protección de su identidad.

Sección 1
Lea esto primero: Estas preguntas son acerca de usted. Ponga una "X" en la casilla la respuesta que mejor describe le.

1. ¿En qué grado estás?
   - 1 9th Freshman
   - 2 10th Segundo año
   - 3 11th Junior
   - 4 12th Senior

2. ¿Es macho o hembra?
   - 1 Macho
   - 2 Hembra

3. ¿Qué edad tienes hoy?
   - 1 13
   - 2 14
   - 3 15
   - 4 16
   - 5 17
   - 6 18 años o más

4. ¿Cómo se describe a sí mismo?
   - 1 Índio americano o nativo de Alaska
   - 2 Asiáticos o isleños del Pacífico
   - 3 African American
   - 4 Blancos (no hispanos)
   - 5 Hispano
   - 6 Latino/Latina
Sección 2
Por favor, no conteste "sí" o "" a las declaraciones siguientes.
Ponga una "X" en la casilla situada junto a la respuesta que mejor describa cómo se siente acerca de la lectura.

5. ¿Qué drogas ilícitas tuviste a la investigación?

<table>
<thead>
<tr>
<th>Alcohol</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marihuana</td>
</tr>
<tr>
<td>Cocaína (formulario no rock)</td>
</tr>
<tr>
<td>Crack (formulario de rock)</td>
</tr>
<tr>
<td>Vicodin</td>
</tr>
<tr>
<td>Valium</td>
</tr>
<tr>
<td>Palas</td>
</tr>
<tr>
<td>Downers</td>
</tr>
<tr>
<td>Inhalantes</td>
</tr>
<tr>
<td>LSD</td>
</tr>
<tr>
<td>Heroína</td>
</tr>
<tr>
<td>Metanfetamina</td>
</tr>
<tr>
<td>GHB (droga de violación)</td>
</tr>
<tr>
<td>Jarabe para la tos</td>
</tr>
<tr>
<td>Energy drink w/alcohol</td>
</tr>
<tr>
<td>Otros</td>
</tr>
</tbody>
</table>

6. ¿Te consideras un lector lo que significa que compran libros o sacar libros de la biblioteca a leer por placer?

| Sí |
| No |

7. ¿Has encontrado ficción de lectura para una asignación de clase útil?

| Sí |
| No |

8. ¿Crees que disfrutaría más historias como la que usted lea para esta unidad de lectura?

| Sí |
| No |

9. ¿Se siente el personaje que sufrió debido a drogas ilegales era parte de su vida fue realista?

| Sí |
| No |

10. ¿Considera que leer una historia de ficción para descubrir información sobre un tema (es decir, drogas, sexo, aborto, violación, maltrato, etc.)?

| Sí |
| No |
Direcciones (para ser leído en voz alta por el entrevistador mientras el estudiante Lee junto):

**Entrevistador**: El propósito de esta entrevista es ganancia comprender en qué experiencia se siente que tenías que leer una pieza de ficción sobre un determinado medicamento. Estoy interesado en la ficción de efecto que tuvo en su aprendizaje con fines curriculares. No estoy buscando a ver si usted, el estudiante personal no drogas, si sus amigos, familiares, vecinos, etc. hacen drogas. El objetivo de esta entrevista es sobre la literatura que lees y su efecto en la lección. Lo necesario para hacerte consciente sin embargo, que si revelan uso de drogas o abuso sobre sí mismo u otros, estoy obligado a denunciarlo. Eso es porqué soy un reportero mandato del Estado de Illinois. Aquí es lo que significa.

El párrafo siguiente describe lo que significa ser un reportero estipulado según el departamento de infancia y familia de servicios (DCFS): (para ser leído por el alumno)

Los mandatos de la ley del Estado de Illinois que los trabajadores en determinadas profesiones deben hacer informes si tienen motivos razonables para sospechar de abuso o negligencia. Abuso y descuido definida por DCFS es "el abuso infantil es el maltrato de los niños menores de 18 años por un padre, cuidador, alguien que viva en su hogar o alguien que trabaja con o alrededor de los niños. El maltrato debe causar lesiones o debe poner al niño en riesgo de daño físico. Abuso puede ser físico (como quemaduras o huesos rotos), emocional o sexual (como acariciar o incesto). Descuido pasa cuando un padre o cuidador responsable no puede proporcionar una vigilancia adecuada, alimentos, ropa, vivienda o otros fundamentos para un niño". El mandato de reporteros son escolares y personal de atención de niños, como maestros, personal de la escuela, los defensores de la educación asignado a un niño de conformidad con el código de escuela, truant funcionarios, directores y asistentes de personal de guarderías y escuelas infantiles y niños trabajadores de cuidado (DCFS). Fracaso de un reportero encomendadas a reportar casos sospechosos de abuso o descuido a DCFS constituye un delito menor de clase A; simplemente informar sospechas a un superior no cumple los requisitos legales.

**Entrevistador**: Esto significa que si en el curso de la entrevista, el entrevistado a divulgar información que cae bajo la definición de abuso o descuido, el entrevistador es obligatorio por ley a informar a la gente adecuada. Es decir por qué esta entrevista está destinada a sólo obtener información acerca de la experiencia de lectura y lo que la experiencia era como para el alumno. Si en cualquier momento el alumno no desea responder o desea detener, el entrevistador le otorgará su solicitud.

¿Entiende usted el propósito de esta entrevista? Por favor, decir si o no. Si no es así, puedo responder a cualquier pregunta que pueda tener para aclarar el propósito de esta entrevista. Vamos a proceder cuando indique que entender el propósito de esta entrevista.
Gracias por tomarse el tiempo para analizar la experiencia de leer una historia de ficción como parte de una asignación de investigación sobre los peligros de las drogas ilícitas.

1. ¿Qué historia de ficción donde asignados a leer?

2. ¿Quién fue el protagonista de la historia, y cómo drogas ilícitas desempeñan un papel en su vida?

3. ¿Qué drogas se debatió en la historia narrativa que lees?

4. ¿Qué me puede decir sobre los drug(s) utilizados dentro de la historia?

5. ¿Te sientes bien esta historia retrata una historia realista de alguien sobre drogas o efectuados por consumo de drogas de alguien? ¿Por qué o por qué no?

6. ¿Cómo fue la vida del personaje principal afectada por el uso de drogas en esta historia?

7. ¿Se siente tener una mejor comprensión de la droga que fueron asignados a la investigación porque leer la historia de ficción? ¿Por qué o por qué no?

8. Si tuviera que decírselo a alguien el mensaje principal de esta historia ¿Qué dirías?

9. ¿Recomendaría esta historia a un amigo? ¿Por qué o por qué no?

10. ¿Cuál fue su impresión de [insertar drogas investigado aquí] antes de leer la historia?

11. ¿Cuál es su impresión de [insertar drogas investigado aquí] ahora que haya terminado de leer la historia?

12. ¿Le gusta leer ficción como parte del programa de estudios? ¿Por qué o por qué no?

13. ¿Crees que la historia le ayudó a comprender mejor los riesgos de [insertar drogas investigado aquí]?

14. ¿Hay algo más sobre la experiencia que le gustaría compartir?
Appendix P

Book choices for research study (English)

The following books are selected from the following database:

**NovelList Plus (an EBSCO product)**

The NovelList Plus database contains fiction and narrative nonfiction titles for all ages from your youngest readers to adults. Additionally NovelList Plus includes Book Discussion Guides, thematic book lists, and reading and book oriented articles. Not only that, the interface was designed with readers and librarians in mind, based on research, user feedback, and personal interactions with library staff. This makes finding reading recommendations easier than ever – read-alikes are connected to every single title, author, and series record, and appeal terms are used to help strengthen searches. (Note that your library may have NovelList rather than NovelList Plus. This means that you will not have access to the nonfiction titles or content.)

All reviews are from School Library Journal - “School Library Journal is the leading print magazine, and now SLJ.com serving librarians who work with young people in schools and public libraries. The two resources give librarians up-to-date information needed to integrate libraries into the school curriculum, become leaders in the areas of technology, reading, and information literacy, and create high-quality collections for children and young adults.”
Marijuana:

*Bottled up* (Jun 2003)

Author: Murray, Jaye

Teens   Fiction

Description:
A high school boy comes to terms with his drug addiction, life with an alcoholic father, and a younger brother who looks up to him.

Genre:
Realistic fiction

Min/Max Grade level:
6 - 12

Lexile:
600

School Library Journal:
Gr 7 Up –Sixteen-year-old Phillip (Pip) is a pot-smoking, alcohol-swigging, smart-mouthed troublemaker who resents being responsible for his six-year-old brother. Pip forgets to pick Mikey up, swears at him, threatens him, and wishes he'd go away. But he is still a better caregiver than their violent, alcoholic father or vacant, pill-popping mom. Pip is angry and withdrawn, but terrified enough when his caring principal threatens to call his dad that he agrees to attend his classes and get counseling. His growing awareness of Mikey's loss of innocence culminates in a "This is me" epiphany during group counseling. There is little subtlety here. Rather, the messages are stated explicitly and repeatedly. Italicized statements break into the first-person narrative, revealing a more honest, introspective voice than the protagonist shows the world. The principal regularly checks up on Pip's progress, functioning as a sort of Greek chorus. Allusions to Superman and kryptonite are less clearly linked to the plot than Mikey's withering barrage of questions about M&M's (hard shell, soft inside). Pip's reading of Dr. Jekyll & Mr. Hyde for English class provides obvious parallels to his own and his father's hideously inconsistent and monstrous behavior. Subplots are peripheral, the setting is unstated/universal, and the family violence and drug/alcohol use will strike chords of recognition with many readers. Characterization is thin to nonexistent, but Pip's inner rage and desperation are poignantly portrayed and should provide some hope to teens facing addicted parents.—Joel Shoemaker, Southeast Junior High School, Iowa City, IA

--Joel Shoemaker (Reviewed June 1, 2003) (School Library Journal, vol 49, issue 6, p146)
ttfn (Mar 2006)

Author: Myracle, Lauren, 1969-

Description:
Now high school juniors, Zoe, Maddie, and Angela continue to share "instant messages" with one another as one of them experiments with marijuana, another gets her first boyfriend, and the third moves three thousand miles away.

Genre:
Chick lit; Realistic fiction

Storyline:
Character-driven

Tone:
Funny; High-drama; Moving

Writing Style:
Candid; Conversational; Engaging; Slang-heavy

Min/Max Grade level:
6 - 12

School Library Journal:
Gr 9-11 –Best friends Angela, Maddie, and Zoe are back for their junior year in this sequel to ttyl (Abrams, 2004), also written entirely in text-message format. Zoe has recently started working with Angela’s former crush, Doug, at Kidding Around, a daycare. Zoe is not sure how to tell her that she likes Doug, and just when she gets up the courage, Angela drops the bomb that her family is moving to California. Maddie is in love with Clive, who doesn’t mind spending time with her and even occasionally making out, but he’s in love with someone else. He is witty and charming and DEEP. He is also a pothead. In her efforts to keep him interested, Maddie begins smoking pot. As her friends put up protests, she gets defensive and tension ensues. Angela attempts to make new friends, but misses her old ones fiercely. She also misses having a romantic interest. As a result, on New Year’s Eve, she drunk dials Doug. He breaks the news that he is now with Zoe, which exacerbates her loneliness and feelings of isolation. Confrontations result but the three friends resolve their differences. This is definitive chick-lit, a comfortable read that explores sexuality, drugs, depression, and learning about oneself. Myracle does an excellent job of developing the characters and a plot that is easy to get into and fun to follow.–Emily Garrett, Naaman Forest High School, Garland, TX --Emily Garrett (Reviewed March 1, 2006) (School Library Journal, vol 52, issue 3, p227)
Lunch with Lenin and other stories (Oct 2008)

Author: Ellis, Deborah, 1960-

Description:
Presents short stories involving teenagers around the world and how their lives are affected by drugs, including a student in North America buying drugs in school and an Afghan girl harvesting opium.

Book Appeal Terms:
Definition of Appeal Terms

Genre:
Realistic fiction

Storyline:
Issue-oriented

Tone:
Bleak; Moving

Min/Max Grade level:
7 - 12

School Library Journal:
Gr 9 Up—This short-story compilation focuses on drugs and addiction. Selections vary in perspective, from the sister of a drug addict in rehab to a family in Afghanistan growing and harvesting opium to survive. Many of the stories are fleshed out and well written, including the title story. Valerin is left at Lenin's grave by his mother when he is five, leading to life in an orphanage. There he meets Squid, a boy to whom he opens up and trusts. When Valerin leaves the orphanage, he heads back to Lenin's grave where he sees Squid as a soldier. Squid has turned to drugs and Valerin tries to reason with him, to no avail. However, there are also stories that are cut short, leaving questions and a sense of incompleteness. Such is the case with "Through the Woods," in which Matthew buys marijuana to take to his grandmother's rest home to ease her pain, with no consequence. Overall, though, the variety of characters, settings, and perspectives make this a quality collection.—Nichole King, Morgan Hill Library, CA --Nichole King (Reviewed February 1, 2009) (School Library Journal, vol 55, issue 2, p98)
Heroin:

Smack (May 1998)

Author: Burgess, Melvin  Teens  Fiction

Description: In many different voices, from the addicts to the people around them, this book tells the story of a group of young people addicted to drugs.

Book Appeal Terms:

Definition of Appeal Terms

Genre: First person narratives; Realistic fiction

Storyline: Character-driven; Issue-oriented

Tone: Bleak; Suspenseful

Writing Style: Dialect-rich; Gritty; Slang-heavy

Min/Max Grade level: 10 - 12

Lexile: 750

School Library Journal:
Gr 10 Up--Burgess has taken the toxic concoction of young adults and drug use and presented a chilling reality. This novel is about runaway teens "squatting" (inhabiting abandoned buildings) in Bristol, England. Heroin is the main character. The results of unleashed adolescent experimentation is the theme. The book is powerful and calculated, intent on affecting readers and shattering pat illusions. When 14-year-old Gemma follows her friend, Tar, to the city, she discovers a spirited life accentuated by drugs and free of authority. They soon take up with Lily and Rob, two young junkies. Lily is the personification of Lady Heroin. She's stimulating, erotic, irresistibly intoxicating, in the beginning. At the end, she's used up, wallowing in an almost unfathomable level of inhumanity, injecting smack into the veins between her breasts while nursing her baby. The descent of these young people as they plunge into the heavy-user category is brutally honest. Through first-person accounts, the characters present their circumstances and past experiences in a measured voice, devoid of warmth. Readers are kept at viewing distance. Tar alone is seen in a fragile and vulnerable light. Will YAs devour this novel? Absolutely. It is filled with punk culture, sex, drugs, and life on the edge. As repugnant and horrifying as the journey, the fascination of the feel-good, live-fast, die-young mentality has a sickly sweet lure. Smack is not a lecture to be yawned through. It's a slap in the face, and, vicariously, a hard-core dose of the consequences of saying "yes.” --Alison Follos, North Country School, Lake Placid, NY
Beauty queen (Sep 1998)

Author: Glovach, Linda  Teens  Fiction
Description:
Samantha Strasbourg's diary of her life as an aspiring actress working at a topless bar in New York City provides an account of one teenager's addiction to heroin and the difficulties she must face when trying to escape its grasp.

Genre:
Diary novels; Realistic fiction

Min/Max Grade level:
6 - 12

School Library Journal:
Gr 10 Up-At 17, Sam's life with her alcoholic mother and her mother's abusive boyfriend is about to change. She's ditching her minimum-wage job, moving out into her own apartment, and joining the high-paying ranks of the topless dancing set. To drop her top, Sam embraces the courage-inducing, feel-good drug, heroin. Her journal is her trusted confidant and the object of her affection is a diabetic cat. While she injects the cat with insulin twice a day, she seems unable to differentiate between its medical needs and her own growing drug dependency. Sam's life is tragic, but her despondency about trying to right it is worse. There is a smattering of people who care about her and try to get her to straighten up. Unfortunately, she is only interested in a man who's as messed up as she is, and who brings her down faster than her own habit. Written as a diary, this novel has only pain and shallow vision to offer. The fixes that Sam routinely gives herself drag her story into a state of redundancy. An afterword relates her death from an overdose. The real surprise is that readers aren't affected more. Reading Beauty Queen is like watching a film that gets stuck on the movie reels; going nowhere, the image blisters into a stuck mess and everyone just wants to get up and leave.-Alison Follos, North Country School, Lake Placid, NY

A hero ain't nothin' but a sandwich (Sep 1974)

Author: Childress, Alice, 1920-1994  Teens  Fiction
Description:
The life of a thirteen-year-old Harlem youth on his way to becoming a confirmed heroin addict is seen from his viewpoint and from that of several people around him.

Genre:
Realistic fiction
Kirkus:
An unusually honest and forceful novel, told in trenchant language by an impressive variety of conflicted people who are involved with a thirteen year-old heroin addict. (Kirkus Reviews, January 1, 1973)

Nicholas Dane (Dec 2010)

Author: Burgess, Melvin  
Teens  
Fiction

Description:
When his single mother dies of a heroin overdose, fourteen-year-old Nick is sent into England's institutional care system, where he endures harsh punishment, sexual abuse, and witnesses horrors on a daily basis before emerging, emotionally scarred but still alive. Loosely based on "Oliver Twist."

Genre:
Coming-of-age stories; Realistic fiction

Storyline:
Character-driven; Issue-oriented

Tone:
Bleak; Disturbing; Emotionally intense

Writing Style:
Compelling; Gritty; Slang-heavy

Min/Max Grade level:
8 - 12

Lexile: 810

School Library Journal:
Gr 9 Up — Nicholas Dane is a typically rebellious 14-year-old, but he is loyal to the bone to those he cares about. When his mother dies from an overdose, he is sent to the worst home for boys in Manchester, England. Once there, he is tormented, beaten, and battered continuously by his peers and the staff. The abuse lessens when he is befriended by Tony Creal, one of the heads of the Home. Unfortunately, Mr. Creal is a master manipulator and has a long history of sexually preying on his charges. During this time, efforts to find some family for the boy turn up a very wealthy uncle who knew nothing about Nicholas's mother's existence, much less Nick's. The man is willing to pay for his nephew's education, but is told that the boy is incapable of behaving or learning and would be most success if he stayed in the home. Torture starts up again, after Nick refuses to spend time with Tony. One day a friend from the old neighborhood appears in Nicholas's division and saves him on some level. After a failed attempt to escape, the two flee and get involved with shady characters, running various errands for them. During this time, Nicholas erratically visits his mother's best friend, telling her that he is doing fine. As Nicholas gets caught up in street life, he learns that his experience in the home was not an isolated one. Burgess is a genius in drawing readers into a compelling, dramatic, and candid read. He examines the dark underbelly of society and the powers that corrupt and exploit its youth, yet offers an ultimately positive and hopeful message. This book will stay with readers long after they put
it down.—Patty Saidenberg, George Jackson Academy, New York City --Patty Saidenberg (Reviewed December 1, 2010) (School Library Journal, vol 56, issue 12, p102)

**Cocaine:**

*Babylon boyz (Apr 1997)*

**Author:** Mowry, Jess, 1960-
**Teens**  **Fiction**

**Description:**
Inner city teenagers find a suitcase full of cocaine and must decide whether to sell it and take the opportunity the money would provide or to destroy it to keep the drug from poisoning their community.

**Genre:**
African-American fiction; Realistic fiction; Urban fiction

**Min/Max Grade level:**
6 - 12

**School Library Journal:**
Gr 9 Up--When 14-year-old Dante and his friends find a suitcase full of cocaine, they face an excruciating decision: whether to flush the stuff, or to sell it. Selling the cocaine would bring the money they all desperately need, particularly Dante, who was born with a bad heart because his mother was a crack addict, but they know it would also add to the drug problems already affecting their Oakland, CA, neighborhood. Racist white cops and exploitative adults who get rich by playing off of these needy, often homeless kids all add to this affecting story that revolves around the ills of contemporary society. With its realistic, gritty dialogue; violent deaths; and semi-explicit sex scenes, this is definitely a book for mature teens; those readers will find authentic, unforgettable characters and descriptions that make the boys and their community come alive. Set among the rough streets of a modern Babylon, this is ultimately a story about family, friendship, love, and of kids living in poverty and victimized by drugs but still trying to make the right choices in their lives.--Beth Wright, Edythe Dyer Community Library, Hampden, ME

*Wannabe (Mar 1997)*

**Author:** Stoehr, Shelley
**Teens**  **Fiction**

**Description:**
Catherine's dream of someday moving beyond her life in Little Italy is jeopardized by her older brother's ambition to join the local mobsters and her own involvement with some unsavory characters, leading them both into using cocaine.

**Min/Max Grade level:**
School Library Journal:
Gr 9 Up--Familiar territory for readers of Stoehr's Crosses (Dell, 1993) and Weird on the Outside (Delacorte, 1995). Seventeen-year-old Catherine's decidedly tarnished version of the golden rule seems to be, "Use others before they use you." She and her best friend grow increasingly entangled in the mob milieu of Little Italy in Manhattan. Falling for handsome Joey Valentino, apparently a mobster on the way up, Cat unsuccessfully tries to keep her brother, Mickey, a wannabe mobster, from following his bent. An enthusiastic patron of mob movies, Mickey drops out of college and eventually is kicked out of the house by his father at gunpoint. Profane street language is common throughout the book. One reference to Cat's sexual activity is described with a mix of humor and directness. Occasional chapters written in Mickey's voice jolt uncomfortably, but effectively communicate his anger and frustration. Description of secondary characters is light. Frequent references to the title appear, as Cat views everyone around her as affecting behavior, language, and attitudes that she self-righteously abhors. Joey Valentino, who shelters Mickey and seems too good to be true in keeping Cat's best interests at heart, turns out to be an undercover cop. The resolution is too happy and too quick, but Stoehr's narrative flow is strength, as is her ability to capture the rhythms, attitudes, and feelings of teens facing a violent, drug-filled world of big dreams with little chance of making it.--Joel Shoemaker, Southeast Jr. High School, Iowa City, IA

Imani in never say goodbye (Feb 2004)

Author: Hardrick, Jackie  Teens  Fiction
Description:
As seventeen-year-old Imani, star of her high school basketball team, struggles with the SATs and worries about the cost of college tuition, other girls in her crowd deal with grimmer problems, including drug addiction, domestic violence, and teenage pregnancy.

Min/Max Grade level:
7 - 12
Lexile:
640
School Library Journal:
Gr 7 Up--Seventeen-year-old Imani's hopes for getting into Howard University--on a basketball scholarship or otherwise--are nearly dashed during her tumultuous senior year, primarily due to her friend and teammate Dominique's rapid descent into drug abuse. When Dominique, stoned on pot, obliviously collides with her during practice, it results in a broken wrist and, it would seem, a whole set of broken dreams for Imani. Dominique tries to make up for it by taking the team to the city championships by milking some short-lived energy and confidence out of cocaine. Just when Imani is ready to forgive and forget, Dominique switches their urine samples during a random drug test. Meanwhile, Imani is surrounded by characters and subplots meant to illustrate the consequences of a whole catalog of bad choices, including engaging in premarital sex, acquiescing to domestic violence, and succumbing to the allure of fast money. Working-class Imani and her affluent boyfriend
resist these evils, though, and manage to prevail while also illustrating the class tensions that can surface between African Americans who have realized economic success and those still trying desperately to get a piece of it. The story's primary weakness is its transparent and predictable didacticism that, however well intended, seems to be preaching strictly to the choir.--Jeffrey Hastings, Highlander Way Middle School, Howell, MI --Jeffrey Hastings (Reviewed April 1, 2004) (School Library Journal, vol 50, issue 4, p154)

*Almost lost: the true story of an anonymous teenager's life on the streets* (Jun 1996)

**Teens**  **Fiction**

**Description:**
The story of a depressed teenage boy discusses the events that led to his leaving home, his struggle to survive on the streets, and his fight with self-hatred.

**Min/Max Grade level:**
6 - 12

**School Library Journal:**
Gr 9 Up? Sammy, 15, ran away from home in depression and despair, and this is the story of his return to his family and his road to recovery. The book was written from tapes of his therapy sessions. In eight months, he transformed from being a gang member surviving in the streets to the glue that brought his parents together again. He graphically describes his reasons for joining the gang, his initiation, and its activities. The text is mainly a dialogue between Sammy and his counselor and occasionally one of his family members. The therapist uses various psychological techniques such as positive light therapy, optical illusions, positive thinking, etc. It is hard to imagine that the troubled teenager described in the beginning could change so dramatically so quickly and cure his father's cocaine habit, recover from depression, and restore his parents' marriage. Although this book attempts to give troubled students hope and a role model to follow, the scenario described is hardly the norm, and the young man comes across as wise beyond his years in the counseling sessions.

Sandra L. Doggett, Urbana High School, Walkersville, MD
GHB (date-rape drug):

*Fade* (Feb 2009)

Author: McMann, Lisa  Teens  Fiction

**Description:**
Using her ability to tap into other people's dreams, eighteen-year-old Janie investigates an alleged sex ring at her high school that involves teachers using the date rape drug on students.

**Genre:**
Mystery stories; Occult fiction

**Storyline:**
Intricately plotted

**Pace:**
Fast-paced

**Tone:**
Suspenseful

**Writing Style:**
Gritty

**Min/Max Grade level:**
7 - 12

**Lexile:**
570

**School Library Journal:**
Gr 9 Up—This intriguing, if not quite stand-alone, sequel to *Wake* (S & S, 2008) follows undercover investigators and high school seniors Janie Hannagan and her partner/boyfriend Cabel as they attempt to unmask and trap a sexual predator teaching at Fieldridge High. Janie is a dream catcher—she has the ability to be sucked into another person's dreams—and her job is to glean clues to the culprit's identity from her classmates and to act as bait. The latter task annoys protective Cabe, and their relationship, already strained by a scarcity of alone time and the need for secrecy (their last case might be jeopardized if they are seen together), is further stressed. Furthermore, Janie receives documents from her now-deceased dream-catcher mentor promising to detail the fate in store for her, and she's not sure she wants to know the truth. While there are few surprises in the main plot arc, the spare but effective narrative holds readers' attention, especially when Janie delves into the chilling truth of her ability. Teens who like the supernatural-tinged drama of shows like Ghost Whisperer and Medium may be tempted by this series.—Christi Esterle, Parker Library, CO -

-Christi Esterle (Reviewed May 1, 2009) *(School Library Journal, vol 55, issue 5, p114)*
**Saving Zoe (Jan 2007)**

*Author:* Noel, Alyson  □ Teens □ Fiction

**Description:**
Instead of a fresh start, high school provides more grief and isolation to Echo, whose older sister died a year earlier, but insights gained from Zoe's diary--a fifteenth birthday gift from Zoe's boyfriend--about her sister's life and death change Echo in ways she could have never expected.

**Genre:**
Realistic fiction; Suspense stories

**Storyline:**
Character-driven

**Tone:**
Angst-filled; Emotionally intense; Melancholy; Suspenseful

**Min/Max Grade level:**
7 - 10

**Lexile:**
1040

**School Library Journal:**
Gr 7-10Fifteen-year-old Echo was a typical teen until last year, when her older sister was murdered. Now she is treated like a pariah by the other students, who whisper behind her back. She is struggling to come to grips with her grief and life without Zoe, and her parents are numb and have become overprotective. Zoe was the rebel, the bad one, while Echo has always been the good girl. While the killer has been caught, shadows still surround the possible role Zoe's boyfriend played in her death. When he gives Echo her sister's diary, it is her opportunity to find out what really happened. Reading the journal takes Echo into Zoe's secret world and interactions with people scarier than she ever imagined. The story reveals the hidden dangers of social networking on the Internet and date-rape drugs. Noel gets the message across without being preachy; readers will learn from it and enjoy the novel's suspense and intrigue. Sheilah Kosco, Bastrop Public Library, TX --Sheilah Kosco (Reviewed December 1, 2007) (School Library Journal, vol 53, issue 12, p140)
**In ecstasy (Feb 2009)**

**Author:** McCaffrey, Kate, 1970-

**Description:**
When teenagers Mia and Sophie take ecstasy at a party, Mia falls heavily into drug culture while Sophie is sexually assaulted and attempts to hide it from the authorities.

**Genre:**
Realistic fiction

**Lexile:**
630

From School Library Journal

Grade 9 Up—Two girls, BFF, discover, at 15, that the "forever" part may be F for "finished" instead. Lovely Sophie and shy Mia take ecstasy at a party, both thinking the experience will provide something different—and it does, but not the way they anticipate. Told in alternating voices and chapters, the girls' divergent paths unfold, each filled with poignant hope, illusion, and ultimately pain and peril, as one momentous decision takes them down separate, life-changing roles. Mia gathers her own friends and thinks she's finally made it with the in crowd, and cuts off her relationships with her family and with her best friend since kindergarten. Sophie, who knows that a pretty face is only part of who she is, finds herself fending off the perceptions of others, at great cost. The quicksand of gossip and popularity, spite and jealousy, the ever-growing shadow of drugs and the kids that indulge and abuse them, sweep Sophie and Mia into a maelstrom of brutal tragedy and painful awareness. Mia sinks deeper into the trap that she has stumbled into, existing in a drug-induced haze. McCaffrey's characterizations, dialogue, setting, and plot build steadily and believably. It is easy to be frustrated with and empathetic to the girls' dilemma, and teens should find the circumstances compellingly realistic. This is a cautionary wake-up call to the dangerous snowball effect of recreational drug use, cloaked in a well-written character novel.—Roxanne Myers Spencer, Western Kentucky University, Bowling Green
Methamphetamine:

*Crank* (Oct 2004)

**Author:** Hopkins, Ellen  
**Teens**  
**Fiction**

**Description:**
Kristina Snow is the perfect daughter, but she meets a boy who introduces her to drugs and becomes a very different person, struggling to control her life and her mind.

**Genre:**
First person narratives; Novels in verse; Realistic fiction

**Storyline:**
Character-driven; Issue-oriented

**Pace:**
Fast-paced

**Tone:**
Disturbing; Emotionally intense; Serious

**Writing Style:**
Compelling; Experimental; Spare

**Min/Max Grade level:**
7 - 12

**Lexile:**
Non-prose text

**School Library Journal:**
Gr 8 Up –Seventeen-year-old Kristina Snow is introduced to crank on a trip to visit her wayward father. Caught up in a fast-paced, frightening, and unfamiliar world, she morphs into "Bree" after she "shakes hands with the monster." Her fearless, risk-taking alter ego grows stronger, "convincing me to be someone I never dreamed I'd want to be.” When Kristina goes home, things don't return to normal. Although she tries to reconnect with her mother and her former life as a good student, her drug use soon takes over, leaving her "starving for speed" and for boys who will soon leave her scarred and pregnant. Hopkins writes in free-verse poems that paint painfully sharp images of Kristina/Bree and those around her, detailing how powerful the "monster" can be. The poems are masterpieces of word, shape, and pacing, compelling readers on to the next chapter in Kristina's spiraling world. This is a topical page-turner and a stunning portrayal of a teen's loss of direction and realistically uncertain future.–Sharon Korbeck, Waupaca Area Public Library, WI --Sharon Korbeck (Reviewed November 1, 2004) (School Library Journal, vol 50, issue 11, p145)
**Fallout (Sep 2010)**

**Author:** Hopkins, Ellen  
**Teens**  
**Fiction**

**Description:**
Written in free verse, explores how three teenagers try to cope with the consequences of their mother's addiction to crystal **meth** and its effects on their lives.

**Genre:**
Novels in verse; Realistic fiction

**Storyline:**
Character-driven; Issue-oriented

**Tone:**
Emotionally intense; Moving; Serious

**Writing Style:**
Candid; Compelling; Spare

**Min/Max Grade level:**
7 - 12

**School Library Journal:**
Gr 9 Up — Kristina, the meth-addicted anti-heroine of Crank (2004) and Glass (2007), has five children by four different men. Fallout is about the lives of her three oldest children. Hunter lives with his grandmother in Nevada. He cheats on his girlfriend and smokes a lot of dope. Autumn lives with her sweet aunt and gruff granddad in Texas. She has OCD and knows little about her mother. Summer lives in a trailer in California with her father and a string of abusive/slutty/stupid girlfriends. She hates pretty much everyone. Hopkins's not-quite poetry is as solid as ever, though her use of visual formations gets more mystifying and extraneous with each novel. Unfortunately, it's unlikely that Glass is fresh in the minds of most readers. As such, the Venn diagram of Kristina's baby-daddies, parents, grandparents, aunts, uncles, and drug buddies -is impossible to follow, and may frustrate even the most interested readers. So much deciphering cripples the pace of Fallout. The plot is choked with the perpetual damage of meth addiction—there's too much message and not enough action. Hopkins spreads the narration too thin between three unlikable narrators, and none is ever fully realized. The mood here is just as depressing and cautionary as Glass, and Hopkins's presentation is even more self-indulgent.—Johanna Lewis, New York Public Library --Johanna Lewis (Reviewed September 1, 2010) (School Library Journal, vol 56, issue 9, p155)
**Saint Iggy (Sep 2006)**

**Author:** Going, K. L. (Kelly L.)  
**Teens  Fiction**

**Description:**  
Iggy Corso, who lives in city public housing, is caught physically and spiritually between good and bad when he is kicked out of high school, goes searching for his missing mother, and causes his friend to get involved with the same dangerous drug dealer who deals to his parents.

**Genre:**  
First person narratives; Realistic fiction

**Storyline:**  
Plot-driven

**Pace:**  
Fast-paced

**Tone:**  
Haunting; Sarcastic

**Writing Style:**  
Compelling

**Min/Max Grade level:**  
7 - 12

**Lexile:**  
1190

**School Library Journal:**  
/* Starred Review */ Gr 9 Up –Iggy Corso, 16, doesn’t do drugs, even though he was born addicted to crack. He lives in a city housing project, in an apartment filled with furniture that his stoned and drunken father collects from the street. Iggy’s mother is an addict who has been AWOL for a month. The cool thing about the teen is that, despite his parents and his environment, he doesn’t feel sorry for himself. A freshman who has failed two grades and been suspended eight times, he takes things for what they are, until he gets suspended again, pending a hearing. His principal says to him, “You’ve had a lot to overcome...but....We can all...do something that contributes....” After listening to this, Iggy realizes that his only chance for the future is to get back into school. The principal’s statement haunts him throughout the book. He enlists help from his so-called mentor/friend, Mo (who was suspended from pre-law school after being caught smoking pot), but his association with this disaffected youth from a wealthy family creates a whole new set of problems. Thick pencil lines run down the inner margins of the pages; Iggy’s life is like these lines, on the edge, reaching out, searching for somewhere to go. The story is told in widely spaced paragraphs, making it a good choice for reluctant readers. Like Troy Billings in Going’s Fat Kid Rules the World (Putnam, 2003), Iggy Corso is unforgettable.--Shannon Seglin, Chantilly Regional Library, Fairfax County, VA --Shannon Seglin (Reviewed September 1, 2006) (School Library Journal, vol 52, issue 9, p206)

**Steroids:**
Crackback (Nov 2005)

Author: Coy, John, 1958-

Description:
Miles barely recalls when football was fun after being sidelined by a new coach, constantly criticized by his father, and pressured by his best friend to take performance-enhancing drugs.

Genre:
First person narratives; Realistic fiction

Min/Max Grade level:
7 - 12

Lexile:
490

School Library Journal:
Gr 7 Up –Coy takes the topic of football and weaves it in and out of other conflicts typical of teenage boys such as father/son relationships, girls, steroids, and realizing that there is more to life than just the game. Miles is a likable and talented player who tries to please everyone: coaches, his father, his teachers, and the girl he is interested in. Regardless of his efforts or his talents, he can't seem to satisfy his coach and winds up on the bench where he meets, and likes, the second-string players who have lives outside of football—something that has never occurred to Miles or his father. In addition, he refuses to take steroids, even though his teammates do. Through his struggles with his coach and his dad, he begins to learn that life is complicated and that answers don't always come in the form of X's and O's. The family secret that drives his father, the interesting girl who shows him that the world is a big place, and the intense, sometimes unbelievable coach who teaches him that you can't please some people, no matter what, give Miles a new, perhaps healthier, perspective. Boys will appreciate the well rounded characters and the plot that mixes sports with real life. It doesn't hurt that there is some great football action throughout.–Julie Webb, Shelby County High School, Shelbyville, KY --Julie Webb (Reviewed December 1, 2005) (School Library Journal, vol 51, issue 12, p143)
Gym candy (Sep 2007)

Author: Deuker, Carl

Teens  Fiction

**Description:**
Groomed by his father to be a star player, football is the only thing that has ever really mattered to Mick Johnson, who works hard for a spot on the varsity team his freshman year, then tries to hold onto his edge by using steroids, despite the consequences to his health and social life.

**Genre:**
First person narratives; Sports fiction

**Storyline:**
Action-packed; Character-driven

**Tone:**
Serious; Thought-provoking

**Min/Max Grade level:**
6 - 11

**Lexile:**
710

**School Library Journal:**
Gr 7-10Deuker tackles high school steroid use with his usual spot-on characterizations, exciting game-play descriptions, and an entirely credible depiction of one athlete's decision to use illegal substances to become bigger, faster, and stronger. Mick's earliest memories are of playing football with his dad, once a high school/college star running back and third-round draft pick of the San Diego Chargers, but now a radio sidekick in Seattle. Learning the truth about his father's career--that he was a football bad boy who squandered his talent--motivates Mick to work harder than ever. He earns his place on the varsity as an incoming freshman but comes up short on the big play of the final game that season. Initially rejecting the offer of steroids from his personal trainer at the gym, Mick is eventually convinced to give it a shot, injecting XTR during the next season and becoming a touchdown-scoring machine. Deuker realistically portrays the paranoia, acne, and emotional roller-coaster that are side effects of steroid use and the constant pressure to win that drives some athletes to succumb to illegal drugs. The climax involving gun violence and the importance of friends who can back you up eerily parallels Robert Lipsyte's Raiders Night (HarperCollins, 2006), although minus that book's sexualized swagger; this one is pitched for a younger audience. The disturbing and powerful denouement will leave readers uncertain whether, even after having undergone residential substance-abuse counseling, Mick will be able to stay off the "juice.” Joel Shoemaker, Southeast Junior High School, Iowa City, IA --Joel Shoemaker (Reviewed October 1, 2007) (School Library Journal, vol 53, issue 10, p148)
Alcohol:

*Imitate the tiger* (Jun 1996)

**Author:** Cheripko, Jan

**Teens**

**Fiction**

**Description:** A high school football player has to face his collapsing world brought on by his drinking problem.

**Genre:** Realistic fiction

**Min/Max Grade level:** 8 - 12

**Lexile:** 670

**School Library Journal:**
Gr 8 Up--Chris Serbo, a senior, is an outside linebacker for the Valley View High School Dragons. He is also an alcoholic. His first-person story is revealed in two ways. Before each chapter, a brief italicized account tells what's going on in the present as Chris grapples with the Twelve Steps and, after football season is over, tries to finish high school at a rehabilitation facility that he's been forced to enter. In the main body of the novel, the troubled teen recounts his championship season with the Dragons, along with the downward spiral his personal life took due to his drinking. Cheripko portrays a young man whose mother died when he was five and whose absentee, career-military father is a drunk. Chris's two main pleasures, football and partying, are intimately detailed in the story. While the signs of dependency are all around him--falling grades, lies, losing friends--Chris remains firmly in a state of denial. Only toward the very end of the book does he show that he might be ready to face up to his problems. While the locker-room lingo and dialogue are presented in a mild manner, the author doesn't hold back in describing Chris's stupefying behavior during his weekend binges. A frank account of an at-risk teen fighting for his life.--Tom S. Hurlburt, La Crosse Public Library, WI
**Lush (Sep 2006)**

**Author:** Friend, Natasha, 1972-

**Description:** Unable to cope with her father's alcoholism, thirteen-year-old Sam corresponds with an older student, sharing her family problems and asking for advice.

**Min/Max Grade level:**

6 - 12

**Lexile:**

550

**School Library Journal:**

Gr 7 Up –To the outside world, 13-year-old Samantha’s family seems perfectly happy. However, they are struggling to keep her architect father’s alcoholism a secret, and the balancing act of enabling his addiction and protecting their image is becoming more and more difficult. Sam longs to be able to share her burden with a friend and reaches out by leaving an anonymous autobiographical letter in a library book. Her anger and frustration are palpable as she struggles with her love for her dad despite the fact that his promises to clean up never materialize. When Sam is chastised by her mother and grandmother for not believing in his ability to change, readers will sympathize with the injustice of her difficult situation. Yet, the author avoids a maudlin tone by infusing the plot with details of typical teen life, such as Sam’s crush on an older boy and embarrassment at her developing body. Witty dialogue and smooth writing move the novel along at a clipped pace, and tension is successfully built and maintained as the teen’s father’s illness takes a dangerous turn, her budding relationship comes to a head, and her anonymous library pen pal is revealed. Despite the minor appearance of a stereotypical librarian, this is a perceptive novel featuring a likable protagonist to whom readers will easily relate. As in Perfect (Milkweed, 2004), Friend adroitly portrays a weighty topic with touches of humor and grace. –Rebecca M. Jones, Fort Myers-Lee County Library, FL –Rebecca M. Jones (Reviewed December 1, 2006) (School Library Journal, vol 52, issue 12, p138)
Burned (Mar 2006)

Author: Hopkins, Ellen

Teens  Fiction

Description:
Seventeen-year-old Pattyn, the eldest daughter in a large Mormon family, is sent to her aunt's Nevada ranch for the summer, where she temporarily escapes her alcoholic, abusive father and finds love and acceptance, only to lose everything when she returns home.

Genre:
First person narratives; Novels in verse; Realistic fiction

Storyline:
Character-driven

Tone:
Disturbing; Emotionally intense; Serious

Writing Style:
Lyrical

Min/Max Grade level:
7 - 12

School Library Journal:
Gr 9 Up – Once again the author of Crank (S & S, 2004) has masterfully used verse to recreate the yearnings and emotions of a teenage girl trapped in tragic circumstances. Poems in varied formats captivate readers as they describe a teen’s immobilizing fear of her abusive father, disgust with a church hierarchy that looks the other way, hope that new relationships can counteract despair, joy in the awakening of romance, and sorrow when demons ultimately prevail. Pattyn Von Stratten is the eldest of eight sisters in a stern Mormon household where women are relegated to servitude and silence. She has a glimpse of normal teenage life when Derek takes an interest in her, but her father stalks them in the desert and frightens him away. Unable to stifle her rage, Pattyn acts out as never before and is suspended from school. Sent to live with an aunt on a remote Nevada ranch, she meets Ethan and discovers “forever love.” Woven into the story of a teen’s struggle to find her destiny is the story of her aunt’s barrenness following government mismanagement of atomic testing and protests over nuclear waste disposal. Readers will become immersed in Pattyn’s innermost thoughts as long-held secrets are revealed, her father’s beatings take a toll on her mother and sister, and Pattyn surrenders to Ethan’s love with predictable and disturbing consequences. Writing for mature teens, Hopkins creates compelling characters in horrific situations.--Kathy Lehman, Thomas Dale High School Library, Chester, VA --Kathy Lehman (Reviewed July 1, 2006) (School Library Journal, vol 52, issue 7, p105)
Last night I sang to the monster (Sep 2009)

Author: Saenz, Benjamin Alire  Teens  Fiction

Description:
Eighteen-year-old Zach does not remember how he came to be in a treatment center for alcoholics, but through therapy and caring friends, his amnesia fades and he learns to face his past while working toward a better future.

Genre:
Realistic fiction

Min/Max Grade level:
7 - 12

School Library Journal:
/* Starred Review */ Gr 9 Up— At 18, Zach finds himself in a therapeutic residential program as both an alcoholic and a post-traumatic-stress patient. In evocative and compelling language, Sáenz allows an at-first barely articulate, almost amnesiac Zach to show his progress toward remembering and integrating his past into a present with which he can cope. He is guided along the way by a sympathetic and wise therapist, a middle-aged roommate whose own recovery is on an arc ahead of the youth's, and several credible and interesting minor characters. The techniques and realities of such a facility are realistic and fully drawn: addicts who gather for cigarettes, nightmares, group sessions, breathing therapy. Sáenz weaves together Zach's past, present, and changing disposition toward his future with stylistic grace and emotional insight. This is a powerful and edifying look into both a tortured psyche and the methods by which it can be healed.—Francisca Goldsmith, Halifax Public Libraries, Nova Scotia --Francisca Goldsmith (Reviewed October 1, 2009) (School Library Journal, vol 55, issue 10, p136)
Appendix Q

Book Selection (Spanish): libro de estudio

Los siguientes libros son seleccionados de la base de datos siguiente:

**Novelista Plus (un producto EBSCO)**
La base de datos además de novelista contiene títulos de no ficción de ficción y la narrativa para todas las edades de los lectores más jóvenes a los adultos. Además novelista Plus incluye a guías de discusión de libro, listas temáticas, y artículos orientado a la lectura y el libro. No sólo que la interfaz fue diseñada con los lectores y bibliotecarios en mente, basado en investigaciones, comentarios de los usuarios y las interacciones personales con personal de la biblioteca. Esto hace más fácil que nunca encontrar lectura recomendaciones – lectura similares están conectados a cada título, autor y registro de la serie y apelación términos se utilizan para ayudar a fortalecer las búsquedas. (Tenga en cuenta que su biblioteca puede tener novelista en lugar de novelista Plus. Esto significa que no tendrá acceso a los títulos de no ficción o contenido.)

Todas las opiniones son de School Library Journal - "School Library Journal es la revista líder en impresión y ahora SLJ.com sirviendo a bibliotecarios que trabajan con los jóvenes en las escuelas y bibliotecas públicas. Los dos recursos dan a bibliotecarios información actualizada necesaria para integrar las bibliotecas en los programas escolares, se convierten en líderes en las áreas de tecnología, la lectura y la alfabetización de información y crear colecciones de alta calidad para niños y adultos jóvenes."
**Marihuana:**

*Envasado hasta (Jun 2003)*

**Autor:** Murray, Jaye  Adolescentes  ficción

**Descripción:**
Un chico de secundaria llega a términos con su adicción a las drogas, la vida con un padre alcohólico y un hermano menor, quien busca a él.

**Género:**
Ficción realista

**Categoría mínima/máxima:**
6 - 12

**Lexile:**
600

**School Library Journal:**
GR 7 hasta –Sixteen-year-old Phillip (Pip) es un alborotador bote fumar, tomar alcohol, terco inteligentes que resiente ser responsable de su hermano de seis años de edad. PIP olvida recoger Mikey, Jura en él, le amenaza y deseos que se irían. Pero sigue siendo un proveedor de atención médica mejor que su padre violento, alcohólico o mamá vacante, apareciendo a la píldora. PIP está enojado y retirados, pero aterrorizado suficientemente cuando su principal cuidado amenaza con llamar a su papá que él se compromete a asistir a sus clases y obtener asesoramiento. Su toma de conciencia de la pérdida de Mikey de inocencia culmina en una epifanía "This is me" durante el asesoramiento de grupo. Hay poca sutileza aquí. Por el contrario, los mensajes se declaró explícitamente y repetidamente. Declaraciones en cursiva irrupir en la narración en primera persona, revelando una voz más honesta, introspectiva que el protagonista muestra al mundo. El principal regularmente controles progreso del Pip, funciona como una especie de coro griego. Alusiones a Superman y kryptonita menos claramente están relacionados con la trama de aluvión fulminante de Mikey de preguntas acerca de m & M (cáscara dura, suave dentro). Lectura del PIP de Dr. Jekyll y Mr. Hyde para la clase de inglés ofrece evidentes paralelismos con su propia y horriblemente inconsistente y monstruoso el comportamiento de su padre. Argumentos secundarios son periféricos, el valor es unstated/universal, y el uso de drogas y alcohol y violencia familiar huelga acordes de reconocimiento con muchos lectores. Caracterización es delgada a inexistente, pero del Pip interior rabia y desesperación son retratados horroroso y deben proporcionar cierta esperanza para adolescentes enfrentan adicto padres. –Joel Zapatero, sureste Junior High School, Iowa City, IA--Joel Shoemaker (revisado el 01 de junio de 2003) (School Library Journal, vol. 49, número 6, p146)
**ttfn (Marzo 2006)**

*Autor: Myracle, Lauren, 1969-  Adolescents  ficción*

**Descripción:**
Ahora high school juniors, Zoe, Maddie y Angela continúan compartiendo "mensajes instantáneos" uno con el otro como uno de los experimentos con marihuana, otro obtiene a su primer novio y el tercero aleja tres mil millas.

**Género:**
Chick lit; Ficción realista

**Historia:**
Impulsado por el carácter

**Tono:**
Divertido; Drama de alto; Mover

**Estilo de escritura:**
Franco; Conversacional; Participación; Jerga-pesado

**Categoría mínima/máxima:**
6 - 12

**School Library Journal:**

Gr 9-11 –Best amigos Angela, Maddie y Zoe son por su tercer año de secundaria en esta secuela de ttyl (Abrams, 2004), también escrito íntegramente en formato de mensaje de texto. Zoe ha recientemente comenzó a trabajar con ex enamorado de Angela, Doug, en broma alrededor, una guardería. Zoe no está seguro de cómo decirle que a ella le gusta a Doug, y justo cuando ella obtiene el coraje, Angela cae la bomba que su familia se traslada a California. Maddie está enamorado de Clive, que no importa pasar tiempo con ella y extienda incluso ocasionalmente, pero él está enamorado de otra persona. Es ingenioso y encantador y profunda. También es un pothead. En sus esfuerzos para mantenerlo interesado, Maddie comienza a fumar el puchero. Como sus amigos protestas, ella obtiene defensiva y esto provoca tensión. Angela intenta hacer nuevos amigos, pero pierde sus viejos ferozmente. Ella pierde también tener un interés romántico. Como resultado, en la víspera del año nuevo, borracho de ella marca a Doug. Rompe la noticia de que él está ahora con Zoe, que exacerba su soledad y los sentimientos de aislamiento. Resultado de los enfrentamientos, pero los tres amigos resuelvan sus diferencias. Esto es definitivo chick-lit, un cómico Lee que explora la sexualidad, las drogas, depresión y aprendizaje sobre sí mismo. MYRACLE hace un excelente trabajo de desarrollo de los personajes y una trama que es fácil entrar y divertido para seguir. –Emily Garrett, Naaamán bosque High School, Garland, TX--Emily Garrett (revisado el 01 de marzo de 2006) (School Library Journal, vol. 52, número 3, p227
Almuerzo con Lenin y otras historias (Octubre 2008)

Autor: Ellis, Deborah, 1960-  Adolescents  ficción
Descripción:
Presenta cortas historias de adolescentes de todo el mundo y cómo sus vidas se ven afectadas por las drogas, incluyendo a un estudiante en Norteamérica comprar drogas en la escuela y una niña afgana cosecha de opio.
Términos de apelación del libro:
Definición de los términos de la apelación
Género:
Ficción realista
Historia:
Orientada en cuestión
Tono:
Sombrío; Mover
Categoría mínima/máxima:
7 - 12
School Library Journal:
Gr 9 arriba, Esta recopilación de cuentos se centra sobre drogas y Toxicomanías. Selecciones varían en perspectiva, desde la hermana de un drogadicto en rehabilitación a una familia en Afganistán el cultivo y la cosecha de opio para sobrevivir. Muchas de las historias son desarrollados fuera y bien escrito, incluyendo la historia del título. Valerin queda en la tumba de Lenin por su madre cuando él es de cinco, conduciendo a la vida en un orfanato. Allí conoce a calamar, un niño a quien abre y confianzas. Cuando Valerin abandona el orfanato, se dirige hacia donde tumba de Lenin ve calamar como soldado. Calamar ha convertido a las drogas y Valerin intenta razonar con él, en vano. Sin embargo, también hay historias que se cortan, dejando preguntas y un sentimiento de incompletitud. Tal es el caso con "A través de the Woods," en el que Matthew compra marihuana para llevar a casa de su abuela para aliviar su dolor, con ninguna consecuencia. En general, sin embargo, la variedad de personajes, configuración y perspectivas que esto una colección de calidad.: Nichole King, Biblioteca Morgan Hill, CA--Nichole King (revisado el 01 de febrero de 2009) (School Library Journal, vol. 55, número 2, p98)
Heroína:
*Smack (Mayo de 1998)*

**Autor:** Burgess, Melvin  Adolescents  ficción

**Descripción:**
En muchas voces diferentes, de los adictos a la gente a su alrededor, este libro cuenta la historia de un grupo de jóvenes adictos a las drogas.

**Términos de apelación del libro:**
Definición de los términos de la apelación

**Género:**
Primera persona narraciones; Ficción realista

**Historia:**
Impulsado por el carácter; Orientada en cuestión

**Tono:**
Sombrío; Suspenseful

**Estilo de escritura:**
Dialecto-ricos; Arenoso; Jerga-pesado

**Categoría mínima/máxima:**
10 - 12

**Lexile:**
750

**School Library Journal:**
GR 10--Burgess ha llevado el brebaje tóxico de los adultos jóvenes y el uso de drogas y presentó una realidad escalofriante. Esta novela es sobre adolescentes fugitivos "cuclillas" (que habitan en edificios abandonados) en Bristol, Inglaterra. Heroína es el personaje principal. Los resultados de experimentación adolescente unleashed es el tema. El libro es fuerte y calculado, empeñado en que afectan a los lectores y rompiendo pat ilusiones. Si Gemma 14 años después de su amiga, alquitrán, a la ciudad, descubre una vida fogosa acentuada por drogas y libre de autoridad. Pronto ocupan con Lily y Rob, dos jóvenes junkies. Lily es la personificación de la dama heroína. Ella es estimulante, erótica, irresistiblemente embriagador, en un principio. Al final, ella se utiliza, revolcarse en un nivel casi inabarcable de inhumanidad, inyectar tortazo en las venas entre sus pechos mientras su bebé de enfermería. El descenso de estos jóvenes sumergirse en la categoría pesados-user es brutalmente honesto. A través de cuentas de la primera persona, los personajes presentan sus circunstancias y pasado experiencias en una voz mesurada, carente de calidez. Los lectores se mantienen a distancia de visualización. Alquitrán sólo se ve una luz frágil y vulnerable. ¿Serán YA's devorar esta novela? Absolutamente. Está lleno de cultura punk, sexo, drogas y la vida en el borde. Tan repugnante y horrible como el viaje, la fascinación de la mentalidad de sentirse bien, live fast, die young tiene un señuelo dulce enfermizo. Tortazo no es ser bostezaban a través de una Conferencia. Es una bofetada en la cara y vives, una dosis Hard-Core de las consecuencias de decir "sí".--Alison Follos, North Country School, Lake Placid, Nueva York
Reina de belleza (septiembre de 1998)

Autor: Glovach, Linda  Adolescents  ficción
Descripción:
Diario de Samantha Estrasburgo de su vida como actriz aspirantes a trabajar en un bar en topless en la ciudad de Nueva York da cuenta de la adicción de un adolescente a la heroína y las dificultades que debe enfrentar al intentar escapar de su alcance.
Género:
Novelas de diario; Ficción realista
Categoría mínima/máxima:
6 - 12
School Library Journal:
10 Arriba en 17 de los recursos genéticos, la vida de Sam con su madre alcohólica y abusivo novio de su madre va a cambiar. Ella es pelearse su trabajo de salario mínimo, saliendo en su propio apartamento y unirse a las filas del conjunto de baile en topless pagan. Para colocar su cima, Sam abraza la droga induciendo coraje, sentirse bien, heroína. Su diario es su confidente de confianza y el objeto de su afecto es un gato diabético. Mientras inyecta el gato con insulina dos veces al día, ella parece no puede diferenciar entre sus necesidades médicas y su creciente dependencia de drogas. La vida de Sam es trágica, pero su desánimo tratar de corregirlo que es peor. Hay un puñado de personas que se preocupan por ella y tratan de conseguir a enderezar. Lamentablemente, sólo está interesada en un hombre como metido hasta que ella, y que trae su abajo más rápido que su propio hábito. Escrito como un diario, esta novela tiene sólo dolor y visión superficial para ofrecer. Las correcciones que Sam rutinariamente da a sí misma arrastre su historia en un Estado de redundancia. Un epílogo refiere a su muerte por sobredosis. La verdadera sorpresa es que los lectores no están más afectados. Reina de belleza de lectura es como ver una película que se bloquea en los carretes de película; ir a ningún lado, la imagen ampollas en un lio pegado y todo el mundo sólo quiere levantarse y dejar.-Alison Follos, North Country School, Lake Placid, Nueva York
Un héroe Ain't Nothin' pero un sandwich (Sep 1974)

Autor: Childress, Alice, 1920-1994   Adolescentes  ficción
Descripción:
La vida de un joven de Harlem de trece años de edad en su camino a convertirse en una heroína confirmado adicto es visto desde su punto de vista y de la de varias personas que le rodean.
Género:
Ficción realista
Kirkus:
Una novela inusualmente honesta y contundente, dijo en lengua combativa por una impresionante variedad de conflictos personas que están involucradas con un adicto a la heroína de trece años de edad. (Kirkus Reviews, 01 de enero de 1973)

Nicholas Dane (Dic de 2010)

Autor: Burgess, Melvin   Adolescentes  ficción
Descripción:
Cuando su muere madre soltera de una sobredosis de heroína, Nick de catorce años se envía al sistema de atención institucional de Inglaterra, donde perdura duro castigo, abuso sexual y horrores de testigos a diario antes de emergentes, emocionalmente marcados pero aún vivo. Basada en "Oliver Twist."
Género:
Historias de mayoría de edad; Ficción realista
Historia:
Impulsado por el carácter; Orientada en cuestión
Tono:
Sombrío; Inquietante; Emocionalmente intenso
Estilo de escritura:
Convincentes; Arenoso; Jerga-pesado
Categoría mínima/máxima:
8 - 12
Lexile:
810
School Library Journal:
Gr 9 Up: Nicholas Dane es un general rebelde de 14 años de edad, pero es leal al hueso que preocupa. Cuando su madre muere de una sobredosis, es enviado a la casa peor para chicos en Manchester, Inglaterra. Una vez allí, él es atormentado, golpeados y maltratados continuamente por sus compañeros y el personal. El abuso disminuye cuando se trabó por
Tony Creal, uno de los jefes de hogar. Lamentablemente, el Sr. Creal es un maestro manipulador y tiene una larga historia de depredando sexualmente en sus cargos. Durante este tiempo, tratando de encontrar algún familiar para el niño sube un tío muy rico que no sabía nada sobre la existencia de la madre de Nicolás, mucho menos Nick. El hombre está dispuesto a pagar la educación de su sobrino, pero se dijo que el niño es incapaz de comportamiento o de aprendizaje y sería más éxito si se quedó en casa. Tortura inicie de nuevo, después de que Nick se niega a pasar tiempo con Tony. Un día un amigo del barrio antiguo aparece en la División de Nicolás y lo salva de cierto nivel. Después de un fallido intento de escapar, los dos huyen y participan con personajes oscuros, ejecutando diversas diligencias para ellos. Durante este tiempo, Nicholas erráticamente visitas a mejor amiga de su madre, diciéndole que él está haciendo bien. Como Nicholas obtiene atrapados en la vida de la calle, descubre que su experiencia en el hogar no fue aislado. Burgess es un genio en atraer a los lectores en una lectura convincente, dramática y franca. Examina el vientre oscuro de la sociedad y los poderes que corrompen y explotan su juventud, pero ofrece un mensaje al final positivo y esperanzador. Este libro se quedará con los lectores después de ponerlo abajo. — Patty Saidenberg, George Jackson Academy, Nueva York—Patty Saidenberg (revisado el 01 de diciembre de 2010) (School Library Journal, vol. 56, número 12, p102)

Cocaína:
_Babilonia boyz_ (Abril de 1997)

**Autor:** Tia, Jess, 1960-  Adolescents  ficción

**Descripción:**
Adolescentes del centro de la ciudad encuentran una maleta llena de cocaína y deben decidir si desea venderla y aprovechar la oportunidad que proporcionaría el dinero o destruirlo para evitar que la droga envenenamiento en su comunidad.

**Género:**
Ficción afroamericana; Ficción realista; Ficción urbana

**Categoría mínima/máxima:**
6 - 12

**School Library Journal:**
Gr 9 arriba--cuando Dante de 14 años de edad y sus amigos encuentran una maleta llena de cocaína, que enfrentan una decisión atroz: vaciar las cosas, o venderlo. Venta de la cocaína traería el dinero que todos necesitan, particularmente de Dante, quien nació con un corazón mal porque su madre era un adicto al crack, pero saben que también añadiría a los problemas de drogas afecta ya a su barrio de Oakland, California. Policías blancos racistas y adultos explotadores que enriquecerse jugando fuera de estos niños necesitados, a menudo sin hogar todos añaden a esta historia que afectan a que gira en torno a los males de la sociedad contemporánea. Con su diálogo realista y arenoso; muertes violentas; y escenas de sexo semi-explicit, esto es definitivamente un libro para adolescentes maduros; los lectores encontrarán personajes auténticos, inolvidables y descripciones que hacen los muchachos y su comunidad cobran vida. Establecer entre las calles aproximadas de un moderno Babilonia,
en última instancia es una historia sobre la familia, la amistad, el amor y de los niños viven en la pobreza y victimizada por drogas pero todavía tratando de tomar las decisiones correctas en sus vidas.--Beth Wright, Edythe Dyer Community Library, Hampden, ME

**Wannabe (Mar 1997)**

**Autor:** Stoehr, Shelley  Adolescents  ficción

**Descripción:**
Sueño de Catalina de algún día más allá de su vida en la pequeña Italia es amenazada por la ambición de su hermano mayor para unirse a los mafiosos locales y su propia participación con algunos personajes desagradables, ambos líderes en el uso de cocaína.

**Categoría mínima/máxima:**
9 - 12

**School Library Journal:**
Gr 9 arriba--territorio Familiar para los lectores de cruces de Stoehr (Dell, 1993) y raro en el exterior (Delacorte, 1995). Versión decididamente desprestigio de dieciséis años Catalina de la regla de oro parece ser, "Utilizar otros antes de que utilice." Ella y su mejor amiga crecen cada vez más enredados en el medio de la multitud de Little Italy, en Manhattan. Enamorando de guapo Joey Valentino, al parecer un mafioso en el camino, gato intenta sin éxito evitar que su hermano, Mickey, un mafioso wannabe, siguiendo su bent. Un entusiasta mecenas de películas de Mafia, Mickey cae fuera de la Universidad y eventualmente es expulsada de la casa de su padre a punta de pistola. Lenguaje profano de calle es común en todo el libro. Una referencia a la actividad sexual del gato se describe con una mezcla de humor y franqueza. Ocasionales capítulos escritos en voz de Mickey jolt incómodo, pero comunicarán eficazmente su enojo y frustración. Descripción de personajes secundarios es luz. Frecuentes referencias al título aparecen, como vistas de gato todos a su alrededor que afecta el comportamiento, el lenguaje y las actitudes que ella aborrece arrogancia. Joey Valentino, que alberga a Mickey y parece demasiado bueno para ser verdad mantener intereses del gato en el corazón, resulta para ser un policía encubierto. La resolución es demasiado feliz y demasiado rápido, pero el flujo narrativo de Stoehr es una fuerza, como es su capacidad para capturar los ritmos, las actitudes y sentimientos de los adolescentes que enfrenta un mundo violento, lleno de drogas de los grandes sueños con pocas posibilidades de hacer it.--Joel Shoemaker, sureste Jr. High School, Iowa City, IA
Imani en nunca decir adiós (Febrero 2004)

Autor: Hardrick, Jackie  Adolescentes  ficción

Descripción:
Como Imani diecisiete años de edad, estrella de su equipo de baloncesto de la escuela secundaria, luchas con los SATs y preocupaciones sobre el costo de la matrícula universitaria, otras chicas en su trato de gente con problemas grimmer, incluida la adicción a las drogas, violencia doméstica y embarazo en la adolescencia.

Categoría mínima/máxima:
7 - 12

Lexile: 640

School Library Journal:
Esperanzas del GR 7 hasta –Seventeen-year-old Imani para entrar en Howard University–on una beca de baloncesto o otherwise–are casi discontinua durante su último año tumultuoso, principalmente debido al rápido descenso de su amigo y compañero de equipo Dominique al uso indebido de drogas. Cuando Dominique, apedreada en bote, compinches choca con ella durante la práctica, el resultado es una muñeca rota y, al parecer, todo un conjunto de sueños rotos para Imani. Dominique intenta hacer que tomando el equipo para el Campeonato de la ciudad de ordeño algunos corta energía y confianza de cocaína. Justo cuando Imani está dispuesta a perdonar y olvidar, Dominique cambia sus muestras de orina durante una prueba de drogas al azar. Mientras tanto, Imani está rodeado por personajes y argumentos secundarios pretende ilustrar las consecuencias de un catálogo completo de malas alternativas, que incluyen participar en relaciones sexuales prematrimoniales, instigar a la violencia doméstica y sucumbir al encanto de dinero rápido. Imani clase trabajadora y su novio Rico resisten estos males, sin embargo y administración prevaleciendo mientras que también ilustra las tensiones de clase que pueden surgir entre los afroamericanos que obtuvieron éxito económico y los sigue intentando desesperadamente conseguir un pedazo de la misma. Debilidad principal de la historia es su didactismo transparente y predecible que, bien pensado, parece estar predicando estrictamente a la coro. –Jeffrey Hastings, Highlander Way Middle School, Howell, MI–Jeffrey Hastings (revisado el 01 de abril de 2004) (School Library Journal, vol 50, número 4, p154)
**Casi perdido: la verdadera historia de vida de un adolescente anónimos en la calle (Jun 1996)**

- Adolescentes  ficción

**Descripción:**
La historia de un adolescente deprimido analiza los acontecimientos que llevaron a su casa, dejando su lucha por sobrevivir en las calles y su lucha con la descubrió.

**Categoría mínima/máxima:**
6 - 12

**School Library Journal:**
¿Gr 9 arriba? Sammy, 15, se escapó de casa en depresión y desesperación y esta historia es de su regreso a su familia y su camino hacia la recuperación. El libro fue escrito desde cintas de sus sesiones de terapia. En ocho meses, él transformado de ser un pandillero que sobreviven en las calles para el pegamento que trajo su parentstogether nuevo. Describió gráficamente sus razones para unirse a la pandilla, su iniciación y sus actividades. El texto es principalmente un diálogo entre Sammy y su consejero y en ocasiones uno de los miembros de su familias. El terapeuta utiliza varias técnicas psicológicas como terapia de luz positiva, ilusiones ópticas, pensamiento positivo, etc.. Es difícil imaginar que el adolescente problemático descrito al principio podría cambiar tan drásticamente tan rápidamente y curar el hábito de cocaína de su padre, recuperarse de la depresión y restaurar el matrimonio de sus padres. ¿Aunque este libro intenta dar esperanza estudiantes agitada y un modelo a seguir, el escenario descrito es apenas la norma, y el joven viene a través de tan sabio más allá de sus años en las sesiones de Consejería.?Sandra L. Doggett, escuela secundaria Urbana, Walkersville, MD

**GHB (droga de la violación de la fecha):**

**Fade (Feb 2009)**

- Autor: Maman, Lisa  Adolescentes  ficción

**Descripción:**
Utilizando su capacidad para aprovechar los sueños de otras personas, Janie dieciocho años investiga un anillo de supuesta sexo en su escuela que involucra a profesores mediante la droga de la violación de la fecha de los estudiantes.

**Género:**
Historias de misterio; Ficción oculta

**Historia:**
Intrincadamente trazan

**Ritmo:**
Rápido

**Tono:**
Guardar Zoe (Enero 2007)

Autor: Noel, Alyson  Adolescentes  ficción
Descripción:
En lugar de un nuevo comienzo, secundaria proporciona más dolor y aislamiento a Echo, cuya hermana murió un año antes, pero conocimientos obtenidos de diario de Zoe--un regalo de cumpleaños XV de novio de Zoe--sobre la vida y la muerte de su hermana cambiar eco de maneras que ella no podría haber esperado nunca.

Género:
Ficción realista; Historias de suspenso
Historia:
Impulsado por el carácter
Tono:
Llenos de angustia; Emocionalmente intenso; Melancolía; Suspenseful
Categoría mínima/máxima:
7 - 10
Lexile:
1040
School Library Journal:
Fifteen-year-old eco fue un típico adolescente hasta el año pasado, cuando fue asesinada su hermana mayor. Ahora ella es tratada como un paria por los otros estudiantes, que susurro detrás de su espalda. Ella está luchando para enfrentarse a su dolor y su vida sin Zoe, y sus padres están adormecidos y se han vuelto sobreprotectoras. Zoe era el rebelde, el uno malo, mientras que Echo ha sido siempre la chica buena. Mientras que el asesino ha sido capturado, sombras todavía rodean el posible papel de novio de Zoe jugó en su muerte. Cuando da eco un diario de su hermana, es su oportunidad para averiguar lo que realmente sucedió. Leyendo el diario tiene eco en el mundo secreto de Zoe y las interacciones con personas emocionantes que ella nunca imaginó. La historia pone de manifiesto los peligros ocultos de las redes sociales de las drogas de Internet y la violación de la fecha. Noel transmite el mensaje sin ser sermones; los lectores serán aprender de ella y disfrutar de la novela de suspenso e intriga. Sheilah Kosco, Bastrop Public Library, TX--Sheilah Kosco (revisado el 01 de diciembre de 2007) (School Library Journal, vol. 53, número 12, p140)

En éxtasis (Feb 2009)

Autor: McCaffrey, Kate, 1970-  Adolescents  ficción
Descripción: Cuando adolescentes Mia y Sophie toman éxtasis en una fiesta, Mia cae fuertemente en la cultura de drogas mientras Sophie es agredida sexualmente e intenta esconderse de las autoridades.
Género: Ficción realista
Lexile: 630

Desde School Library Journal
Arriba de grado 9-15, dos chicas, BFF, descubren que la parte de "forever" puede ser f para "acabado" en su lugar. Sophie hermosa y tímida Mia toman éxtasis en una fiesta, tanto pensando en la experiencia proporcionará algo diferente y lo hace, pero no de la manera anticipan. Dijo en alternancia de voces y capítulos, que caminos divergentes de las chicas se desarrollan, cada uno lleno de esperanza conmovedor, ilusión y en última instancia, dolor y peligro, como una decisión trascendental lleva abajo funciones separadas, cambiar de vida. Mia reúne a sus propios amigos y piensa que finalmente ha hecho con la multitud en y corta sus relaciones con su familia y con su mejor amiga desde jardín de infantes. Sophie, que sabe que una cara bonita es sólo una parte de lo que es, encuentra valen fuera de las percepciones de los demás, con un gran costo. Las arenas movedizas de chismes y popularidad, pesar y celos, la sombra creciente de drogas y los niños que entregarse y abusan de ellos, barrer Sophie y Mia en una vorágine de tragedia brutal y dolorosa toma de conciencia. Mia se hunde más en la trampa que ha tropezado, existentes en una neblina inducido por drogas. Caracterizaciones de McCaffrey, diálogo, configuración y trama construyen constantemente y believably. Es fácil ser frustrado con y empatía al dilema de las chicas y adolescentes deben encontrar las circunstancias irresistiblemente realista. Se trata de una precaución
despertador para el efecto bola de nieve peligrosas de uso de drogas recreativas, ocultos en una novela de carácter bien escrito. —Roxanne Myers Spencer, Universidad de Kentucky Occidental, Bowling Green

Metanfetamina:

*Manivela* (Octubre de 2004)

**Autor:** Hopkins, Ellen   Adolescents   ficción

**Descripción:**
Kristina Snow es la hija perfecta, pero ella conoce a un chico que presenta a drogas y se convierte en una persona muy diferente, que luchan controlar su vida y su mente.

**Género:**
Primera persona narraciones; Novelas en verso; Ficción realista

**Historia:**
Impulsado por el carácter; Orientada en cuestión

**Ritmo:**
Rápido

**Tono:**
Inquietante; Emocionalmente intenso; Graves

**Estilo de escritura:**
Convincentes; Experimental; Repuesto

**Categoría mínima/máxima:**
7 - 12

**Lexile:**
Prosa no texto

**School Library Journal:**
8 Gr hasta –Seventeen-year-old Kristina Snow se introduce a manivela en un viaje para visitar a su padre caprichoso. Atrapados en un mundo vertiginoso, aterrador y desconocido, transforma en "Bree" después de que ella "sacude manos con el monstruo". Su asunción de riesgos temerarios, alter ego crece más fuerte, "no convencer a mi ser alguien nunca soñé que quiero ser." Cuando Kristina va a su casa, las cosas no vuelven a la normalidad. Aunque ella intenta volver a conectarse con su madre y su vida anterior como un buen estudiante, su consumo de drogas pronto toma, dejando su "hambre de velocidad" y para los muchachos que pronto le dejo traumatizado y embarazadas. Hopkins escribe en verso libre de poemas que pintan imágenes nítidas dolorosamente de Kristina/Bree y aquellos alrededor de ella, detallando cómo poderoso puede ser el "monstruo". Los poemas son obras maestras de la palabra, la forma y el ritmo, obligar a los lectores en el próximo capítulo en mundo espiral de Kristina. Esto es un tópico page-turner y un impresionante retrato de la pérdida de un adolescente de dirección y realista incierto futuro. –Sharon Korbeck, Waupaca zona Public Library, WI--Sharon Korbeck (revisado el 01 de noviembre de 2004) (School Library Journal, vol 50, número 11, pilón)
**Fallout (Sep 2010)**

**Autor:** Hopkins, Ellen  
Adolescentes  
Ficción

**Descripción:**
Escrito en verso libre, explora cómo tres adolescentes intentan afrontar las consecuencias de la adicción de su madre a crystal **meth** y sus efectos en sus vidas.

**Género:**
Novelas en verso; Ficción realista

**Historia:**
Impulsado por el carácter; Orientada en cuestión

**Tono:**
Emocionalmente intenso; Mover; Graves

**Estilo de escritura:**
Franco; Convincente; Repuesto

**Categoría mínima/máxima:**
7 - 12

**School Library Journal:**
Gr 9 arriba: Kristina, la adicción a la metanfetamina antihéroe de manivel (2004) y vidrio (2007), tiene cinco hijos por cuatro hombres diferentes. **Fallout** es sobre la vida de sus tres hijos más antiguos. Hunter vive con su abuela en Nevada. Engaña a su novia y una gran cantidad de droga que fuma. Otoño vive con su tía dulce y abuelo brusco en Texas. Ella tiene TOC y sabe poco acerca de su madre. Verano vive en un remolque en California con su padre y una cadena de novias abusivo/cachonda y estúpido. Odia a prácticamente todo el mundo. La poesía no bastante de Hopkins es tan sólida como siempre, aunque su uso de formaciones visuales obtiene más desconcertante y extraños con cada novela. Lamentablemente, es improbable que el vidrio es fresco en las mentes de la mayoría de los lectores. Como tal, el diagrama de Venn de bebé papis de Kristina, padres, abuelos, tíos, tíos y drogas compañeros - es imposible seguir y pueden frustrar los lectores incluso los más interesados. Descifrar tanta diezma el ritmo de la lluvia. La trama está plagada de daño perpetuo de adicción a las metanfetaminas, hay demasiado mensaje y no hay suficiente acción. Hopkins propaga la narración demasiado delgada entre tres narradores cretino, y ninguno es alcanzado nunca plenamente. El estado de ánimo es tan deprimente y precaución como vidrio y presentación de Hopkins es incluso más indulgente self. — Johanna Lewis, biblioteca pública de Nueva York--Johanna Lewis (revisado el 01 de septiembre de 2010) (School Library Journal, vol. 56, número 9, p155)
**Iggy Saint (Septiembre 2006)**

**Autor:** Vamos, k. l. (Kelly l.)  Adolescents  ficción

**Descripción:**
Iggy Corso, quien vive en viviendas públicas de ciudad, es capturado físicamente y espiritualmente entre bueno y malo cuando es expulsado de alta escuela, va buscando su madre falta y hace que su amigo a involucrarse con el mismo traficante de drogas peligrosas que trata a sus padres.

**Género:**
Primera persona narraciones; Ficción realista

**Historia:**
Impulsados por parcela

**Ritmo:**
Rápido

**Tono:**
Haunting; Sarcástico

**Estilo de escritura:**
Convincente

**Categoría mínima/máxima:**
7 - 12

**Lexile:**
1190

**School Library Journal:**
/* Protagonizada por examen */ Gr 9 hasta –Iggy Corso, 16, no drogas, a pesar de que nació adicta al crack. Vive en un proyecto de vivienda de la ciudad, en un apartamento llenado de muebles que recoge su padre ebrio y empedrado de la calle. Madre de Iggy es un adicto a la que ha sido AWOL durante un mes. Lo genial de la adolescente es que, a pesar de sus padres y su entorno, él no siente lástima por él mismo. Un novato que ha fallado dos grados y suspendido ocho veces, toma las cosas por lo que son, hasta que él obtiene suspendido una vez más, pendiente una audiencia. Su principal dice él, "ha tenido mucho superar... pero....... Todos podemos hacer algo que contribuye.... " Después de escuchar esto, Iggy se da cuenta de que su única oportunidad para el futuro es volver a la escuela. Declaración del director le atormenta en todo el libro. Alista la ayuda de su mentor y amigo llamado, Mo (quien fue suspendido de la escuela pre-law después de ser capturado bote de fumar), pero su asociación con este jóvenes descontentos de una adinerada familia crea un nuevo conjunto de problemas. Las líneas gruesas lápiz atropellar a los márgenes interiores de las páginas; La vida de Iggy es como estas líneas, en el borde, tender, buscando algún lugar ir. La historia está contada en los párrafos ampliamente espaciados, convirtiéndolo en una buena opción para lectores renuentes. Como Troy Billings en Fat Kid del curso goberna el mundo (Putnam, 2003), Iggy Corso es inolvidable. –Shannon Seglin, Biblioteca Regional de Chantilly, el condado de Fairfax, Virginia--Shannon Seglin (revisado el 01 de septiembre de 2006) (School Library Journal, vol. 52, número 9, aparato)
Esteroides:

*Crackback* (Noviembre de 2005)

**Autor:** Coy, John, 1958 - Adolescentes ficción

**Descripción:**
Millas apenas recuerda cuando el fútbol era divertido tras ser marginado por un nuevo entrenador, constantemente criticado por su padre y presionado por su mejor amigo para tomar fármacos mejora el rendimiento.

**Género:**
Primera persona narraciones; Ficción realista

**Categoría mínima/máxima:**
7 - 12

**Lexile:**
490

**School Library Journal:**
GR 7 Up –Coy toma el tema del fútbol y tejidos de otros conflictos típicos de adolescentes como las relaciones padre/hijo, chicas, esteroides y dándose cuenta de que hay más a la vida que solo el juego. Millas son un jugador talentoso y agradable que intenta complacer a todos: entrenadores, su padre, sus maestros y la chica le interesa. Independientemente de sus esfuerzos o su talento, no parece satisfacer a su entrenador y vientos en el banquillo donde se reúne y le gusta, los segundo jugadores que tienen vidas fuera de football—something que nunca ha ocurrido en millas o su padre. Además, se niega a tomar esteroides, a pesar de que sus compañeros de equipo. A través de sus luchas con su papá y su entrenador, comienza a aprender que la vida es complicada y que respuestas no siempre surgen en forma de equis y o El secreto de la familia que impulsa a su padre, la chica interesante que le muestra que el mundo es grande y el entrenador intenso, a veces increíble que le enseña que no se puede complacer a algunas personas, pase lo que pase, dan millas una perspectiva nueva y tal vez más saludable. Niños apreciarán los personajes bien redondeados y la trama que mezcla el deporte con la vida real. No te duele que existe alguna acción de gran fútbol a lo largo de. – Julie Webb, Shelby County High School, Shelbyville, KY--Julie Webb (revisado el 01 de diciembre de 2005) (School Library Journal, vol 51, número 12, p143)
**Candy gimnasio** (Sep 2007)

**Autor:** Deuker, Carl  
**Adolescentes**  
**ficción**

**Descripción:**
Mantuvieron por su padre para ser un jugador estrella, fútbol y es la única cosa que realmente nunca ha importaba a Mick Johnson, quien trabaja duro para un lugar en el varsity equipo su primer año, luego intenta aferrarse a su borde mediante el uso de esteroides, a pesar de las consecuencias para su salud y vida social.

**Género:**
Primera persona narraciones; Ficción de deportes

**Historia:**
Lleno de acción; Impulsado por el carácter

**Tono:**
Grave; Estimulante

**Categoría mínima/máxima:**
6 - 11

**Lexile:**
710

**School Library Journal:**
Deuker aborda el uso de esteroides de secundaria con sus caracterizaciones inabarcable habituales, descripciones de juego emocionantes y una representación totalmente creíble de la decisión de un atleta utilizar sustancias ilegales para convertirse en el más grande, más rápido y más fuerte. Primeros recuerdos de Mick son de jugar al fútbol con su papá, una vez un corredor estrella de high school y Universidad y la tercera ronda del Draft de los cargadores de San Diego, pero ahora un compañero de radio en Seattle. Aprender la verdad sobre la carrera de su padre--que era un chico malo del fútbol que desperdició su talento--motiva Mick a trabajar más que nunca. Gana su lugar en el varsity como un novato entrante surge pero corto en la gran jugada del juego final esta temporada. Inicialmente al rechazar la oferta de los esteroides de su entrenador personal en el Gimnasio, Mick es finalmente convencido para darle un tiro, inyectando XTR durante la próxima temporada y convertirse en una máquina de anotar touchdown. Deuker retrata de forma realista la paranoia, acné y montaña rusa emocional que son efectos secundarios del uso de esteroides y la constante presión para ganar que impulsa a algunos atletas a sucumbir a las drogas ilegales. El clímax de violencia armada y la importancia de amigos que pueden respaldar le inquietantemente paralela Raiders noche de Robert Lipsyte (HarperCollins, 2006), aunque menos pavoneo vejatorio del libro; éste se lanzó para una audiencia más joven. El desenlace inquietante y potente dejará a lectores incierto si, incluso después de haber sufrido abuso residencial asesoramiento, Mick podrán permanecer desactivado el "jugo". Joel Shoemaker, sureste Junior High School, Iowa City, IA--Joel Shoemaker (revisado el 01 de octubre de 2007) (School Library Journal, vol. 53, número 10, p148)
Alcohol:

*Imitate el tigre* (Jun 1996)

**Autor:** Cheripko, Jan

**Descripción:**
Un jugador de fútbol de alta escuela tiene que enfrentar su colapso mundial provocado por su problema de consumo de alcohol.

**Género:**
Ficción realista

**Categoría mínima/máxima:**
8 - 12

**Lexile:**
670

**School Library Journal:**
GR 8 Up--Chris Serbo, senior, es un linebacker fuera de la vista Valley High School dragones. También es un alcohólico. Su relato en primera persona se revela de dos maneras. Antes de cada capítulo, una breve reseña en cursiva indica lo que está sucediendo en la actualidad como Chris enfrenta con los doce pasos y, una vez terminada la temporada de fútbol, intenta terminar el bachillerato en un centro de rehabilitación ha sido forzada a entrar. En el cuerpo principal de la novela, la atribulada adolescente relata su temporada de campeonato con los dragones, junto con la espiral descendente de que su vida personal se tomó debido a su consumo. Cheripko retrata a un joven cuya madre murió cuando él tenía cinco años y cuyo padre ausente, militar de carrera es un borracho. Dos placeres principales de Chris, fútbol y fiesta, íntimamente se detallan en la historia. Mientras que los signos de dependencia están alrededor de él--caídos grados, mentiras, perdiendo a amigos--Chris permanece firmemente en un Estado de negación. Sólo hacia el final del libro muestra que podría estar listo para hacer frente a sus problemas. Mientras que la jerga locker-room y el diálogo se presentan de forma leve, el autor no retener al describir el comportamiento sorprendente de Chris durante sus comilonas de fin de semana. Una cuenta de franca de una adolescente riesgo luchando por su vida.--Tom S. Hurlburt, biblioteca pública de La Crosse, WI
**Exuberante (Septiembre 2006)**

**Autor:** Amigo, Natasha, 1972-  Adolescents  ficción

**Descripción:**
No se ha podido hacer frente con el alcoholismo de su padre, Sam de trece años de edad corresponde con un estudiante mayor, compartir sus problemas familiares y pidiendo asesoramiento.

**Categoría mínima/máxima:**
6 - 12

**Lexile:**
550

**School Library Journal:**
GR 7 hasta –To el mundo exterior, familia de 13 años de edad Samantha parece perfectamente feliz. Sin embargo, ellos se esfuerzan por mantener un secreto de alcoholismo de su padre arquitecto y el equilibrio de habilitar su adicción y proteger su imagen es cada vez más difícil. Sam anhela poder compartir su carga con un amigo y llega al dejar una carta anónima autobiográfica en un libro de la biblioteca. Su enojo y frustración son palpables como ella lucha con su amor por su padre a pesar de que sus promesas para no limpiar nunca se materializan. Cuando Sam es reprendida por su madre y su abuela por no creer en su capacidad de cambiar, los lectores se solidarizan con la injusticia de su difícil situación. Sin embargo, el autor evita un tono quejumbroso por infundir la trama con detalles de la vida adolescente típico, como enamorado de Sam de un chico mayor y vergüenza en su cuerpo en desarrollo. Diálogo ingenioso y escritura suave movimiento la novela junto a un recortado el ritmo y tensión con éxito es construido y mantenerlo como enfermedad del padre del adolescente toma un giro peligroso, su incipiente relación viene a la cabeza y se revela su biblioteca anónimo pen pal. A pesar de la menor apariencia de un bibliotecario estereotipada, esto es una novela perceptiva con un protagonista agradable a quienes los lectores se relacionarán fácilmente. Como en perfecto (angiosperma, 2004), amigo también retrata un tema de peso con toques de humor y gracia. –Rebecca M. Jones, biblioteca del Condado de Lee de Fort Myers, FL--Rebecca M. Jones (revisado el 01 de diciembre de 2006) (School Library Journal, vol. 52, número 12, p138)
Quemada (Marzo 2006)

**Autor:** Hopkins, Ellen  
**Género:** Adolescentes  
**Descripción:**  
Diecisiete años Pattyn, la hija mayor de una familia mormona, se envía al rancho de su tía Nevada para el verano, donde temporalmente se escapa de su padre alcohólico, abusivo y encuentra el amor y la aceptación, sólo para perder todo cuando ella regresa a casa.  
**Género:** Primera persona narraciones; Novelas en verso; Ficción realista  
**Historia:**  
Impulsado por el carácter  
**Tono:**  
Inquietante; Emocionalmente intenso; Graves  
**Estilo de escritura:**  
Lírica  
**Categoría mínima/máxima:**  
7 - 12  
**School Library Journal:**  
Gr 9 hasta –Once otra vez el autor de manivela (S & S, 2004) ha magistralmente utilizado verso para volver a crear los anhelos y emociones de una adolescente atrapado en circunstancias trágicas. Poemas en formatos variados captivate lectores como describen inmovilizadoras miedo del adolescente a su padre abusivo, disgusto con una jerarquía eclesiástica que mira para otro lado, la esperanza de que nuevas relaciones puede contrarrestar la desesperación, alegría en el despertar de romance y tristeza cuando demonios prevalecen en última instancia. Pattyn Von Stratten es el mayor de ocho hermanas en un hogar de Mormón popa donde las mujeres son relegadas a la servidumbre y el silencio. Ella tiene una visión de la vida normal de adolescente cuando Derek tiene un interés en ella, pero su padre les acecha en el desierto y lo asusta a lejos. No se puede reprimir su rabia, Pattyn actúa como nunca antes y es suspendido de la escuela. Enviado a vivir con una tía en un remoto rancho de Nevada, ella conoce a Ethan y descubre "forever love". Tejidos en la historia de lucha de un adolescente para encontrar que su destino es la historia de la inutilidad de su tía después de mala gestión de Gobierno de las pruebas atómicas y protestas por la eliminación de residuos nuclear. Los lectores se sumergir en pensamientos más íntimos del Pattyn se revelan secretos largamente, palizas de su padre toman un peaje a su madre y su hermana y Pattyn se rinde al amor de Ethan con consecuencias previsibles e inquietantes. Escribir para la adolescencia, Hopkins crea atractivas personajes en situaciones terribles. – Kathy Lehman, Thomas Dale High School Library, Chester, Virginia--Kathy Lehman (revisado el 01 de julio de 2006) (School Library Journal, vol. 52, número 7, p105)
**Anoche cantó al monstruo** (Sep 2009)

**Autor:** **Saenz, Benjamin Alire**  Adolescents  ficción

**Descripción:**
Zach de dieciocho años de edad no recuerda cómo llegó a estar en un centro de tratamiento para alcohólicos, pero a través de tratamiento y cuidados de amigos, se desvanece su amnesia y aprende a enfrentar su pasado trabajando hacia un futuro mejor.

**Género:**
Ficción realista

**Categoría mínima/máxima:**
7 - 12

**School Library Journal:**
/ * Protagonizada por examen * / Gr 9 arriba: 18, Zach encuentra en un programa residencial terapéutico como un alcohólico y un paciente posterior a la estrés post-traumático. En lenguaje evocador y convincente, Sáenz permite a Zach apenas articular, casi amnésico en primera mostrar su progreso hacia recordar e integrar un regalo con el que puede hacer frente a su pasado. Se orienta a lo largo del camino por un terapeuta simpático y sabio, un compañero de mediana edad cuya recuperación es sobre un arco por delante de la juventud y varios personajes secundarios creíbles e interesantes. Las técnicas y las realidades de tales instalaciones son realistas y totalmente dibujado: los adictos que se reúnen para cigarrillos, pesadillas, grupo, sesiones de terapia respiratoria. Sáenz teje juntos de Zach pasado, presente y cambiante la eliminación hacia su futuro con gracia estilística y insight emocional. Se trata de una apariencia sólida y edificante en una psique torturada y los métodos por los cuales puede ser curado. — Francisca Goldsmith, las bibliotecas públicas de Halifax, Nueva Escocia--Francisca Goldsmith (revisado el 01 de octubre de 2009) (School Library Journal, vol. 55, número 10, p136)
Appendix R

Letter of Approval from Research Site\(^6\)

July 26, 2011

To Whom This May Concern:

My name is principal of [School Name]. This letter is being written to inform you that after several discussions with Tina Ward, we have agreed to grant her permission to conduct her research on students in our freshman PE/Health classes. Ms. Ward will look at the impact fiction has on their understanding of illicit drug use. I also understand that she will be conducting this research during our first term only, which runs from August 15, 2011 to December 20, 2011.

If any further information is needed, you can contact me at [Contact Information].

Sincerely,

Principal

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\(^6\) The identifying information has been removed to protect the identity of the participants. The original document is on file with the researcher.
Resume

Christina J Ward
9250 S. Springfield Ave., Evergreen Park, IL 60805
708-424-2102
tina_ward_2000@yahoo.com

“The more you read, the more things you will know. The more that you learn, the more places you will go.”

Dr. Seuss

“The greatest gift is a passion for reading.”

Elizabeth Hardwick

“Not all readers are leaders, but all leaders are readers.”

Harry S. Truman

“Never judge a book by its movie.”

J.W. Eagan

Professional Profile

Helping young adults seek and find information is a pure joy. Being a high school librarian is extremely rewarding. My hope is to pass along my passion for being a school librarian to future librarians.

Hold a PhD in Library and Information Science; Masters in Library and Information Science; Bachelor of Science in Ornamental Horticulture; hold an Illinois type 10 teaching certificate

Experienced in use of the Internet and databases.

Dedicated to enthusiastic and dynamic teaching as a means of creating and nurturing a lifelong love of reading and knowledge seeking in young adults.

Education, Honors, and Certifications

PhD in Library and Information Science
Dominican University, River Forest, IL. 2012

Masters in Library and Information Science
Dominican University, River Forest, IL. 2001

Bachelor of Science in Ornamental Horticulture
University of Illinois, Urbana-Champaign, IL. 1994

Type 10 Teaching Certificate
Illinois State Board of Education. 2001

Key Qualifications

Certified in Library Media K-12

Plan and instruct each subject area using wide variety of research material to engage students in active learning.

Incorporate information literacy skills into various subject areas.

Coordinate summer reading initiative.

Collaborate with public library on library card sign up.

Implement technological approaches to subject material.

Research educational resources on the Internet.

Assist with information retrieval.

Computer Skills

- Software (IBM and MAC environments): Microsoft Windows® and Microsoft Word.
- Titlewave
- Winnebago/Spectrum
- Working knowledge of the Internet
- Presentation skills with Power Point.
Employment

Professional Development in Education

- Librarian/Media Specialist, 9-12, Evergreen Park Community High School, Evergreen Park, IL. August 2002 to present.
- Adjunct Professor, Chicago State University, Chicago, IL Fall term 2010.
- Poster Presentation, January 2012
  - ALISE Conference Dallas, TX
- Conference Presentation, “Fiction for research? Who knew.” April 2011
  - Information Literacy Summit, Moraine Valley Community College

Other Library Positions

- Library Board Trustee, Evergreen Park Public Library April 2012- present
- On-call Reference Librarian, Oak Lawn Public Library October 2001- present, Oak Lawn, IL.

Professional Affiliations

ISLMA, ALA, YALSA, ALISE