The Teen Health Information Network (THINK)

Judith Kuzel and Su Erickson

Introduction

The Teen Health Information Network (THINK) is a partnership of Aurora area public libraries, schools and community agencies to provide materials, information and programming on issues related to teen health. Health was addressed in its broad aspects covering not just physical, but mental health. The primary focus was on materials for teens themselves though some materials and programs were geared to parents and those who work with teens such as librarians.

The project, which was funded by a Library Service and Construction Act Federal grant awarded by the Office of the Secretary of State Library in Summer 1994, grew out of a perceived need for reliable, current information on teen health issues. According to the official 1990 population figures, the Aurora service area of Aurora, North Aurora and Sugar Grove includes more than 107,000 people, 12,535 of whom are teens ages 12-18. These teens were the target group to be served. The Aurora service area, located in Kane and DuPage counties, covers an ethnically diverse, urban population and like many other major urban areas, is experiencing a significant increase in youth violence and gang involvement, and high rates of teen pregnancy, sexually transmitted diseases (including A.I.D.S.), substance abuse, stress, mental illness, high school dropouts and suicide attempts. Nearly 1,200 teens ages 16-19 in the Aurora area did not complete high school. Kane county teens, ages 15-19 have a higher incidence of gonorrhea (781 cases per 100,000) than the average for the state of Illinois (662 cases per 100,000). The 1990 pregnancy rate for Kane County teens, ages 15-17, was 42.2 per 1,000 females, which was above the state average of 40.1 cases per 1,000 females. In 1992-93, 20 percent of the teen patients treated at Mercy Center in Aurora were treated for conditions related to pregnancy.

Mental health is also a problem. Mercy Center reported that 16 percent
of teen patients were treated for psychiatric disorders in 1992-93. It used to be that teens were concerned about what they wanted to be when they grew up. Now, due to the violence surrounding them, they are concerned about whether or not they will grow up.

It was to combat some of these problems that THINK was formed to provide accurate information on health issues to help teens make healthier lifestyle choices.

**Group Participants**

What groups make up THINK? Participants are Aurora Public Library, Messenger Public Library of North Aurora, Sugar Grove Public Library, East Aurora School District #131, West Aurora School District #129, Mercy Center for Health Care Services, Aurora University, the DuPage Library System, Cities in Schools, Community Contacts/Kane County Information and the Kane County Health Department. These participants (or the majority of them) met several times throughout the grant period as an advisory committee.

Prior to the development of the grant proposal several meetings were held to determine needs, goals and a plan of action. All the libraries in the project are members of the DuPage Library System (DLS), and a DLS representative was involved from the beginning. All the librarians knew one another and served some of the same patrons, only in different settings. East Aurora High School (EAHS) students are served by EAHS library and the Aurora Public Library. West Aurora High School has students who are served by the Aurora Public Library, the Messenger Public Library of North Aurora and the Sugar Grove Public Library (as well as some students who are not served by any public library without payment of a nonresident fee). Prior to the development and continuing on an ongoing basis the three public libraries met at West High with librarians working in the West Side School District at the elementary, middle and high school levels so there was already a tradition of working together.

Aurora also is fortunate that Mercy Center for Health Care Services is rather unusual among hospitals in that its medical library is open to the public. Though its primary focus is to support the needs of its medical staff, patient education materials also are purchased for public use. Mercy Center has an adolescent unit so it has a particular interest in teen health materials and issues. The Mercy Center librarian did most of the actual writing of the grant
Aurora University, with its programs in nursing, social work and education, also is interested in teen health issues. Community Contacts/Kane County Info and the Kane County Health Department provided statistical information and helped with ideas for speakers on health issues. Cities in Schools provides services to at-risk teens.

Aurora Public Library was the grant applicant and served as the fiscal agent for the project. The project coordinator worked out of the Aurora Public Library, but worked with participating libraries on collection development and programming. All orders for the participating libraries were transmitted to the Aurora Public Library for ordering. Separate accounts were set up and each library's purchases were tracked according to an apportionment of the materials budget, which had been jointly agreed upon at the first meeting of the grant participants following the grant award.

**Grant Activities/Teen Health Survey**

Major activities through the grant included a teen health survey evaluating collections in participating libraries, determining a focus for collection development in each library and ordering materials; developing a core health list to help other libraries; developing a collection evaluation tool; outreach to health teachers and counselors; and programming for teens, parents, librarians and others working with teens. Librarians sometimes make collection management decisions based on a perceived need. We wanted to involve the students to be sure we were meeting their real needs rather than just what we perceived their needs to be. We did this by soliciting input form the students in a teen health survey distributed to local middle schools and high schools with the libraries' districts and from students in a Teen Advisory Group that we formed.

The grant librarians had many ideas about what topics to include when selecting materials for the student collections, but there was still much interest in finding out what topics were of interest to the students at our local schools. In addition, the teen health survey would assist grant participants in determining presentation format preferred, programming ideas and planning for the future by finding out what types of equipment are in students' homes.

The following areas were assessed:

Demographic data

Sources of health information
Interest levels of various health topics

Information formats

Equipment in homes

Teen advisory group interest

The surveys were printed on a legal sized sheet of paper and folded in half (booklet sized) so they would not be intimidating to the students. Scantron sheets were used to make the survey easy to administer, complete and tabulate. Each school decided how to administer the survey. We only asked for a cross section of the student body, between the grades of seventh and twelfth, and suggested that the surveys be distributed in study halls, homerooms or health classes.

The survey form was shared with other librarians from the DuPage Library System at a Young Adult Alert meeting held in November 1994 at West Aurora High School Library. There seemed to be much interest in our process of involving the students. Many librarians asked if they could use the same form when we complete the project. We gave them copies of the survey form and agreed to send them results of the survey when available. Preliminary results of the survey were introduced to the grant advisory committee at its January 1995 meeting and again at a February 1995 librarians' teen health reference workshop.

Results of the survey are contained in Appendix A. Survey analysis is based on 889 completed survey responses. 495 responses are from five middle schools (7th & 8th grades only) and 394 responses are from two high schools (9th & 12th grades). The combined enrollment for the seven schools (7-12 grades) is 6,618.

The largest response was from the 12-13 year olds (44.09%), followed by 14-15 year olds (32.96%), 16-17 year olds, (18.34%) and 18 or over (2.25%). Enrollment figures were smaller for the older age brackets. 48.26 percent of the students were male and 50.51 percent were female. The ethnic diversity of the community also was reflected in the responses received. African Americans accounted for 15.86 percent, Asian for 1.57 percent, Hispanic for 30.60 percent. White for 41.73 percent and Other for 5.17 percent of the students surveyed.

Sources of Information

The advisory committee was well aware that teens get much of their information, including health, from their friends. The Healthy Teen Coalition, a part of
Kane County Info had conducted a survey about where teens got their information and referral, before compiling and distributing their Teen Handbook. As a local follow-up to their survey we asked, "Where else do you get health information?" The choices for students to indicate "often," "sometimes" or "never" were: parents, television or radio, newspapers, magazines, books, doctor, classroom instruction at school and school personnel like nurse or counselor. There was a wide range of response. The "sometimes" response to all the sources was more than 50 percent in four of the sources. Middle school students seemed to select "often" for parents and doctor, more than the high school students. The response to newspapers, magazines, and books was 23.51 percent "often"; 55.01 percent "sometimes" and 18.11 percent "never." This was not totally unexpected, but with 18.11 percent of the students responding that they never used newspapers, magazines and books for health information, it shows that school and public librarians must work harder to promote the resources they have available to students.

**Health Topic Interest Level**

We offered a broad random listing of thirty health topics and gave students a chance to indicate one of four interest levels: "high," "medium," "low" or "no interest." The top high interest areas were: violence (in gangs and in families); personal safety and protecting yourself from attack; A.I.D.S; body building and physical fitness; rape, including date rape; child abuse, drugs and teen users; alcohol and teen drinking; diseases; marijuana and teen suicide. There were some slight variances among the schools. Specific school data is being shared with each school so that faculty and staff may use the data to meet individual school needs.

**Formats of Information**

Most librarians still think of books first when discussing collection development. Due to technological advances and different learning styles, we asked the students how they wanted their health information presented. The survey confirmed that this is a visually oriented generation that needs a variety of formats to obtain its information. 63.33 percent of the students told us they wanted more videos to checkout. Some of the individual schools reported as high as 75-80 percent in this area. Speakers (59.84%) and demonstrations (58.83%) rated the next highest, followed by magazines or newspapers (58.38%), computer CD-ROMs to print (47.47%), books (45.67%), pamphlets (42.29%) and cassettes to checkout (38.02%). As a result of the survey, many teen
health videos were acquired. Mary Hauge of West Aurora High School (WAHS) had never thought to offer much in the way of videos, but she has changed her mind since learning the results of the survey. She will be making video purchases with her own funds as well as encouraging students to use the videos purchased by THINK. The Aurora Public Library also purchased videos with its own funds in addition to making the THINK videos available to its patrons. Some videos do not cost any more than books and have a dramatic impact on learning.

**Home Equipment**

As libraries become more technologically sophisticated and librarians are involved in constant planning for the future, we wanted to find out what equipment our students had in their homes. Will the equipment in their homes support our plans for the future? Should we offer more videos and dial access connections? We asked who had VCRs, computers and modems. 86.16 percent of the students have a VCR in their homes. Computers were in 43.98 percent of the homes and 20.36 percent of the students indicated they had a modem. The percentage of computers is close to the national average. This information is useful to schools and libraries as more dial access databases and networks are provided for public use.

**Written comments and open-ended questions**

All responses to the open-ended questions are included in the complete survey results in Appendix A.

Written comments were mostly positive, "I think this (survey) is a very good idea." "Every teen should be aware of the health problems of the 90s. So the knowledge should be exposed." Some students were concerned about the "sensitivity of the material," and another felt that "Most subjects are negative problems not how to stay healthy." Librarians and teachers need to emphasize wellness by encouraging students to become better informed about personal health issues and the risk factors involved with certain types of behaviors and diseases. The advisory committee tried to not over-emphasize negative health issues, but rather encourage students to become better informed about their bodies and the various health issues.

In response to "what have we forgotten" homosexuality, guns, premarital sex and relationships are just a few of the topics students said we forgot. In essence, we did not really forget then, but covered them under subject headings the students may not have identified as being related. For example, guns were included under violence and homosexuality was covered under sexual development materials.
Asking for specific titles of materials to be added to the collections was probably more of a professional question rather than a student question. The only specific title requested was "Gun Digest." A few topics were mentioned, including sex, medical schools and hospitals, and videos about street gangs and drugs.

**Survey Summary Notes**

Despite the late start on the development and administering of the survey, librarians were excited about the information obtained from the interest survey. "Within a week of administering the survey, students came into the library for materials about health-related issues. I don't remember this many (health related questions) before. The survey definitely sparked some interest." The librarians could have trusted their judgment on many of the interest areas, but direct confirmation from the students was important. The students were pleased that they had been consulted. It occurred to some of them for the first time that libraries might be able to supply their information needs on health topics, including sensitive issues. Librarians learned that they needed to take into consideration the addition of more videos and CD-ROMs to their collections.

The project coordinator offers the following recommendations for anyone using this type of survey: omit the source of health information section, unless there is a more specific focus for the use of the information; group like topics together, as statistics of related topics were similar; offer and display a core collection of materials to satisfy student interest until new material arrives.

The positive aspects of using the survey for collection development were finding out what topics and formats the students really wanted and creating a student awareness and demand for health information. The negative aspect was that most libraries delayed the majority of their purchases until after the final results of the survey were available and, therefore, most of the materials did not arrive until the fourth quarter of the project, and there are not many circulation statistics. Some items were not able to be supplied by the original jobber within the three-month cancellation period and have had to be re-ordered.

**Teen Advisory Group (TAG)**

Twenty-eight students expressed an interest in joining a Teen Advisory Group for health concerns. We had eight students who attended one or more meetings of the group. The students helped make THINK logo
buttons, which they and the staff, at the participating libraries wore to help pique student interest in the project. They also examined catalogs and gave advice on some of the display materials to be purchased. They viewed some of the videos, read materials and encouraged their peers to use the materials. We hoped that they might be able to write some reviews to be shared through a newsletter or flyer, but with the press of school activities there was not time for them to accomplish this.

Collection Development

The first step in collection development was to have the participants agree jointly on an apportionment of the materials budget among the member libraries.

Then, the project coordinator visited each library and helped identify types of materials to purchase. The high schools needed to meet the curricular needs of the students in health classes: disease-related materials and health-related social issues (A.I.D.S., substance abuse, smoking, teen pregnancy and abortion). There was also a need for personal health and sexual development materials. Even though both high schools felt the need to provide materials to meet curriculum needs, they each chose to do it differently. The East Aurora High School (EAHS) librarian said that curriculum support was of major importance. Many of her students would only use the materials when assigned a health paper. Reference materials were a prime focus for the library with some circulating materials.

The WAHS librarian chose to focus on inexpensive quality paperbacks for three reasons: paperbacks are less expensive than hardcover and, therefore, could purchase more materials with her allotted funds; materials that become dated or are lost due to theft or long overdue status are less expensive to replace; students prefer checking out paperbacks rather than hardcover books. Pamphlets, also heavily used by students, needed some updating. She wanted to add some fiction titles with health themes as well, but the money was devoted mostly to nonfiction because there were so many gaps.

The public librarians needed a variety of materials. Sugar Grove Library had several recent titles on diseases and socials. They wanted to fill in gaps and add some titles on puberty and sexual development and general reference titles to answer questions when other books were circulating. Some fiction titles also were selected. Messenger Public Library had a good selection of health materials for adults, but not many specific titles for teens, so they added materials in that area. Aurora Public Library had good reference and circulating coverage but, due to the size of the population served, felt the need to add multiple copies on
popular topics. Books on A.I.D.S., abortion, drugs, gangs and other hot topics are always in need of replacement due to loss, theft, long overdue status and demand by users looking for the same kind of material at the same time. Because the population of Aurora is 23 percent Hispanic, some titles were purchased in Spanish as well as in English. Most of our Hispanic teens are bilingual, but some are not. Many of them have parents who speak and read only Spanish, so it is important to provide information in Spanish also.

Mercy Center Medical Library offers professional and specialized medical materials, but felt there were some gaps in adolescent coverage. The library serves the immediate hospital community, but it is also open to the public and participates in interlibrary loan services. The librarian wanted to add some titles that would be of interest to parents and professionals. Several video series were previewed and two were selected to be housed at Mercy. These are appropriate for parents and professionals and are available on interlibrary loan.

Aurora University (AU) agreed to add an adolescent research journal to its periodical holdings. After reviewing several titles, we decided to purchase Journal of Adolescent Research. The advisory committee liked the journal's broad subject coverage and the fact it is well indexed. Since AU is the only holder of the title in DLS, it provides a unique resource for the area. Adolescent research fits well with the school's curriculum needs because it offers courses in education, social work and nursing. Many of the teachers in the community are involved with post-graduate education programs at AU. Because of these programs, it was decided that in addition to the Journal of Adolescent Research, a CD-ROM database on child abuse and neglect would be located at the university. Although it is a private university, it has always allowed its library to be used by the general public.

Part of the collection development activities was to develop a core teen health list, which we hoped might be helpful to other libraries. We included some general health titles as well as titles geared specifically to teens. We also developed some guidelines for libraries interested in evaluating their collection and doing collection development. See Appendix B.

**Outreach to Health Teachers and Counselors**

The project coordinator sent letters of introduction to more than 100 middle school and high school principals, faculty and staff and several
community agency contacts involved with teen health issues. A faculty and staff survey was conducted and the results are in Appendix C. The purpose of the survey was to find out what health information they would be interested in to meet their professional needs as well as the students' needs. They also were asked what health topics they perceived as being of most interest to the students.

Twenty of the 50 surveys were returned—40 percent response. Eight of the respondents worked with 7-8 graders and 11 worked with 9-12 graders. Many faculty and staff were interested in receiving bibliographies and resource materials and a listing of community resources. Fifteen faculty and staff are interested in speakers on health topics. They listed several topics on which they wanted speakers. This list was used to develop a speakers list (See Appendix D). A list of 25 topics was compiled in response to faculty and staff perceptions of student health interest. The topics mentioned the most included: A.I.D.S, S.T.D.s, substance use and abuse, teen pregnancy, violence prevention, gang awareness, sexuality issues, nutritional needs of the adolescent and mental health topics. They also mentioned self esteem, conflict resolution, decision-making, and teen stress and coping skills.

Programming

The advisory committee wanted to provide speakers/programs to reach adolescents, parents of adolescents, librarians and others who work with adolescents. The project coordinator and others collected ideas for programs and presented them to the committee. They decided to book a major speaker for the teens and have the speaker do three presentations: one at West High, one at East High and an evening program open to teens from any school as well as interested adults. Pat Socia was booked to speak on "What Is the Reality of Teen Sexuality?" Socia spoke to 800 students and faculty at WAHS, 20 sophomore health students at EAHS and 30 students and adults at her evening program.

The advisory committee geared some of its programming activities to parents of teenagers. These programs were presented at Mercy Center and hosted by Mary Howrey, Mercy Center Medical librarian. In February 4, 1995, Dr. Thomas Phelan presented a three-hour program on "Surviving Your Adolescents" to 56 adults. On February 9, 16 and 23, a video-based, three-session parenting class, "Active Parenting of Teens," was led by Mary Howrey and Rella Peeler. Fifteen parents (the maximum that could be accommodated) attended each of the three sessions. The videos were purchased with grant funds and are available for community use.

In addition to the programs planned for teens and parents, we held two
programs for librarians and others working with teens to share information about the THINK project. The Young Adult Alert meeting held at West High attracted 15 librarians. The Young Adult and Youth Services Reference Librarians meeting attracted 18 librarians. Grant participants gave a panel presentation explaining the grant. Karen Muskopf, our grant monitor from the Illinois State Library, was present and had a chance to meet five of the seven librarians who received grant funds for their libraries (EAHS and AU were unable to attend this meeting).

THINK cosponsored the Aurora University Wellness Fair on May 5. The project coordinator assisted with school contacts, mailings and vendor ideas. The project coordinator displayed THINK materials, brochures and bookmarks at the booth, and talked to students and parents about teen health information available at area libraries.

**Public Relations**

THINK had a poster session at the Illinois Library Association convention on May 4, 1995. Carol Morrison, the grant participant from the DuPage Library System, presented the poster session. Those interested in receiving more information on the project will be receiving our bibliography, our teen health survey, our collection evaluation tool and our core list.

Even though the grant officially ended June 30, we are continuing to promote the program. On September 14 and 15, Mary Hauge from WAHS and Su Erickson, THINK project coordinator, will host an open house at WAHS for local school faculty and staff and community contacts involved with teen health issues. THINK materials (books, videos, display boards and pamphlets) will be displayed and bibliographies will be available. It is hoped that by introducing the new teen health materials to the health and science teachers that they will be able to incorporate the materials into their lesson plans, as well as encourage students to check their school and public libraries for health information.

Each year the Aurora Public Library distributes packets of information explaining library resources to each new teacher in the public and private schools in the Aurora area—last year 267 packets were sent. When we put together our new teacher packets this year, we will be including information on the THINK project to alert the teachers and through them their students to the availability of health materials.
In October 1995, Carol Morrison from DLS and Mary Hauge, WAHS librarian, will present a program on THINK at the ISLMA (Illinois School, Library and Media Association) Conference. They will distribute bibliographies, brochures and share highlights of the project.

**Evaluation**

We accomplished all the goals outlined in our grant proposal and most of the objectives.

Goal No. 1 was to increase access to health care resources by informing teens, parents and educators about resources available in the community. We did not develop a separate THINK database of local, state and national resources, knowing that information was already available from other sources. The Teen Handbook was published by the Kane County Health Department, just before our grant, and the Healthy Teen Coalition and Kane County Info has good local information available to all participating agencies.

Goal No. 2 was to strengthen Aurora area teen health materials. Appendix E shows the materials purchased. A collection development tool and a core teen health list also are included in Appendix B. We publicized materials by identifying all of them with a bright yellow THINK logo and publishing a bookmark of THINK videos. We did not summarize materials for the news media although we did publicize the grant itself and materials selected in a variety of other ways.

Goal No. 3 was to establish a community health information network of concerned librarians, teens, parents, educators and health care professionals. We built on existing ties and forged new relationships. An unexpected outcome of our "Active Parenting of Teens" programs was the development of a support group for parents of teens, chaired by Mary Howrey. We did not compile individual bibliographies on teen health issues. Instead, we produced bibliographies on individual formats such as videos, display boards, pamphlet sources (Appendix F), speaker sources (Appendix D) and the complete bibliography (Appendix E) listing all purchases that had been received as of July 10, 1995.

Goal No. 4 was to promote healthy teen behaviors by developing an awareness of teen health issues. We did this through programming (see program evaluations in Appendix G), with the THINK brochure and the THINK logo on materials. A very important way that awareness was promoted that had not been envisioned in the original grant proposal was through the Teen Health Survey. Being asked what they wanted really captured the students' attention. Mary Hauge at WAHS reported a large influx of students looking for health information immediately
following the survey.

We do not have as many statistics as we had hoped for because ordering materials was delayed at most libraries until after the final results of the survey were available. Most of East High's materials were reference materials, so we have no circulation figures from them. West High reported circulation of 45 items; Sugar Grove reported circulation of 33 items and Aurora reported circulation of 39 items.

The CD-ROM Information Access Health Reference Center was purchased and made available at the Aurora Public Library in December 1994. It has been very popular with students and adults. Statistics are sketchy because of equipment problems the first few months causing us to reboot frequently and losing statistics and because the CD-ROM equipment also runs a business reference database. Totals for the two products are:

May: 362 searches, 26 hours and 42 minutes

June: 738 searches, 59 hours and 34 minutes

July (through the 20th): 300 searches, 24 hours and 35 minutes.

We estimate that 40-50 percent of those searches are for the Health Reference Center product based upon the experience of reference librarians helping patrons.

Continuation Plan

The THINK advisory committee will continue to promote the project by distributing information to teachers and with special presentations, such as the open houses at West High in September and the presentation at ISLMA in October. Special exhibits of materials will be planned. Bibliographies will be distributed and materials provided on interlibrary loan. Aurora Public Library plans to renew the subscription to the $4,000 Health Reference Center CD-ROM database product that provides full text of health periodicals, reference books and pamphlets. The group will continue to work together to ensure quality health care information for its patrons.
Appendix A:

THINK (Teen Health Information Network) Survey Results

### I. Demographics

1. **Age**
   - # Surveys: 889
   - 12-13: 44.09%
   - 14-15: 32.96%
   - 16-17: 18.34%
   - 18 or over: 2.25%

2. **Gender**
   - # Surveys: 889
   - Male: 48.26%
   - Female: 50.51%

3. **Race**
   - # Surveys: 889
   - African American: 15.86%
   - Asian: 1.57%
   - Hispanic: 30.60%
   - White: 41.73%
   - Other: 5.17%

### II. Sources of Health Information

4. **Parents**
   - # Surveys: 889
   - Often: 33.18%
   - Sometimes: 55.23%
   - Never: 8.10%

5. **Television or radio**
   - # Surveys: 889
   - Often: 22.50%
   - Sometimes: 61.75%
   - Never: 13.05%

6. **Newspaper, magazines, books**
   - # Surveys: 889
   - Often: 23.51%
   - Sometimes: 55.01%
   - Never: 18.11%

7. **Doctor**
   - # Surveys: 889
   - Often: 34.87%
   - Sometimes: 44.43%
   - Never: 16.87%

8. **Classroom instruction at school**
   - # Surveys: 889
   - Often: 24.41%
   - Sometimes: 53.53%
   - Never: 19.35%

9. **School personnel like nurse or counselor**
   - # Surveys: 889
   - Often: 5.96%
   - Sometimes: 32.17%
   - Never: 57.59%

10. **Teen pregnancy**
    - # Surveys: 889
    - High interest: 24.63%
    - Medium interest: 30.26%
    - Low interest: 21.60%
    - No interest: 17.10%

11. **A.I.D.S.**
    - # Surveys: 889
    - High interest: 21.60%
    - Medium interest: 30.26%
    - Low interest: 24.63%
    - No interest: 23.51%
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<thead>
<tr>
<th>Topic</th>
<th>High Interest</th>
<th>Medium Interest</th>
<th>Low Interest</th>
<th>No Interest</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.I.D.S.</td>
<td>37.23%</td>
<td>32.40%</td>
<td>13.16%</td>
<td>13.16%</td>
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<tr>
<td>Stress and anxiety</td>
<td>14.85%</td>
<td>29.92%</td>
<td>32.17%</td>
<td>18.45%</td>
</tr>
<tr>
<td>Eating disorders (anorexia, bulimia...)</td>
<td>14.96%</td>
<td>24.07%</td>
<td>29.25%</td>
<td>27.11%</td>
</tr>
<tr>
<td>Birth control</td>
<td>23.85%</td>
<td>24.86%</td>
<td>24.41%</td>
<td>22.61%</td>
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<tr>
<td>Alcohol and teen drinking</td>
<td>32.62%</td>
<td>31.27%</td>
<td>16.76%</td>
<td>16.42%</td>
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<tr>
<td>Steroids and sports</td>
<td>22.61%</td>
<td>24.41%</td>
<td>23.73%</td>
<td>23.51%</td>
</tr>
<tr>
<td>Suicide in teens</td>
<td>30.37%</td>
<td>27.90%</td>
<td>17.89%</td>
<td>19.57%</td>
</tr>
<tr>
<td>Sexual development</td>
<td>26.43%</td>
<td>29.47%</td>
<td>24.41%</td>
<td>14.62%</td>
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<tr>
<td>Violence (in gangs, in families)</td>
<td>47.24%</td>
<td>23.28%</td>
<td>11.81%</td>
<td>12.94%</td>
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<tr>
<td>Birth defects</td>
<td>18.34%</td>
<td>26.21%</td>
<td>27.11%</td>
<td>23.73%</td>
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<td>Sexual harassment</td>
<td>27.22%</td>
<td>27.90%</td>
<td>21.60%</td>
<td>19.91%</td>
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<td>Weight control and nutrition</td>
<td>29.13%</td>
<td>29.70%</td>
<td>20.92%</td>
<td>16.42%</td>
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<tr>
<td>Career choices in health fields</td>
<td>29.13%</td>
<td>29.70%</td>
<td>20.92%</td>
<td>16.42%</td>
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III. Health Topic Interest Level (Continued)

<table>
<thead>
<tr>
<th></th>
<th># Surveys 889</th>
<th>high interest</th>
<th>medium interest</th>
<th>low interest</th>
<th>no interest</th>
</tr>
</thead>
<tbody>
<tr>
<td>25. Marijuana</td>
<td># Surveys 889</td>
<td>30.71%</td>
<td>21.71%</td>
<td>18.45%</td>
<td>24.18%</td>
</tr>
<tr>
<td>26. Rape including date rape</td>
<td># Surveys 889</td>
<td>33.97%</td>
<td>23.96%</td>
<td>17.55%</td>
<td>19.80%</td>
</tr>
<tr>
<td>27. Personal safety and protecting yourself from attack</td>
<td># Surveys 889</td>
<td>41.17%</td>
<td>28.80%</td>
<td>15.75%</td>
<td>9.56%</td>
</tr>
<tr>
<td>28. Adoption</td>
<td># Surveys 889</td>
<td>16.65%</td>
<td>22.95%</td>
<td>29.81%</td>
<td>26.43%</td>
</tr>
<tr>
<td>29. Coping with divorce</td>
<td># Surveys 889</td>
<td>11.36%</td>
<td>21.60%</td>
<td>26.77%</td>
<td>35.21%</td>
</tr>
<tr>
<td>30. Grief and loss</td>
<td># Surveys 889</td>
<td>19.80%</td>
<td>26.88%</td>
<td>26.21%</td>
<td>22.61%</td>
</tr>
<tr>
<td>31. Drugs and teen users</td>
<td># Surveys 889</td>
<td>33.07%</td>
<td>24.97%</td>
<td>18.90%</td>
<td>18.67%</td>
</tr>
<tr>
<td>32. Child abuse</td>
<td># Surveys 889</td>
<td>33.52%</td>
<td>25.76%</td>
<td>16.54%</td>
<td>19.46%</td>
</tr>
<tr>
<td>33. Popularity and self-esteem</td>
<td># Surveys 889</td>
<td>24.86%</td>
<td>34.20%</td>
<td>23.62%</td>
<td>12.49%</td>
</tr>
</tbody>
</table>
### 34. Communicating with adults

| # Surveys 889 | high interest 21.15% | medium interest 35.21% | low interest 21.37% | no interest 14.75% |

### 35. Family problems

| # Surveys 889 | high interest 24.97% | medium interest 30.93% | low interest 21.60% | no interest 17.89% |

### 36. Depression and despair

| # Surveys 889 | high interest 20.02% | medium interest 25.20% | low interest 27.33% | no interest 23.17% |

### 37. Abortion

| # Surveys 889 | high interest 27.33% | medium interest 22.38% | low interest 18.90% | no interest 26.88% |

### 38. Body building and physical fitness

| # Surveys 889 | high interest 36.78% | medium interest 26.21% | low interest 18.56% | no interest 14.06% |

### 39. Diseases

| # Surveys 889 | high interest 31.72% | medium interest 30.93% | low interest 18.34% | no interest 14.29% |

---

### IV. Information Formats

| 40. Books | yes 45.67% | no 41.62% |
| # Surveys 889 |

| 41. Pamphlets | yes 42.29% | no 50.62% |
| # Surveys 889 |

| 42. Videos to checkout | yes 63.33% | no 30.71% |
| # Surveys 889 |

| 43. Cassettes to checkout | yes 38.02% | no 55.34% |
| # Surveys 889 |

| 44. Computer CD ROMs to print | yes 47.47% | no 46.91% |
| # Surveys 889 |

| 45. Magazines or newspaper | yes 58.38% | no 36.33% |
| # Surveys 889 |

| 46. Demonstrations | yes 58.83% | no 35.43% |
| # Surveys 889 |

| 47. Speakers | yes | no |
V. Equipment in Homes

<table>
<thead>
<tr>
<th></th>
<th>Speakers # Surveys 889</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>yes 59.84%</td>
<td>no 36.00%</td>
<td></td>
</tr>
</tbody>
</table>

|   | VCR # Surveys 889 | yes 86.16% | no 4.95% |

|   | Computer # Surveys 889 | yes 43.98% | no 47.58% |

|   | Modem (phone line on your computer) # Surveys 889 | yes 20.36% | no 70.19% |

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RESPONSES TO OPEN-ENDED SURVEY QUESTIONS

Please add any written comments.

"I love health."

"How come you guys don't have that much information about people using drugs?"

"I think that any books on health would benefit us."

"I think my health teachers would do better in picking out equipment and topics than I."

"To take a shower"

"I suggest you guys should get more speakers."

"I think it's (survey) a good idea."

"This is boring."

"I think this is a very interesting test."

"Most subjects are negative problems not how to stay healthy"

"I hope that this stuff that you asked about does happen."

"I think every teen should be aware of the health problems of the 90s. So the knowledge should be exposed."

"Demonstrations would be very helpful."
"I think write about these things in teens magazines and people would learn about it more."

"I think that these are personal problems and to have a person talk to you and your class might cause someone to not feel comfortable."

"I think that all students should take this test so that the school can get to know how the teenage outlook on all of the subjects are."

"If you went to get anything else like reading material not too many kids like to read. I think it would be better if you were just to get cassettes, video, etc."

"I think this is a good idea by asking the students on what we want."

"This is a very good idea (asking the kids). We really want to know about health professions."

**What have we forgotten?**

"Nothing"

"Homosexuality"

"Nothing"

"Guns"

"Basketball"

"Drug violence (Police involvement)"

"Nothing-covered everything"

"Please get books about vitamins and their effect on behavior."

"Premarital sex"

"Relationships"

"Grades"

"Exercise"

"Nutrition"

"51. Radio or C.D. player a. yes b. no c. both"

"Having babies and running away"
Appendix B:

COLLECTION EVALUATION, DEVELOPMENT AND CORE LIST

If you had just been awarded grant money to spend on teen health materials for your library collection, what would you buy that would have the most impact on the teenagers that use your library? This is the question that the librarians participating in the THINK grant asked themselves last fall. Seven libraries shared the materials budget awarded by a Library Services and Construction Act (LSCA) for its THINK (Teen Health Information Network) project. Many things were taken into consideration, including: types of health reference questions asked by teens, how do we define teen health topics, what materials does our library already own, should we buy videos or software, should we spend the money on reference or circulating books, and do we need more materials to supplement class assignments. These are some of the techniques that we used and that we hope will be valuable to you as you do your own collection development.

Evaluation of Collection

A good place to begin is by analyzing your existing teen health collection. Include all formats (books, videos, pamphlets, etc.) as well as all call number assignments (i.e. REF, YA, CAREER, etc.). What librar-
ian has the time to go to the shelf list, on line catalog or into the stacks, to analyze the collection? To make this task more manageable and not so overwhelming, evaluate a select subject area, then duplicate the process with other areas. The process allows you to conduct a mini-inventory of an area, as well as identify strengths and weaknesses of the collection, which in turn will aid in wise collection development decisions.

If your library collection is automated, use circulation reports provided by your system to evaluate your collection. If your library is not automated, or if you have limited report access, a shelf list check and mini-inventory of a select call number range will provide much of the same information for evaluation; however, it will be more time-consuming. Following are a few suggestions on evaluating the collection.

1. Select a subject area or a call number range to be evaluated. Call number ranges evaluated for teen health include the following:

155.5 Psychology of young adults
305.235 Adolescence
362.2 Mental illness
362.29 Substance Abuse
362.7 Problems of and services to young people
611 Human anatomy
612 Human physiology
613 Health promotion (includes dietetics, physical fitness, substance abuse, and birth control and sex hygiene)
616 Diseases
618 Gynecology and obstetrics
618.9 Pediatric
649.1 Child care (teen parents need this information)

2. Request a circulation report for the targeted range, sorted by call number (shelf list order). The report should contain the following fields of information:

   a. Call number
3. Evaluate strengths and weaknesses of the targeted range based on report data.

a. Copyright date—Dated health materials may be "unhealthy." The information may not be accurate or up-to-date, books and videos—consider weeding 5-10-year-old circulating materials and 3-5-year-old reference material. Update the collection with newer edition or new title. Pamphlets—Vertical file material should consist of current pamphlets or articles that cannot be found elsewhere in the collection. Discard dated materials regularly—current to 3 years old. Beware, some older items will circulate if that's all that is available in the collection. This does not mean that it is a keeper.

b. Multiple copies—Are they still needed? Consider weeding some of them and update subject coverage with a different title.

c. Circulation statistics—If an item has not circulated much within the last 3-5 years, consider weeding it. If the demand is great for the item, consider purchasing multiple copies or purchase a variety of titles on the same subject.

d. Status of item—Identify missing or long overdue items. You may need to replace titles or add more subject coverage.

e. Overall subject coverage—Adequate coverage vs. gap in collection. Identify gaps in collection, so items may be ordered.

f. Location of materials—How are your young adult books shelved or classified? Are young adult books shelved with adult non-fiction or separately? There is a certain amount of anonymity involved with many health issues. Will teens be able to find them in your library? Consider multiple copies of popular titles for placement in different sections of
the library if necessary.

**Collection Development**

Upon completion of the collection evaluation, concentrate on ordering materials to fulfill a basic core teen health collection. Teens need materials to learn about basic anatomy and health issues, make personal health decisions and complete health class assignments. Nancy Zarle, R.N. and Aurora University Wellness Center director shared a wellness model developed by Bill Hettler, M.D. in 1979. The model has six different dimensions: 1) physical fitness and nutrition 2) spiritual values and ethics 3) emotional 4) social, family, community, and environmental 5) intellectual and 6) occupational and vocational. Information in each of these areas is important to the teen. To supply a variety of titles on a subject, obtain materials from public or school libraries through interlibrary loan. Highly specialized materials may be obtained from academic or medical libraries.

The librarians in this project wanted to find a variety of materials directed at the teen, not just parents, teachers or other health care professionals. No specific "adolescent health" core list was found. Upon review of standard bibliographic catalogs and core lists, information on teen health issues was found under subject headings such as pediatrics, childhood development, adolescence, adolescents, teenagers and subject headings associated with a specific health topic. A review of Booklist, from January through August 1994, revealed a large number of teen health materials (8 series titles, 40 books and 6 videos). A list of the findings was distributed to all of the grant participants to aid them in purchasing materials. When we ordered the books, we combined the typical reviews and bibliographies with first hand viewing. A visit to a large local bookstore allowed us to check out the physical look and contents of many of the books selected.

**Subjects to Select**

An evaluation of the individual library collections give a basic idea of what to order, but would these topics be of interest to area teens? During the development of the THINK grant project, the advisory committee identified a number of at-risk behaviors and topics in which materials would be added to create a core teen health collection. The THINK advisory committee developed a survey to be distributed to teens in area middle schools and high schools.
The survey form included five main areas: demographics, sources of health information, health topics' interest levels, information formats and equipment in homes. We included 30 health topics on the survey, based on a broad definition of teen health, using the wellness model as a guide. We conducted the survey in two high schools and five middle schools and received 889 responses.

Faculty and staff survey

Many high school health needs are very curricular in nature. School and public librarians should work with middle school and high school health teachers to provide curriculum and project support for students. The health classes study diseases and have students write papers on a particular disease. The science classes focus on genetic diseases. The project coordinator sent a questionnaire to 50 health teachers and key staff contacts to find out what health topics they perceived as being of most interest to students. A list of twenty-five topics was compiled from the twenty responses.

Formats

One librarian noted that teens are more apt to pick up a paperback book than a hardcover book. "We made the decision to get quantity (paperbacks) to spread out among the students, rather than concentrate on health encyclopedias considering their expense and inability to take out because they're reference titles." Subject areas that account for a large number of gaps are teen pregnancy and body development, abortion, drugs, gangs, and more recently A.I.D.S. Although the major focus of the grant was on selecting non-fiction, some fiction titles were selected also.

Consider offering a variety of formats other than circulating and reference books. For the students who pass through the facilities and do not want to read a book, we added displays, charts and posters to reach the masses in a moment. Many students will watch a 30-minute video or sit down and print out a search from a computer database. While some students will go the extra mile and read a book to complete the class health paper, many will do no more than read a pamphlet or magazine article.

Selection Guidelines

Materials should be selected in accordance with a library's own selection policy. Following is a list of guidelines to assist in materials selection for teen health materials:

1. Audience level. Look for materials that will appeal to the teen, not just
the parents or other adults who work with teens. This is a sensitive age-
"not a kid, not an adult."

2. Reading level. A wide range of reading levels must be taken into
account—5th grade and up. English and Spanish language materials (or
other language based on clientele served).

3. Timeliness, check copyright date and editions carefully.

Journal, Adolescence and other adolescent journals or actual preview of
the item.

5. Unique features of the materials. Illustrations, tables, appendices.

6. Usefulness of references and bibliographies.

7. Cited in core lists. Most core lists found were for general health
collections, not adolescents, but

much of the material is appropriate for teens as well as adults.

8. Reputation of author and publisher. Terminal degree—MD. or Ph.D.
Imprint of recognized health organization.


**Promotion of materials**

Once new materials arrive, they need to be processed and displayed for
circulation and use. Promote new special collections to faculty and staff
through daily announcements or a special library newsletter. Develop a
bibliography of materials and distribute to faculty. Students and faculty
like brief, attractive bibliographies. Consider a pathfinder bibliography
highlighting a subject and select materials on a subject. These will fit on
one sheet of paper, two-sided if necessary. A bookmark format also is
popular. THIN highlighted the new teen videos on a bookmark and
distributed it to teens in the libraries and at a Wellness Fair. Host an
open house for faculty and staff to display new materials. Bibliographies
and suggestions for use and incorporation into lesson plans can be
distributed at the open house. Place a special sticker or color code on
special collections. THINK placed a special logo sticker on the spine of all
books purchased with grant funds. This has generated interest in the
materials. "People will ask what it is for, and look for other books with the
sticker." Teens are very interested in what their peers have to say about things. Find some students to write reviews for the school or local newspaper on new materials.

**Core List for Teen Health Collections**

Within days of administering the survey at one high school, students came to the library to ask for materials on various health topics or had specific health reference questions. Most of the participating librarians were waiting to make selection decisions based on the THINK survey results. We should have placed a basic core of materials in each of the libraries, especially in the high schools, to meet student demand, then supplemented with additional titles after the survey results were compiled.

We developed a Core List for Teen Health Collections, based upon our selections and experience in responding to teen health concerns. Core lists can be very subjective; not every great title available can be listed. General health reference materials, as well as books and videos pertaining to specific health topics as identified on the THINK survey are included. When developing a core list for your library service area, be sure to include local sources, such as social service directories and agency resource bibliographies. The core list presented here is a starting point. Copies of the complete THINK bibliography have been sent to all library systems throughout the state and are available through the systems or the Aurora Public Library.

**CORE LIST**

**General Reference**


**Other titles of interest to teens**


Slap, Gail. *Teenage Health Care: The First Comprehensive Family Guide to Promoting Good Health and Understanding Illness from the Preteen to
Young Adult Years. Pocket Books, 1994.


Several publishers specialize in teen subjects and materials. Rosen's Coping With series and Everything You Need to Know series titles are very popular and offer good coverage on a variety of teen issues. Raintree/Steck-Vaughn offers a series called Teen Hotline on a variety of teen issues. The Greenhaven Press Opposing Viewpoints and Current Controversy series are good for students to get ideas about the pros and cons of today's issues. Chelsea House and Franklin Watts offer a large selection of teen health titles.

**CD-ROM Database**

The New Health Reference Center. Information Access Company. It includes more than 130 core health journal, abstracts for more than 25 journals and selected articles from 3,000 journals. It also contains five health reference books and more than 500 full text medical education and resource pamphlets.

**Videos**


*Miracle of Life*. Nova.

**Pamphlets**

Health Edco and Life Skills are excellent sources for health booklets, which are appropriate for vertical files. Hazelden offers pamphlets on substance abuse and other codependent behaviors.
Appendix D:
Teen Health Information Network THINK SPEAKER LIST
A.I.D.S. & STD'S
Yvonne Pena
Kane County Health Dept.
1330 N. Highland
Aurora, IL 60506
(708)264-8788
• Pamphlets
• Programs
• Resource library
CANCER
Molly Hooley
American Cancer Society 17 North River Street Batavia, IL 60510 (708) 879-9009
Pamphlets
Programs
Resource library
Tobaccoid Video Game
Videos
Connie Olson
Coordinator of School Health Programs
American Lung Association
402 Countryside Center
Yorkville, IL 60560
Appendix C: Faculty Survey

Faculty/staff survey responses to date: 20
Teach 7-8 grades: 8
Teach 9-12 grades: 11
Bibliography of professional reading materials: 10
Bibliography of student reading material: 11
Books: 9
Videos: 16
Pamphlets: 12
Magazines/journals: 13
Listing of community resources: 16
Agencies/organizations: 15
Speakers on health topics: 15

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DOMESTIC VIOLENCE

Linda Healy Mutual Ground, Inc. P.O. Box 843 Aurora, IL 60506 (708) 897-8989

• Counseling

• School programs

FAMILY RELATIONSHIPS

Jeannette Zweifel

Family Counseling Service

70 S. River Street

Suite 3
Aurora, IL 60506
(708) 844-2662

- Counseling
- Programs on communication, stress management & coping skills

Karen Turk
Family Support Center 256 W. Downer Place Aurora, IL 60506 (708) 897-1003

- Counseling
- Parent education

HEALTH

Bob Emory Aurora University Office of Public Relations Aurora, IL 6506 (708) 844-5478

- Speakers on health, education and social work topics.

Copley Memorial Hospital 502 S. Lincoln Aurora, IL 60505 (708) 844-1030

- Speakers on various health topics.

PERSONAL SAFETY

Crime Prevention Unit Aurora Police Department 350 N. River Aurora, IL 60506 (708) 859-1700

- Programs on public and personal safety, including gang awareness, drug and alcohol prevention, and violence.

SEXUAL ASSAULT

Rhonda Annala Mutual Ground, Inc. P.O. Box 843 Aurora, IL 60506 (708) 897-8989

- Counseling
- Programs on sexual abuse prevention, date rape, & sexual harassment.

SMOKING

Connie Olson
Coordinator of School Health Programs
402 Countryside Center
Yorkville, IL 60560
(708) 553-7000
• Pamphlets
• School programs

**SUBSTANCE USE & ABUSE**
Teresa Davis
Breaking Free
250 West Downer Place
Aurora, IL 60506
(708) 859-0670
Fax (708) 859-3566
• Pamphlets
• Resource library
• School programs
• Workshops

**WELLNESS & PREVENTION**
Ginny Koch
Mercy Center for Health Care Services
1325 N. Highland Ave.
Aurora, IL 60506
(708) 801-2676
FAX (708) 801-2687
• Speakers on various health topics.
Appendix E:

Teen Health Information Network THINK Bibliography

The materials listed in this bibliography have been purchased with THINK (Teen Health Information Network) funds, an LSCA grant awarded to Aurora Public Library. Seven libraries cooperated in the teen health collection development. All title, received as of July 10, 1995, are listed; additional titles are on order and will be available in the fall. The location of all materials is listed (in italics) to assist in acquiring materials. Ask a librarian to assist you in borrowing any of these materials. Librarians may send interlibrary loan requests to the holding library or through the DuPage Library System.

Location Codes

APL - Aurora Public Library

AU - Aurora University Library

EAHS - East Aurora High School Library

MC - Mercy Center Medical Library

MPL - Messenger Public Library of North Aurora

SGPL - Sugar Grove Public Library

WAHS - West Aurora High School Library

CD-ROMS

Child Abuse and Neglect CD-ROM. National Clearinghouse on Child Abuse and Neglect Information. 1965-Present. AU

Family Doctor. Creative Multimedia, 1994. WAHS

The New Health Reference Center. Information Access Company. APL

Includes 130+ core health journals; abstracts for over 25 journals and selected articles from 3000 journals; Oryz Press Consumer Health Information Source-Book; Mosby's Medical Dictionary; The People's Book of Medical Tests; Columbia University College of Physicians and
Surgeons Complete Home Medical Guide; USP Advice for the Patient, Drug Reference; and 500+ full text medical education and resource pamphlets.

**Periodicals**

*Journal of Adolescent Research.* v. 1 - . Spring, 1986-Present. AU

**THINK Books**

77 Ways to Beat Colds and Flu. Inlander, Charles, Walker, 1995 APL


Accident Proof Your Life. Lawrence, K. T. Nelson, 1994 APL


Barbiturates and Other Depressants. Clayton, Lawrence, Rosen, 1994. MPL


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Complete Baby and Child Care. Stoppard, Miriam. Dor-ling Kindersley, 1995. SGPL


Consumer's Medical Desk Reference: Information Your Doctor Can't or Won't Tell You. People's Medical Society Staff & Charles Inlander. Hyperion, 1995. APL

Coping as a Biracial/Biethnic child. Nash, Renea D. Rosem, 1995. APL, MPL


Coping When a Parent has AIDS. Draimin, Barbara Hermie. Rosen, 1994. APL

Coping When a Parent is in Jail. La Valle, John. Rosen. 1995 MPL

Coping When You are the Survivor of a Violent Crime. Moe, Barbara. Rosen, 1995. MPL


Coping With Incest. Miller, Deborah A. Rosen, 1995. APL, MPL


The Defending Army. Time-Life, 1993. APL


Developing Public Library Services for Youth. Tello, Jerry. Los Angeles Public Library. APL


Divorce: Young People Caught in the Middle. Levine, Beth. Enslow, 1995. SGPL


Drugs and Aids. Draison, Barbara. Rosen, 1994. MPL


Drugs and Depression. Wilkinson, Beth. Rosen, 1994. MPL

Drugs and Eating Disorders. Sherry, Clifford. Rosen, 1994. MPL


Drugs and Music. Frisch, Carlienne. Rosen, 1994. MPL

Drugs and Politics. Santamaria, Peggy. Rosen, 1994. MPL


Early Adolescence: Understanding the 10 to 15 Year Old. Caissy, Gail A. Plenum, 1994. MC


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Everything You Need to Know About an Alcoholic Parent. Shuker, Nancy Rosen, 1995. APL, MPL

Everything You Need to Know About Peer Pressure. Feller, Robyn M. Rosen, 1995. APL


Everything You Need to Know About Street Gangs. Stark, Evan. Rosen, 1995. MPL

Everything You Need to Know About Drug Abuse. Ball, Jacqueline A. Rosen, 1994. MPL


Everything You Need to Know About Weapons in School and at Home. Schleifer, Jay Rosen, 1994. MPL


How to Help Children Through a Parent's Serious Illness. McCue, Kathleen. St. Martin's, 1994. SGPL


Humming Whispers. Johnson, Angela, Orchard, 1995, SGPL


In Love and In Danger. Levy, Barrie. Seal Press, 1993, EAHS, WAHS


Lead is a Silent Hazard. Stapleton, Richard. Walker; 1995. APL

Leukemia. Siegel, Dorothy. Franklin Watts, 1994. APL, SGPL


Marihuana Reconsidered. Grinspoon, Lester, Quick American Archives, 1992. EAHS, WAHS


Mind & Brain. Time-Life, 1993. EAHS


My Brother Has AIDS. Davis, Deborah. Atheneum, 1994. SGPL

My Parents are Driving Me Crazy. Vedral, Joyce L. Ballantine, 1986. WAHS


Policy Compendium on Confidential Health Services for Adolescents. American Medical Association, 1994. MC

Policy Compendium on Tobacco, Alcohol, and Other Harmful Substances Affecting Adolescents: Alcohol and Other Harmful Substances. American Medical Association, 1994. MC

Policy Compendium on Tobacco, Alcohol, and Other Harmful Substances Affecting Adolescents: Tobacco. American Medical Association, 1994. MC


Risky Times: How to be AIDS-Smart and Stay Healthy. Blake, Jeanne. Workman Pub., 1990. WAHS


School-Age Parents. Lindsay, Jeanne Warren. Morning Glory Press, 1990. EAHS, WAHS

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Sex and Sense. Kelly, Gary F. Barren's, 1993. SGPL, WAHS


Steroids. Silverstein, Alvin. Enslow, 1994 APL, WAHS


Straight Talk About Date Rape. Mufson, Susan. Facts on File, 1993. SGPL


Straight Talk About Drugs and Alcohol. Ryan, Elizabeth A. WAHS


Surviving Your Adolescents. Phelan, Thomas, child Management me., 1993 SGPL


Teen Dads. Lindsay, Jeanne Warren. Morning Glory Press, 1993. EAHS, WAHS


Teenage Couples: Coping With Reality. Lindsay, Jeanne Warren, Morning Glory Press, 1995. SGPL


Teenage Health Care: The First Comprehensive Family Guide to Promoting Good Health and Understanding Illness From the Preteen to Young Adult Years. Slap, Gail. Pocket Books, 1994. SGPL


Timetables of Science. Helleman, A. Simon & Schuster. EAHS


Two Teenagers in Twenty. Alyson Publications, 1994. WAHS


Why our Children are Killing Themselves. Saalakhan, Mauri'. Writers, Inc., 1993. APL


**THINK Videos**
**VIDEOS for Teens and Parents**

The following video titles are located at the Sugar Grove Public Library. Contact the Sugar Grove Public Library, (708) 466-4686, for loan policies. Ask a librarian to assist you in borrowing any of these video. Librarians may send interlibrary loan request directly to the library or through the DuPage Library System.

**Brain Sex** (45 min. each)

Discover how the differences in the structure of men's and women's brains affect feelings, relationships, learning patterns and career choices.

- Sugar & Spice
- Anything You Can Do I Can Do Better
- Love, Love Me do

**How Can I Tell If I'm Really in Love?** (35 min.)

The Miracle of Life (60 min.) SGPL, WAHS

This Nova program follows the evolution of the fetus using microscopic photography.

**Taking Charge of Your Life**

**Teen Health Series** (30 min. each) 15 volume video series on teen health issues.

- Abusive Relationships
- AIDS
- Birth Control
Trust Your Instincts: Don't Let Yourself Become a Victim

The Video Encyclopedia of Psychoactive Drugs

(30 min. each)

This 10 volume video series based on the book series, The Encyclopedia of Psychoactive Drugs, examines many of the drug issues discussed in today's classrooms.

- Alcohol & Alcoholism
- Alcohol: Teenage Drinking
- Amphetamines: Danger in the Fast Lane
- Barbiturates: Sleeping Potion or Intoxicant?
- Cocaine & Crack: The New Epidemic
- Heroin
- Marijuana: Its Effect on Mind & Body
- Nicotine: An Old-Fashioned Addiction
• Prescription Narcotics: The Addictive Painkillers

• Teenage Depression & Suicide

**VIDEOS for Parents and Professionals**

The following videos are located at Mercy center for Health care Services Medical Library, contact the Mercy center medical librarian, (708) 801-2686, for loan policies. Ask a librarian to assist you in borrowing any of these videos. Librarians may send interlibrary loan requests directly to the library or through the DuPage Library System.

**Active Parenting of Teens**

Video-based program for parents of teens. Vignettes and discussion concerning adolescent family issues and communication skills.

**Raising Children in Troubled Times** (15-20 min. each)

Fifteen videos and manuals cover important topics to help parents overcome the many obstacles to raising and supervising their children. The vignettes are followed by in-depth panel discussions with real parents who share their common insights to solve the problems in a healthy way.

• Sex

• Chores

• Arguing

• Parties and Concerts

• Lying

• Peers

• Homework

• Temper Tantrums

• Drugs
• Curfews and Whereabouts
• School Behavior
• Bedtimes
• Studying
• Fighting
• Togetherness

**THINK Pamphlets**

Health Edco titles are available at all participating grant libraries.

ABC's of Smoking
AIDS
AIDS (Spanish)
AIDS in High School
Alcohol & Family
Alcohol & Pregnancy
Alcohol & You (Teens)
Asthma
Child Abuse & Neglect
Children of Alcoholics
Cocaine
Consequences of Alcohol
CPR
Dealing With Loss
Depressants
Diabetes
Drinking & Driving
Drugs & You
Eating Disorders
Environmental Health
Gangs
Hallucinogens
Headaches
Heart Disease
Heroin
Inhalants
Kids and Drugs
Marijuana

Nutrition Quitting for Life (Stop Smoking) Prenatal Care Preventing Cancer Sexual Harassment Skin Cancer Sleep Disorders Smokeless Tobacco Sports Injuries Staying Healthy - AIDS STDs
Steroids Stimulants Stress Substance Abuse
Identification Suicide
Teen Pregnancy Teens, Sex and STDs
(tabloid) Tuberculosis Weight Control What's New on me Label

Hazelden pamphlets are available to all grant libraries except where noted.

Crossing the Line EAHS & WAHS only
The Disease Concept EAHS & WAHS only
HTV and Chemical Dependency
Marijuana
Preventing AIDS
Sexuality and AIDS
Sniffing

Life Skills pamphlet are available at APL, EAHS, MPL, SGPL and WAHS.

• Abstinence: It's Your Body and Your Choice
• Birth Control
• Dating: There's a Lot to Learn
• Deciding About Sex
• Herpes
• How to Handle Peer Pressure
• Pregnant Too Soon
• Sexual Harassment: One of the Lessons You Learn In School
• Teenagers & AIDS
• VD&STDs

THINK
Display Boards, Kits, & Charts

These items are located at West Aurora High School Library and are available for loan. Contact the West High Librarian, (708) 844-4699 for loan policies. Requests for information may also be sent through the DuPage Library System.

Folding Display Boards

Alcoholism Drug Abuse Exercise

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Marijuana Nutrition STD's Smoking

Kits

Consequences of Stress Substance Abuse Identification

Charts (Laminated)

How AIDS is Transmitted
The Facts About HIV and AIDS

AIDS and the Immune System

Smoking

Alcohol

Steroids

Marijuana

Appendix F:
Teen Health Information Network THINK LISTING OF HEALTH PAMPHLET SOURCES

The sources listed below provide pamphlets on a variety of health topics. Most pamphlets range in price from $1.00 to $1.80 each. Quantity discounts are offered by most publishers.

Health Edco
P.O. Box 21207
Waco, TX 76702-1207
800-299-3366, ext. 295
FAX 817-751-0221
Pamphlets (small booklet) are colorful, use pictures and text to convey message. Appealing to teens.

Life Skill Education
314 Washington Street
Northfield, MN 55057-2025
800-783-6743
FAX 507-645-2995
Pamphlets (small booklet) include short, to the point articles. No pictures, text provides essential facts on subject. Good for health reports in school.

Channing L. Bete Co, Inc.
100 State Road
Suth Deerfield, MA 01373-0200
800-628-7733
FAX 800-499-6464
Pamphlets (small booklet) provide good factual coverage of topics. Teens not as apt to select this pamphlet or information due to line drawings on cover and throughout pamphlet. Appearance is "kind of corny looking," and not eye-catching to teens.
Escr Associates
P.O. Box 1830
Santa Cruz, CA 96061-1830
800-321-4407
FAX 800-435-8433
Pamphlets on abstinence, HTV, and STD’s.

D.I.N. Publications
P.O. Box 27568
Tempe, AZ 82585
602-491-0393
FAX 602-491-2849
Pamphlets with brief factual history and risk factors.

Bureau for At-Risk Youth
645 New York Ave.
Huntington, NY 11743
800-99-YOUTH
Series covers six serious topics facing today’s youth: drunk driving, teen pregnancy, HIV/AIDS, violence, handguns and smoking.

Hazelden
15257 Pleasant Valley Rd.
P.O. Box 176
Center City, MN 55012-0176
800-257-1331
Pamphlets on various chemical dependency topics and adolescent education and prevention.

Appendix G:

THINK - Teen Health Information Network
Teen Sexuality Assembly Evaluation
West Aurora High School
April 20, 1995

Thirty teachers signed up their classes for the assembly presented by Pat Socia, April 20, 1995. Approximately 800 students and teachers attended the assembly.

The THINK committee asked for feedback on the program Evaluation forms were given to teachers attending the programming and three randomly selected classes.

Following is a summary of the information from the returned evaluations.
Fifty students and twenty teachers returned evaluation forms.

1. How would you rate the speaker?

<table>
<thead>
<tr>
<th></th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students:</td>
<td>5  4  3  2  1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers:</td>
<td>11  7  2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Did the speaker make the content and terminology appropriate for you to understand?

Students: 32 13 3 1 1
Teachers: 17 2 1

3. What were your impressions of this program? Student and teacher responses listed on separate sheets.

4a. Did you discuss the assembly with your class?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students:</td>
<td>25  25</td>
<td></td>
</tr>
<tr>
<td>Teachers:</td>
<td>14  6</td>
<td></td>
</tr>
</tbody>
</table>

4b. Did you discuss the assembly with your peers?

Students: 32 18
Teachers: 16 3

5. Would you like to have more speakers on teen issues?

Students: 44 4
Teachers: 20 0 One comment-"only if they are good."

Student impressions of this program

It was a very great program.

I like the lady, because she really understood how we felt.

It was good and she likes to have sex too! I loved it. It really told me something. Good.

She told the truth and made me understand more. I think it was pretty
cool. The information was really important.

I think it was good and the stories she told us about the other people makes you think about stuff.

"It wasn't that great!!"

I liked it. It was very understanding toward the girls that were in that situation.

She spoke all the truth and made me understand more.

It helped me understand more about sexuality.

My impressions of this program were very good.

She was real good because she made us laugh and was serious at the some time.

This lady was very true. Everything she said was right. She taught me to think before doing anything.

I appreciated her honesty and how she tried so hard to relate to us.

I think it was good because she explained things to us that were enjoying not boring.

When she didn't beat around the bush and told the truth. About how to wait and stuff.

Good. She loves to have sex.

It was good to have her to come and share with us about sex.

For the first time, someone told it how it is and didn't worry about what the "community" would think

It made sense. She is right about how us teenagers act.

I thought the speaker was okay.

The program was okay. It was also interesting.

I think it was a good program.

Well, I think it wasn't important for me at all.

It was a real good assembly. She was nice and had the facts.
She was personal and straight to the point. I also liked that she told us the truth.

She was easy to understand and funny.

I think it was good for the kids at West to be talked to about sex, because so many don't understand or don't know what to do about sex pressures.

I think she does a very good job and she is funny so it's not boring like the rest of them. So people will actually listen to what she's saying.

It was good.

**Teacher impressions of the program**

It seemed to hit home with the students because of the variety of stories she told.

Excellent!

Student feedback was mixed. Some found it only a summary of her sex life and not enough relevance to their own. Others really got the message.

I thought she was very effective in getting a message across to the students.

Pat Socia used her stories to bring the students a message of extreme importance to them. She gave them credit for understanding that they are the one's who need to take responsibility for their own decisions.

Had students write reaction papers to 4 main points. I'm still reading them but so far all very positive feedback, interesting presentation listened to and appreciated the message.

Mrs. Socia was very upfront and presented issues the students need to discuss and think about.

Good point trying to get across, but made too much fun out of sex.

I liked the way Ms. Socia used humor to keep the students attention. I would have liked to have had additional time with a health professional to answer students' questions.

Very straight forward approach to a sometimes difficult topic. She was
honest and one could see she was genuine and concerned about the kids.

Very appropriate for all students to hear.

Well done—spoke with students not down to them.

She made her "points" well.

I felt the speaker needed more time. We need more programs of this type.

She was very contemporary. Told lots of facts - statistics. Students seemed very interested.

I have seen her on a previous tape—even like her more in person. She is direct, informative, funny and a very down to earth person who can deliver. I do believe she got through to students. Too bad the hour went quickly. Straight forward—to the point.

**Speaker topic ideas from teachers and students**

Follow-up to teen sexuality (Socia) assembly

Self-esteem—2

Sexuality—8

STD's—2

Rape

Peer pressure—4

Gangs—16

Finishing school—3

Sexual harassment

Positive mental attitude

Self-image

Teen stress—2

Drugs/Alcohol—28

Suicide—4
Life
Smoking
Violence—2
Crime
AIDS-5
Diseases
Cancer
Teen pregnancy—6
Abortion
Motivational
Career selection—3
Wellness
Environmental issues
Conflict management
Problem solving
Conflict with the home

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Teens process information with the amygdala. This is the emotional part. In teens’ brains, the connections between the emotional part of the brain and the decision-making center are still developing and not always at the same rate. Ask teens if they want you to respond when they come to you with problems, or if they just want you to listen. Parents tend to jump in with advice to try to fix their children’s problems or place blame. But this can make teens less likely to be open with their parents in the future. If you think your teen could be depressed, promptly seek professional treatment for your child. Depression is serious and, if left untreated, can be life-threatening. Your teen needs your guidance, even though they may think they don’t. Teens need and want information about health issues. Even though teens tend to prefer asking people for help, increasingly they access digital resources because of the Internet’s availability, affordability, and anonymity. This paper presents the results of a critical literature review of teens’ online health information-seeking and discusses several issues related to teen technology use for seeking health information, focusing on gendered issues. Seeking health information is a normal teen task, part of the maturation process. Such searching is part of teens’ exploration of themselves and the world around them. 1 Teen health information interests vary by age, gender, social situation, and motivation. For teens seeking answers to health-related questions, the sea of inaccurate, biased, or outright untrue information can complicate a personal, often private investigation. As adults, we all know what it’s like to struggle with body image and healthy relationships in our formative years. Fortunately for teens today, the internet gives them an anonymous approach to health and sex education, giving them the freedom to take charge of their exploration of personal health and well-being. However, it’s hard to know when you can trust the information you find online. These six free, research-based websites can fill in the gaps of the discussion and help students think critically about the flood of information they encounter outside of the classroom. Amaze.