



What Every Parent Needs To Know!

There is a research-based link between students' physical, social and emotional health and their ability to learn...



Introduction

Insights is a booklet designed to give parents information about situations their children may encounter. The information included is intended for general background knowledge. Also included are lists of community resources and recommended literature on parenting. Activities provided are designed to develop positive family communication, self-esteem, and life skills. The ultimate goal is to bring together the family, school and community for the well being of our children.

INSIGHTS: What Every Parent Needs To Know, revised in March 2007 and October 2008. Prepared by the Beaverton School District CARE/Prevention Team. Unless otherwise indicated, the articles included in this handbook were originally developed by the District CARE/Prevention Team, taken from various anonymous sources and/or reprinted with permission from other agencies.

Revised October 2008



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▶ A Parent's Bill of Rights

Along with the responsibilities of parenthood come rights and privileges. Parents who fail to exercise those rights are doing a disservice to themselves and their children. The following are considered basic:

- ***The right to a private life, apart from the children.*** It is not healthy for parents or children to live in a child-dominated home. Parents need time to themselves for such things as hobbies and social activities. When they give up such time completely because of a sense of guilt when away from their children, they are building up a reservoir of resentment that eventually will overflow and cause open hostility. Children don't respect martyr-type parents who disregard their own needs under the guise of "unselfishness." They are more likely to want to emulate parents who obviously intend to live a full, happy life, of which children are an important part.
- ***The right to cooperation.*** Parents have a right to cooperation from their children in performance of household chores. The allocation of those chores ideally should be worked out by all concerned, perhaps in a family meeting, or may be arbitrarily assigned by the parent. In either case, however, parents have a right to require compliance, and failure to do so will cause the children to lose respect for them.
- ***The right to be imperfect.*** Parents are not gods, and should not pretend to be. Children have no right to expect that their parents will always be calm, correct and consistent. When parents feel angry, discouraged or frustrated, they owe it to themselves and their children to express those feelings, not to let them simmer beneath the surface. And if they make a mistake and admit it, there is no reason why they should feel guilty or defensive about it. Children must learn that mistakes are part of living and that the healthy way to deal with them is to admit them, correct them and forget them.
- ***The right to respect for property.*** Children must learn to distinguish between community property and individual property. A child should be told clearly, for example, which of his parent's tools may be used without asking, and which ones require permission. Any violation of the property rights of parents or other children should be met with a strong "I-message" or with a logical consequence.
- ***The right to appreciation and courtesy.*** Parents who have high self-esteem will insist on reasonable respect and good manners from their children. This does not mean that children will be afraid to disagree with parents. In fact, a parent with high self-esteem will tolerate more argument from their children than will an insecure person. But an effective parent will not tolerate insolence. Rudeness should be met with a strong "I-message," letting the child know clearly how the parent feels and making it clear that such behavior is not acceptable. A child cannot respect or emulate a parent they can walk over; they can and will respect and emulate a parent who makes reasonable demands and enforces them.

▶ Normal Child Development

Development Cycles By Pamela Levin

Stage One **THE POWER OF BEING** **(Birth - 6 months)**

- Normal Symptoms: Wanting to eat frequently, mouth sensitivity, difficulty thinking, lack of concentration and wanting to be dependent on others.
- Developmental Tasks: Recognition of who we are; and the need to be taken care of, to be touched, to be nurtured, to be sensual and to bond emotionally.

Stage Two **THE POWER OF DOING** **(6 - 18 months)**

- Normal Symptoms: Wanting a variety of stimulation; wanting to see, hear, taste, touch, smell new things and to expand and explore the world.
- Developmental Tasks: Wanting to explore the environment without having to think about it; developing sensory awareness by doing.

Stage Three **THE POWER OF THINKING** **(18 months - 3 years)**

- Normal Symptoms: Wanting to be different from others, developing a separate position, rebelling and saying “No” and “I won’t.”
- Developmental Tasks: Testing reality, pushing against others, establishing independence, expressing negativity and learning to think.

Stage Four **THE POWER OF IDENTITY** **(3 - 6 years)**

- Normal Symptoms: Wanting to know who we are, the difference between boys and girls, experimenting with social relationships and preoccupation with power.
- Developmental Tasks: Separating fantasy from reality, testing recognition of reality through consequences and exerting power to affect relationships.

Stage Five **THE POWER OF BEING SKILLFUL** **(6 - 12 years)**

- Normal Symptoms: Arguing and hassling with others’ morals, values and methods; wanting to do it their own way and nobody else’s.
- Developmental Tasks: Experimenting with different ways of doing things, making mistakes to find out what works and arguing with others about how they do things.

Stage Six **THE POWER OF REGENERATION, SEXUALITY AND SEPARATION** **(13 - 19 years)**

- Normal Symptoms: Preoccupation with sex, with people as sexual beings; turbulent body changes, especially hormone and energy levels.
- Developmental Tasks: Experimenting with being sexual, developing a personal philosophy and finding their place among grown-ups.

► Affirmations

Stage One: BEING - YOU BELONG HERE (Birth - 6 months)

- I'm glad you are alive.
- What you need is important to me.
- You can grow at your own pace.
- You can feel all of your feelings.
- I'm glad you are you.
- I love you and I care for you willingly.

Stage Two: DOING (6 - 18 months)

- You can do things as many times as you need to.
- You can explore and experiment and I will support and protect you.
- You can use all of your senses when you explore.
- You can be interested in everything.
- I like to watch you initiate and grow and learn.
- I love you when you are active and when you are quiet.

Stage Three: THINKING (18 months - 3 years)

- I'm glad you are starting to think for yourself.
- It's OK for you to be angry and I won't let you hurt yourself or others.
- You can say no and push and test limits as much as you need to.
- You can learn to think for yourself and I will think for myself.
- You can think and feel at the same time.
- You can know what you need and ask for help.
- You can become separate from me and I will still love you.

Stage Four: IDENTITY/POWER (3 - 6 years)

- You can explore who you are and find out who other people are.
- You can be powerful and ask for help at the same time.
- You can try out different roles and ways of being powerful.
- You can find out the results of your behavior.
- All of your feelings are OK with me.
- You can learn what is pretend and what is real.
- I love who you are.

Stage Five: STRUCTURE (6 -12 years)

- You can think for yourself and act instead of staying in distress.
- I love growing with you. I love you even when we differ.
- You can think before you say yes or no and learn from your mistakes.
- You can trust your intuition to help you decide what to do.
- You can find a way of doing things that works for you.
- You can learn the rules that help you live with others.
- You can learn when and how to disagree.

Stage Six: IDENTITY, SEXUALITY AND SEPARATION (13 -19 years)

- You can learn to use old skills in new ways.
- You can know who you are and learn and practice skills for independence.
- You can learn the difference between sex and nurturing and be responsible.
- You can develop your own interests, relationships and causes.
- You can grow in your maleness or femaleness and still be dependent at times.
- I look forward to knowing you as an adult.
- My love is always with you. I trust you to ask for my support.

These affirmations are from the six books: *Help! For Parents of Children Of Different Ages* by Jean Illsley Clark

▶ 40 Developmental Assets



The Search Institute has identified the following building blocks of healthy development that help young people grow up healthy, caring and responsible.

ASSET TYPE	ASSET NAME AND DEFINITION
Support	<p>1. Family support - Family life provides high levels of love and support.</p> <p>2. Positive family communication - Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parent(s).</p> <p>3. Other adult relationships - Young person receives support from three or more non-parent adults.</p> <p>4. Caring neighborhood - Young person experiences caring neighbors.</p> <p>5. Caring school climate - School provides a caring, encouraging environment.</p> <p>6. Parent involvement in schooling - Parent(s) are actively involved in helping young person succeed in school.</p>
Empowerment	<p>7. Community values youth - Young person perceives that adults in the community value youth.</p> <p>8. Youth as resources - Young people are given useful roles in the community.</p> <p>9. Service to others - Young person serves in the community one hour or more per week.</p> <p>10. Safety - Young person feels safe at home, at school and in the neighborhood.</p>
Boundaries & Expectations	<p>11. Family boundaries - Family has clear rules and consequences and monitors the young person's whereabouts.</p> <p>12. School boundaries - School provides clear rules and consequences.</p> <p>13. Neighborhood boundaries - Neighbors take responsibility for monitoring young people's behavior.</p> <p>14. Adult role models - Parent(s) and other adults model positive, responsible behavior.</p> <p>15. Positive peer influence - Young person's best friends model responsible behavior.</p> <p>16. High expectations - Both parent(s) and teachers encourage the young person to do well.</p>
Constructive Use of Time	<p>17. Creative activities - Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.</p> <p>18. Youth programs - Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.</p> <p>19. Religious community - Young person spends one or more hours per week in activities in a religious institution.</p> <p>20. Time at home - Young person is out with friends "with nothing special to do" two or fewer nights per week.</p>

40 Developmental Assets

CATEGORY	ASSET NAME AND DEFINITION
Commitment to Learning	<p>21. Achievement motivation - Young person is motivated to do well in school.</p> <p>22. School engagement - Young person is actively engaged in learning.</p> <p>23. Homework - Young person reports doing at least one hour of homework every school day.</p> <p>24. Bonding to school - Young person cares about his or her school.</p> <p>25. Reading for pleasure - Young person reads for pleasure three or more hours per week.</p>
Positive Values	<p>26. Caring - Young person places high value on helping others.</p> <p>27. Equality and social justice - Young person places high value on promoting equality and reducing hunger and poverty.</p> <p>28. Integrity - Young person acts on convictions and stands up for her or his beliefs.</p> <p>29. Honesty - Young person “tells the truth even when it is not easy.”</p> <p>30. Responsibility - Young person accepts and takes personal responsibility.</p> <p>31. Restraint - Young person believes it is important not to be sexually active or to use alcohol or other drugs.</p>
Social Competencies	<p>32. Planning and decision making - Young person knows how to plan ahead and make choices.</p> <p>33. Interpersonal competence - Young person has empathy, sensitivity and friendship skills.</p> <p>34. Cultural competence - Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.</p> <p>35. Resistance skills - Young person can resist negative peer pressure and dangerous situations.</p> <p>36. Peaceful conflict resolution - Young person seeks to resolve conflict nonviolently.</p>
Positive Identity	<p>37. Personal power - Young person feels he or she has control over “things that happen to me.”</p> <p>38. Self-esteem - Young person reports having a high self-esteem.</p> <p>39. Sense of purpose - Young person reports that “my life has a purpose.”</p> <p>40. Positive view of personal future - Young person is optimistic about her or his personal future.</p>

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▶ The Power of Developmental Assets



Protecting Youth from High-Risk Behaviors

Assets have tremendous power to protect youth from many different harmful or unhealthy choices. To illustrate this power, these charts show that youth with the most assets are least likely to engage in four different patterns of high-risk behavior, based on surveys of almost 150,000 6th- to 12th-grade youth in 202 communities across the United States in calendar year 2003.

	0-10 Assets	11-20 Assets	21-30 Assets	31-40 Assets
Problem Alcohol Use	45%	26%	11%	3%
Violence	62%	38%	18%	6%
Illicit Drug Use	38%	18%	6%	1%
Sexual Activity	34%	23%	11%	3%

The same kind of impact is evident with many other problem behaviors including tobacco use, depression and attempted suicide, antisocial behavior, school problems, driving under the influence and gambling.

Promoting Positive Attitudes and Behaviors

In addition to protecting youth from negative behaviors, having more assets increases the chances that young people will have positive attitudes and behaviors, as these charts show.

	0-10 Assets	11-20 Assets	21-30 Assets	31-40 Assets
Exhibits Leadership	48%	66%	78%	87%
Maintains Good Health	27%	48%	69%	88%
Values Diversity	39%	60%	76%	89%
Succeeds in School	9%	19%	34%	54%

Based on survey responses of 150,000 6th- to 12th- grade youth in 202 communities across the United States in calendar year 2003. Copyright 1997 by Search Institute, 615 First Avenue N.E., Suite 125, Minneapolis, MN 55413; 1-800-888-7828; www.search-institute.org

▶ Assets: How Does Your Child Rate?



**Take this quiz to see how many assets you think your child has.
Check each statement that you feel is true.**

- | | |
|--|---|
| <p>___ 1. My child receives high levels of love and support from family members.</p> <p>___ 2. My child and I communicate positively, and my child is willing to seek me out for advice and counsel.</p> <p>___ 3. My child receives support from three or more non-parent adults.</p> <p>___ 4. My child experiences caring neighbors.</p> <p>___ 5. My child's school provides a caring encouraging environment for my child.</p> <p>___ 6. I am actively involved in helping my child succeed in school.</p> <p>___ 7. My child perceives that adults in the community value youth and children.</p> <p>___ 8. My child is given useful roles in the community.</p> <p>___ 9. My child serves in the community one hour or more per week.</p> <p>___ 10. My child feels safe at home, at school and in the neighborhood.</p> <p>___ 11. Our family has clear rules and consequences, and monitors our child's whereabouts.</p> <p>___ 12. My child's school provides clear rules and consequences.</p> <p>___ 13. Our neighbors take responsibility for monitoring my child's behavior.</p> <p>___ 14. I and other adults model positive, responsible behavior.</p> <p>___ 15. My child's best friends model responsible behavior.</p> <p>___ 16. I and my child's teachers encourage my child to do well.</p> <p>___ 17. My child spends three or more hours per week in lessons or practice in music, theater or other arts.</p> <p>___ 18. My child spends three or more hours per week in sports, clubs or organizations at school and/or in community organizations.</p> <p>___ 19. My child spends one or more hours per week in activities in religious services or participating in spiritual activities.</p> | <p>___ 20. My child is out with friends "with nothing special to do" two or fewer nights per week.</p> <p>___ 21. My child is motivated to do well in school.</p> <p>___ 22. My child is actively engaged in learning.</p> <p>___ 23. My child does at least one hour of homework every school day.</p> <p>___ 24. My child cares about his or her school.</p> <p>___ 25. My child reads for pleasure three or more hours per week.</p> <p>___ 26. My child places high value on helping other people.</p> <p>___ 27. My child places high value on promoting equality and reducing hunger and poverty.</p> <p>___ 28. My child acts on convictions and stands up for her or his beliefs.</p> <p>___ 29. My child tells the truth even when it is not easy.</p> <p>___ 30. My child accepts and takes personal responsibility.</p> <p>___ 31. My child believes it is important not to be sexually active or to use alcohol or other drugs.</p> <p>___ 32. My child knows how to plan ahead and make choices.</p> <p>___ 33. My child has empathy, sensitivity and friendship skills.</p> <p>___ 34. My child has knowledge of and comfort with people of different cultural, racial and ethnic backgrounds.</p> <p>___ 35. My child can resist negative peer pressure and dangerous situations.</p> <p>___ 36. My child seeks to resolve conflict nonviolently.</p> <p>___ 37. My child feels he or she has control over "things that happen to her or him."</p> <p>___ 38. My child has high self-esteem.</p> <p>___ 39. My child reports that "her or his life has a purpose."</p> <p>___ 40. My child is optimistic about her or his personal future.</p> |
|--|---|

Scoring: Give yourself one point for each "true." Total up the number of assets you think your child has. Now ask your child how he or she would answer.

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▶ Assets: A Checklist for Children

Many parents find it helpful to use a simple checklist to reflect on the assets their young people experience. This checklist simplifies the asset list to help prompt conversation in families. This checklist is not intended or appropriate as a scientific or accurate measurement of developmental assets.



- | | |
|---|--|
| <p>___ 1. I receive high levels of love and support from family members.</p> <p>___ 2. I can go to my parent(s) or guardian(s) for advice and support and have frequent in-depth conversations with them.</p> <p>___ 3. I know some adults I can go to in addition to my parent(s) or guardian(s) for advice and support.</p> <p>___ 4. My neighbors encourage and support me.</p> <p>___ 5. My school provides a caring, encouraging, environment.</p> <p>___ 6. My parent(s) or guardian(s) help me succeed in school.</p> <p>___ 7. I feel valued by adults in my community.</p> <p>___ 8. I am given useful roles in my community.</p> <p>___ 9. I serve in the community one hour or more each week.</p> <p>___ 10. I feel safe at home, at school and in the neighborhood.</p> <p>___ 11. My family sets standards for appropriate conduct and monitors my whereabouts.</p> <p>___ 12. My school has clear rules and consequences for behavior.</p> <p>___ 13. Neighbors take responsibility for monitoring my behavior.</p> <p>___ 14. Parent(s) and other adults model positive, responsible behavior.</p> <p>___ 15. My best friends model responsible behavior.</p> <p>___ 16. My parent(s) or guardian(s) and teachers encourage me to do well.</p> <p>___ 17. I spend three hours or more each week in lessons or practice in music, theater or other arts.</p> <p>___ 18. I spend three hours or more each week in school or community sports, clubs or organizations.</p> | <p>___ 19. I spend one hour or more each week in religious services or participating in spiritual activities.</p> <p>___ 20. I go out with friends “with nothing special to do” two or fewer nights each week.</p> <p>___ 21. I want to do well in school.</p> <p>___ 22. I am actively engaged in learning.</p> <p>___ 23. I do an hour or more of homework each school day.</p> <p>___ 24. I care about my school.</p> <p>___ 25. I read for pleasure three or more hours each week.</p> <p>___ 26. I believe it is important to help other people.</p> <p>___ 27. I want to promote equality and reduce world poverty and hunger.</p> <p>___ 28. I can stand up for what I believe.</p> <p>___ 29. I tell the truth even when it’s not easy.</p> <p>___ 30. I can accept and take personal responsibility.</p> <p>___ 31. I believe it is important not to be sexually active or to use alcohol or other drugs.</p> <p>___ 32. I am good at planning ahead and making decisions.</p> <p>___ 33. I am good at making and keeping friends.</p> <p>___ 34. I know and am comfortable with people of different cultural/racial/ethnic backgrounds.</p> <p>___ 35. I can resist negative peer pressure and dangerous situations.</p> <p>___ 36. I try to resolve conflict nonviolently.</p> <p>___ 37. I believe I have control over many things that happen to me.</p> <p>___ 38. I feel good about myself.</p> <p>___ 39. I believe my life has purpose.</p> <p>___ 40. I am optimistic about my future.</p> |
|---|--|

▶ Asset-Building Ideas for Parents and Guardians

Being a parent or guardian is hard work—no surprise there, right? Most parents and guardians have things they love about their role as well as challenges that confound them. What might be surprising, though, is that one of the best ways to deal with problems is to focus on positives. Research shows that a more effective approach to raising healthy, competent kids is to concentrate on building developmental assets. These assets form the foundation young people need to make healthy choices and to succeed in life. The more of these *40 Developmental Assets* that your children have, the stronger this foundation will be. There are many asset-building things you already do for your children—even if you don't call them that. Here are some ways to be intentional about building even more assets.

- Post the list of *40 Developmental Assets* on your refrigerator door. Each day, do at least one asset-building thing for each family member.
- Connect with other parents who are interested in asset building. Form relationships in your neighborhood, on the job, at church or through a parent education organization.
- Regularly do things with your child, including projects around the house, recreational activities and service projects. Take turns planning activities to do together as a family.
- Eat at least one meal together as a family every day,
- Discuss and set family rules and consequences for breaking those rules.
- Develop a family mission statement that focuses on positive growth and development. Then use it to help you make family decisions and set priorities.
- Talk about your spiritual beliefs and your values and live in a way that is consistent with them.
- Give your children lots of support and approval while also challenging them to take responsibility and gain independence.
- If you are parenting alone, look for other adult role models of both genders who can be mentors for your children.
- Nurture your own assets by spending time with people who care about you and are supportive. Also, take opportunities to learn new things, contribute to your community and have fun. You'll take better care of your children if you take care of yourself.
- Think about the way you were parented and how that affects your relationships with your children. If there are parts of your relationship with your parents that were very difficult or that get in the way of your parenting, consider talking with a professional about these issues.

Asset-Building Ideas for Parents and Guardians

- Don't let anyone in your family (including you) watch too much television. Find other interesting and meaningful activities for your children to do—some with you, some with their friends, some by themselves.
- Learn as much as you can about what your children need at their current ages.
- Recognize that children need more than just financial support. They also need emotional and intellectual support. Balance family time with other priorities like work, recreation and hobbies.
- Don't wait for problems to arise before talking with your children's teachers. Keep in regular contact with them about how your children are doing and what you can do to help your children learn.
- Think of teenagers as adults in training. Teach them practical skills, such as how to change a tire on the car, do the laundry, prepare a nutritious meal and create a monthly budget.
- Be aware of differences in how you relate to your children. Are you more comfortable with one gender? If so, why? What impact does that have in your family?
- Talk to your children about the *40 Developmental Assets*. Ask them for suggestions of ways to strengthen their assets.
- Do intergenerational activities with extended family and with other neighborhood adults and families.
- Be an asset builder for other young people in your life.
- Remember that you are not alone. Other asset builders in your children's lives include coaches, childcare providers, teachers, club leaders and neighbors. Work with these people to give children consistent messages about boundaries and values.

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▶ Tips for Enhancing Your Child's Self-Esteem



1. Keep discipline fair and consistent.

The purpose of discipline should be to teach children to make wise decisions rather than to punish them for misconduct. For this reason you should establish necessary rules, but do not make too many of them. Too many rules, especially those imposed on children without their participation in the rule formulation, make them feel powerless and hemmed in, resulting in low self-esteem.

2. Show your children how to communicate feelings openly and honestly.

Children need to know that even anger and fear are normal and that these feelings shouldn't be bottled up inside them. Since children learn by example, parents must let their own feelings be known in positive ways.

3. Truly listen to your children.

When you listen to your children, they feel good about themselves, and they also learn how to listen to their siblings, their teachers, other children and you. Hearing what other people have to say helps your children learn how to cooperate, to negotiate and to compromise, all of which are important in developing self-esteem.

4. Give your children real responsibility.

Children who have regular duties around the

house learn to see themselves as a valuable part of a team and completing their duties instills a sense of accomplishment. Do not take your children's help for granted. Praise them for their success and let them decide about some of the chores they will be responsible for. This will give them a sense that they have some control over their life.

5. Encourage your children.

Look for achievement, even in small tasks, and praise your children often. Also let your children know trying hard is even more important than winning. Be especially careful not to call them lazy, bad, stupid, clumsy or worthless, or to use other derogatory words. What you say in anger is often long remembered and statements that you really don't mean may shape what your children think about themselves.

6. Treat your children with love, humor, respect and courtesy.

Hugs, kisses and saying "I love you" help your children feel good about himself. Children are never too old to be told that they are loved and highly valued. It is important to know that single-parent families can give children the same basis for self-esteem as two-parent families, as long as the parent-child relationship is strong and loving.

▶ Guide to Effective Communication

Active Listening

Communication involves sending and receiving information. One person talks (the “sender”) while the other person listens (the “receiver”). Often receiving (or listening) is the most difficult task for a parent. Responding appropriately to your child’s comment may open communication between you and your child.

Active Listening:

1. Restate the sender’s message in your own words.

- A. Identify the feeling.
- B. Use one sentence to describe how the child may feel.
- C. Begin your restatements with a phrase like, “It sounds as if you think...” or “Let’s see if I understand what you’re saying...”

2. Do not show approval or disapproval of the sender’s message.

3. Ask the child if he wants advice or “What can I do to be helpful?”

Feeling Words

Comfortable Words

accepted	amused	appreciated	concerned	confident	curious
delighted	encouraged	excited	free	glad	happy
hopeful	inspired	loved	overjoyed	pleased	proud
relieved	satisfied	secure	supported	surprised	thankful
trusted					

Uncomfortable Words

angry	bored	bugged	confused	disappointed	disgusted
embarrassed	frustrated	guilty	helpless	humiliated	hurt
ignored	lonely	nervous	rejected	sad	scared
self-conscious	silly	sorry	spacey	suspicious	troubled
worried					

Guide to Effective Communication

Sending and Receiving Messages

Communication consists of sending and receiving messages. Messages about feelings and needs can be sent by either “You” or “I” statements.

Avoid “You” statements because statements that start with “You” usually:

- Put people down (“Put Downs”)
- Tell people what’s wrong with them (“Should”)
- Stop the conversation (“Stoppers”)

Examples of “You” Statements:

- “You only think of yourself and your friends.”
- “You should be nicer to me.”
- “You’re always bugging me.”

Use “I” statements because statements that start with “I” usually:

- Give you information about me, my feelings and my needs in a manner that shows respect and concern for you.
- Give a choice about how to react to what I told you about me.

“I Feel” Formula:

- I feel _____ when you _____ because _____.
(feeling) (situation) (reason)
- I would like it if _____.
(the desired change in behavior)

Examples of “I” Statements:

- “I feel frustrated when you’re always on the phone because I cannot receive any calls. I would like it if we could work out a phone schedule that would accommodate every member of the family.
- “I feel appreciated when you call to say you’ll be late because I sense you care about me. I would like it if you would call every time you will be late.
- “I feel angry when you take my allowance because then I can’t buy the things I need. I would like it if you would talk with me about other ways I could be disciplined.

Guide to Effective Communication

Roadblocks to Communication

- Giving orders or commanding
- Making threats
- Preaching
- Providing solutions instead of brainstorming them together
- Blaming
- Praising with criticism
- Ridiculing and name calling
- Assuming you know the other's feelings
- Avoiding the here and now
- Indirect confrontation
- Making the behavior into a character trait
- Discounting feelings

▶ Guide to Problem Solving

The Eight Rules for Defining a Problem

1. *Begin with something positive.*

This is important. It starts the process on a positive note. There is always something positive the other person is doing. For example, you might say, “While I’m really glad that you take your homework seriously and do it every night, your household chores are not getting done.”

2. *Be specific.*

As with expressing positive and negative feelings, it is important to be as specific as possible. For example, instead of saying, “Your room is a mess,” be specific, “Your bed is often not made and your dirty clothes are all over the floor.”

3. *Describe the problem in terms of what the other person is doing or saying that is causing the problem for you.*

Focusing on the other person’s actions gives an idea of what could be changed. It is much easier to agree on what someone says or does than it is to agree on their personality. For instance, saying, “You’re rude,” focuses on the person, while saying, “You swear at your sisters,” focuses on the problem behavior.

4. *Don’t describe the problem in terms of personal “flaws” of the other person.*

In other words, no name calling. Focusing on a person’s “flaws” by saying “You’re lazy!” or “You’re selfish!” is a sure way to make the other person defensive. Remember, the goal is to express your conflict so that the other person can most easily hear it.

5. *Express your feeling as a reaction to what the other person is doing or saying.*

This is very important. Don’t assume the other person knows how you feel about this problem. Say that you are angry, concerned, hurt, worried...

6. *Admit your role in the problem.*

Accept responsibility for your share of the problem. In almost every conflict, each person is contributing something. Maybe you haven’t been consistent or maybe you haven’t told your son or daughter just how upset you are. If you take an honest look, you’re likely to find your role in some aspect of the problem.

7. *Don’t accuse or blame others.*

This is likely to make the other person defensive. Also, it involves judging the person rather than describing the behavior.

8. *Be brief.*

Last but not least, be as concise as possible. If you overload the person with a lot of information, they won’t be able to heed and understand it. To be brief, you may have to go over what you want to say before discussing it with the other person.

► Step by Step Problem Solving

1. *What is the Problem?*

- What happened?
- How do I feel?
- What do I need?

Restate the problem. Give both points of view if two people are involved.

2. *What are some solutions?*

3. *For each solution ask:*

- Is it safe?
- How might people feel?
- Is it fair?
- Will it work?

4. *Choose a solution and use it.*

5. *Is it working? If not, what can I do now?*

Second Step Trainers Manual - Committee for Children, 568 First Avenue South, Suite 600,
Seattle, WA 98104-2804, 1-800-634-4449, www.cfchildren.org

► Brainstorming & Choosing Solutions

Problem _____

- List all ideas (even odd ones) without comment.
- Each person rates every idea/solution and explains his/her rating.
- A compromise solution is then used for the contract.

<i>Solution ideas:</i>	<i>Teen</i>		<i>Mother</i>		<i>Father</i>	
	+	-	+	-	+	-
1. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

EXAMPLE:

Mom “It bothers me when you leave your clothes all over your room. I’m embarrassed to invite my friends into the house because they might see the mess here. I think we need to work on this problem. Let’s begin by brainstorming some possible solutions, and then we’ll choose one to try out. I’ll write them down. Let’s take turns - you go first.”

Child (Solution #1) “We could hire a maid to clean up my room.”

Mom (Solution #2) “I could withhold your allowance until you clean your room.”

Child (Solution #3) “We could just shut the door to my room when we have company.”

Mom (Solution #4) “I could pay you an extra five dollars if you cleaned your room by Sunday night.”

“OK, I think we have enough ideas. I’ll read them one at a time and we’ll take turns giving each of the solutions a plus of a minus.”

“Since we both agree on this one, let’s give it a try! Thanks for helping me work on the problem.”

▶ Problem Solving Contract

Negotiation Contract

Names of persons making this agreement:

Person A:

Person B:

Person A agrees to do the following:

Person B agrees to do the following:

When will Person A do these things?

When will person B do these things?

Person A and B agree to keep this contract for _____
(How long?)

If either person does not keep their part of the agreement, this contract is no longer good and a meeting will be scheduled to renegotiate a new contract.

Both people will meet again to re-evaluate the agreement on the date and at the time set below.

Date _____ Time _____ Place _____

Signed _____ Date _____ Signed _____ Date _____
(Person A) (Person B)

► Family Meetings

The Family Meeting is a regularly scheduled meeting of all family members. It is an opportunity for all family members to have an equal opportunity to be heard as well as participate in the decision-making process.

Guidelines:

1. Meet at a routine time convenient for everyone.
2. Rotate the facilitator.
3. Keep minutes - rotate the role of secretary. Post minutes.
4. Agree to the amount of time you will reserve.
5. All family members can make suggestions.
6. Complaints are welcome only if a solution is wanted - this is not a “gripe session.”
7. Agreements are in effect until the next meeting.
8. Complaints about decisions should be deferred until the next session.
9. All members must have the opportunity to bring up matters. An agenda book which members sign is helpful. After review of the last meeting, the first name on the list begins with their concern.
10. Meetings should include jobs, problem solving, planning for family fun as well as recognizing the good things happening in the family.
11. Work for consensus rather than voting.

Problems:

- Starting late.
- Meetings are too long.
- Domination of time.
- Too much criticism.
- Not following through on decisions.

▶ Creating Family Policies

Before presenting ideas to children, parents/guardians should come up with their expectations for maintaining a comfortable living space.

- Make sure expectations are realistic: meaning, children are NOT slaves, however they do need to help pull their weight around the house. This will help in the long run with responsibility, follow through and accountability.
- Some family policies used in the past:
 1. Clean up own room once a week.
 2. Take out garbage.
 3. Clean bathrooms.
 4. Take family pet for walk/or take care of pet however needed.
 5. Dishes (clean, put away, dishwasher, etc.).
 6. Help with yard work.
 7. No fighting at meal times.
 8. Knock before entering a closed room.
 9. Keep music to acceptable level.
 10. Share TV time.
- Every family will have different needs for their home, and it is important to lay out the rules so EVERYONE knows their expectations.
- Come up with a realistic reward for your child IF they follow through with weekly rule list; could be allowance, time with friends, extra TV time - figure out which reward will motivate your child.
- NOW, present this list to the children, and dialogue about these expectations. It is important for everyone to feel heard. There may be some reassessing of the details, and it is up to you to create a final copy of the house rule list. Put this list on the refrigerator for all to see and then use as a reference throughout the week.
- It is very important to follow through on rewards if all rules are followed, and it is also important to NOT reward if all rules aren't followed. This is teaching accountability to ALL family members.

▶ Health or Safety Issues

Establishing a Family Policy on a Health or Safety Issue:

- smoking marijuana
- drinking alcohol
- parties
- having sexual intercourse
- fighting

Select the topic: _____

Why this is important: _____

Our general standard is: _____

Our rules about this (short, specific, reasonable and stated positively):

1. _____
2. _____
3. _____

Positive Consequences if rules are followed:

1. Natural _____

2. Planned _____

Negative Consequences if rules are not followed:

1. Natural _____

2. Planned _____

▶ Negotiating A Supervision Strategy

1. What is the rule at your house regarding: _____

2. Why is this rule important? (What is the “Value” behind the rule?)

3. How can parents supervise to carry out this rule in a way that is least invasive and yet effective? List all the possible supervision strategies:

1. _____

2. _____

3. _____

4. _____

5. _____

4. Rate each strategy:

1= not invasive

5= somewhat

10= very invasive

5. Indicate which strategies you feel are the best: 1st, 2nd, & 3rd choices.

6. How will you know if the strategy is effective?

7. What will we do if it is not effective?

▶ Completing Your Family Policy

Family Policy

1. The topic: _____

2. The standard: _____

3. The expectations for behavior (rules):
- _____
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____

Completing Your Family Policy

4. The Consequences

Natural Consequences

POSITIVE

NEGATIVE

Planned Consequences

POSITIVE

NEGATIVE

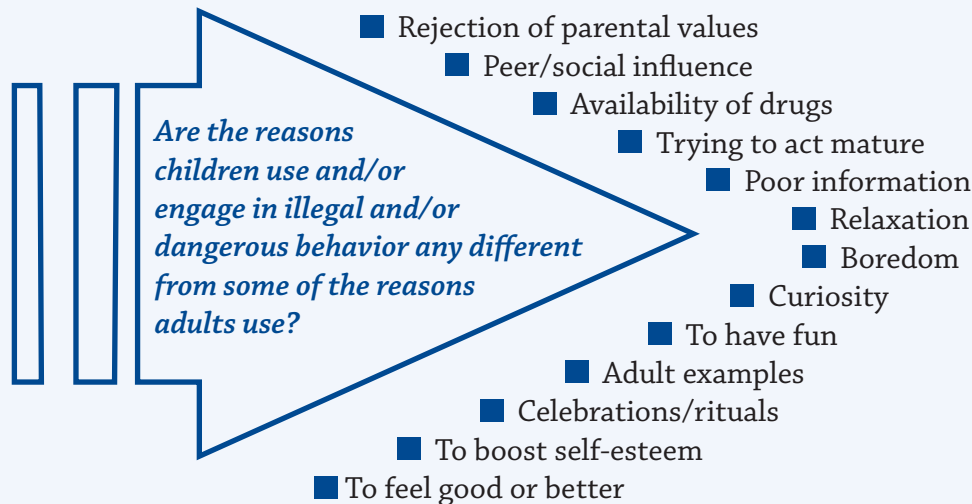
Parents Who Care Facilitator's Manual - Channing Bere Company,
One Community Place, South Deerfield, MA 01373-0200
1-800-499-6464, custsvcs@channing-bete.com

► Prevention Tips

Preventive measures now may avoid serious problems later. Parents can help their children say “no” to alcohol and other drugs by taking these steps early in their child’s development.

1. Be actively **INTERESTED** in your child’s friends, activities, opinions. Make his/her friends feel welcome by providing food, a place to talk, etc. Know the first and last names of your child’s friends.
2. **TALK** with your children about alcohol, drugs and other unacceptable activities. Parents can intervene to help change mistaken ideas their child may have obtained from peers and the media, such as “everybody drinks.”
3. Learn to really **LISTEN** to your child. Children are more likely to communicate when they receive positive verbal and nonverbal cues that show their parents are listening.
4. Help your child feel good about himself or herself. A child’s **SELF-ESTEEM** can be strengthened when you praise efforts and correct by criticizing the action rather than the child.
5. Help your child develop **STRONG VALUES**. A strong value system can give children the courage to make decisions based on facts rather than pressure from friends.
6. Help your child deal with **PEER PRESSURE**. Parents may assist their children in learning refusal skills and communication skills to help them say “no” effectively.
7. Set **CLEAR STANDARDS** rules and expectations - clearly state rules regarding hours to come home, homework, chores and other responsibilities. Studies indicate that teenage drug abusers tend to come from families that are either too strict or too lenient.
8. Make **FAMILY POLICIES** that help your child say “no.” Family meetings are good opportunities to establish boundaries and limits, as well as communicate clear expectations regarding nonuse of drugs.
9. Encourage **HEALTHY**, creative activities. Parents can encourage their children to engage in hobbies, school events and other activities that may prevent them from experimenting with alcohol, tobacco or other drugs out of boredom.
10. **TEAM UP** with other parents. When parents join together, they can take steps that will reinforce the guidance they provide at home.
11. **SEEK** professional assistance - if it could promote better communication.

► Why Children Choose Destructive Activities



Parents are models for their children, even when they are not trying to be. In fact, studies indicate that parents have the most influence on the behavior of their 8 to 12 year olds. Your behaviors are cues to your children as they form ideas about alcohol and other drug use. For example, many surveys suggest that the best predictor of the use of drugs and other dangerous activities among children is the attitude and behavior of their parents with regard to alcohol use. Children also notice the following:

- *Why* parents drink
- *When* parents drink
- *Whether* they drive, boat, swim, or perform any other dangerous activities after drinking

Parents can use this strong influence to help their children avoid drinking, drugs and other dangerous and/or illegal activities by demonstrating the kind of behaviors they would expect from their children.

► Risk Factors

Risk Factors by Domain	ATOD Abuse	Delinquency	Teen Pregnancy	School Dropout	Violence
Community Risk Factors					
Availability of Drugs	■	□	□	□	■
Availability of Firearms	□	■	□	□	■
Community Laws and Norms Favorable	■	■	□	□	■
Media Portrayal of Violence	□	□	□	□	■
Transitions and Mobility	■	■	□	■	□
Neighborhood Disorganization	■	■	□	□	■
Extreme Economic and Social Deprivation	■	■	■	■	■
Family Risk Factors					
Family History of High Risk Behavior	■	■	■	■	■
Family Management Problems	■	■	■	■	■
Family Conflict	■	■	■	■	■
Parental Attitudes and Involvement	■	■	□	□	■
School Risk Factors					
Early and Persistent Anti-Social Behaviors	■	■	■	■	■
Academic Failure	■	■	■	■	■
Lack of Commitment to School	■	■	■	■	■
Individual/Peer Risk Factors					
Alienation and Rebelliousness	■	■	□	■	□
Friends Who Engage in Problem Behavior	■	■	■	■	■
Favorable Attitudes	■	■	■	■	□
Early Initiation of the Problem Behavior	■	■	■	■	■
Constitutional Factors	■	■	□	□	■

► Risk Check for Your Child



What's the risk that your child will abuse drugs? Complete this risk check to find out. Different children in the same family can have a different risk for drug abuse, so complete the risk check for each of your children. Place each child's initial in a column at the left and check the appropriate columns for each risk factor that

Child's Initials

- | | | |
|-------|-------|--|
| _____ | _____ | 1. Family history of alcoholism. If a parent of a child is an alcoholic, put down a point for that child. |
| _____ | _____ | 2. Early problem behavior. Add a point for children who were aggressive and difficult to control when they were five, six, or seven. |
| _____ | _____ | 3. Family patterns. Give a point for each of the following that happens in your family. |
| _____ | _____ | a. Your children don't share their thoughts and feelings regularly with at least one family member. |
| _____ | _____ | b. You rarely let your child know in advance what kind of behavior you expect. |
| _____ | _____ | c. You don't usually keep track of where your child is, the kinds of things your child is doing and who your child's friends are. |
| _____ | _____ | d. You rarely praise your child for doing well. |
| _____ | _____ | e. When your child breaks family rules, you're not consistent and controlled in your punishment. |
| _____ | _____ | 4. Family drug use. Add a point if household members use illegal drugs around the children, if there is heavy recreational drinking in the home, or if adults in the family involve children in their drinking or other drug use, such as asking a child to get a beer or light a cigarette. |
| _____ | _____ | 5. Poor school performance. Put down a point for each child who failed to achieve in school when the child was nine, ten and eleven. |
| _____ | _____ | 6. Dislike of school. Put down a point for children who strongly dislike school or have a poor attendance record. |
| _____ | _____ | 7. Alienation from family and society. If your children have become isolated from the family and cynical about their own involvement in family and school activities, add another point. |
| _____ | _____ | 8. Delinquent behavior/school misbehavior. Add a point if your child is involved in delinquent behavior or has been suspended or expelled for school misbehavior. |
| _____ | _____ | 9. Friends who use drugs. Add another point for each child whose close friends use alcohol or other drugs. |
| _____ | _____ | 10. Favorable attitude toward drug use. Add a point for each child who expresses the view that it's okay for children to use alcohol or other drugs. |
| _____ | _____ | 11. Early first use. Finally, if any children in your family began to use alcohol, marijuana, or other illegal drugs before they were fifteen, add points to that child's total. To calculate the number of points to add, subtract the child's age at first drug use from 15 and add the result to your child's total. |

After you've checked the appropriate columns, total the number of points for each child. The higher the number, the greater the risk of problems with alcohol or other drugs. But remember, this is not a scientific assessment of your family. These are only statistical probabilities. The presence of many risk factors doesn't condemn your children to be drug abusers, nor does a low score mean they will be free of problems. This risk check is intended simply to alert you to pay attention to these factors and to make the extra effort needed to change patterns where necessary.

▶ Red Flags



Parents can learn to recognize the behaviors that are typical of alcohol and other drug use. The following behaviors may indicate your child is involved with drugs. The more indicators present the greater the probability a problem does exist. An assessment by a licensed treatment provider can determine whether use is an issue.

- _____ Change in school attendance and grades; less interest in school
- _____ Dropping school activities, sports, or other outside activities
- _____ Increased forgetfulness, short attention span; trouble concentrating
- _____ Resistance to discipline at home or school (ignoring curfews, rules)
- _____ Changes in the quality of work or tasks done around the house
- _____ Change in attitude: non-caring, arrogance
- _____ Unusual, abrupt changes in mood
- _____ Sudden outbursts
- _____ Change in friends; beginning to associate with a crowd with a more negative influence
- _____ Spending a lot of time in own room; isolating from family and old friends
- _____ Becoming sly, sneaky, lying, blaming, manipulating
- _____ Borrowing more money than usual, borrowing on their allowance, etc.
- _____ Items around room or house are missing; selling their possessions
- _____ Stealing money and small items
- _____ Your supply of liquor and/or medications dwindling
- _____ Smelling of alcohol, dilated or constricted pupils, red eyes, hyperactivity, slurred speech
- _____ Wearing sunglasses at inappropriate times
- _____ Carrying eye drops or finding bottles in room
- _____ Change in personal dress or grooming
- _____ Increased illness due to reduced immunity; more colds, etc.
- _____ Change in sleep patterns; sleeps more than usual or inability to sleep
- _____ Change in eating habits; binge eating or avoidance of food
- _____ Strongly defending their right to use; defends people who use (“not that big of a deal,” “everyone does it,” etc.)
- _____ Negative involvement with the law (MIP, DUI, caught “carrying or consuming alcohol or other drugs, curfew violations, juvenile delinquency)

▶ What To Do if You Suspect

If you suspect your child is using alcohol or other drugs:

- Become informed about alcohol and other drugs. Accurate information is the key.
- Wait until he/she is sober/clearheaded to talk.
- Don't panic or overreact. Take a walk, then talk.

Try to be:

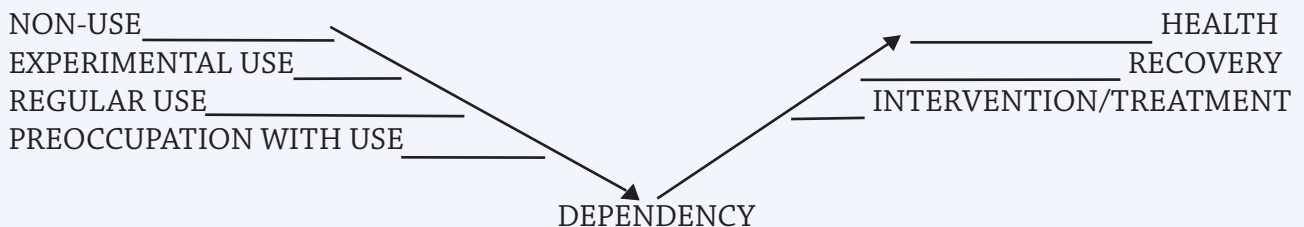
- Understanding - "I realize drugs can seem attractive when others are using them."
- Firm - "It is unacceptable to me for you to use drugs while you live here. I'm concerned about your health and safety."
- Supportive - "I love you and don't want you to get hurt."
- Self-examining - "Is my own alcohol and drug use a poor influence on my child?"
- Don't hesitate to get help. Around the country parents and children are finding help and alternatives in support groups and local agencies.
- Don't ask "why" they did it.
- Talk to other parents and school staff.

Try not to be:

- Sarcastic - "Don't think I don't know what you're up to."
- Accusatory - "You're lying to me."
- Sympathy-seeking - "Don't you see how much you're hurting me."

Such statements tend to make children defensive and likely to tune you out.

PROGRESSIVE STAGES OF CHEMICAL DEPENDENCY



► Facing the Problem

One of the most difficult obstacles in assisting families with substance abuse problems is parents' unwillingness to acknowledge a problem. This is denial.

Denial is an emotional defense mechanism that we unconsciously take on to avoid facing a painful reality. It is a way of pretending that there really isn't a problem.

The following is a list of myths parents may use to console themselves or deny that their child may be in trouble with alcohol or other drug abuse.

Check yourself for these rationalizations/thoughts:

_____ "He/She has always been a good kid. She/He wouldn't use drugs.

_____ "Thank goodness it's only beer.

_____ "My kid doesn't use drugs, he/she just smokes a little pot."

_____ "Kids can't become alcoholics."

_____ "Our family is active in church."

_____ "All adolescents drink a little."

_____ "He/She doesn't even smoke cigarettes. He/She wouldn't use marijuana."

_____ "My child tells me everything."

_____ "She/He doesn't have enough money to buy drugs."

If you checked one or more of the above, it may be that your fears are preventing you from acknowledging the problem and taking further action. Confront yourself if you suspect you may be in denial.

▶ What is Enabling?

The term itself can be misleading. It can mean to help someone, but not when dealing with chemical dependency. In this case, “enabling” means helping someone to preserve, protect and maintain their right to use.

Parents can, unknowingly, enable their children to use/abuse substances in various ways. The typical parental response, “where did we go wrong?” leads parents to enable their children by accepting blame. Most parents do not cause their child to use or abuse substances. Remaining silent, another way of enabling, may avoid embarrassment, but it also tells a child that his/her behavior is acceptable.

Other ways we enable:

<i>Rescuing your child when he/she gets into trouble.</i>	“She/He is just sowing her/his oats.” “The school is picking on him/her.”
<i>Minimizing the seriousness of the problem.</i>	“It was just a couple of joints.” “It was a minor accident.”
<i>Protecting the child from harmful consequences of his/her actions.</i>	“I’ll go talk to the principal so she/he won’t get kicked out of school.” “We can’t let our son/daughter sit in jail.”
<i>Playing a victim or martyr.</i>	“Look what you’re doing to us.” “If you love us, you wouldn’t be doing this to us.”
<i>Making empty threats and not following through.</i>	“If you don’t straighten up, you’re going to get out.” “I’m going to call the police.”
<i>Provoking with threats, nagging and hostility.</i>	“You’ll never graduate from high school.” “What’s the matter with you?” “Why can’t you be like your sister/brother?”

► Guide to Teen Parties

Plan in advance. Check party plans with your teenager and know the guest list. If you agree with who is invited, you can curb the “open party” situation.

Set a time limit. Set a definite start and ending that is not too long. Consider daytime parties alternative to evening ones or plan an activity such as swimming, skating, or renting movies.

Agree to rules ahead of time. These might include:

- NO drugs or smoking
- NO leaving the party and then returning
- NO gate crashers allowed
- Lights should be left on
- Some rooms are off limits

Know your responsibilities. The responsible adult at a teenager’s party is visible and AWARE. Remember IT IS ILLEGAL TO SERVE DRUGS, INCLUDING ALCOHOL, TO MINORS. You are legally responsible for anything that may happen to a minor who has been served drugs or alcohol in your home. Invite another parent or couple over. Other adults are company for you during a long evening and can be of help with problems. Also, if parents have driven teenagers to your house, you might consider inviting them in to meet you, however briefly.

Call the host. Before giving consent that your teenager be allowed to attend a party, make sure of the basic rules, such as parental supervision and that no alcohol will be allowed.

Check the party plans beforehand with your teenager. Know where your child is going and with whom. When taking your teenager to a party, wait to see that he or she is inside the house. If you don’t know the host parents, introduce yourself.

Make it easy for your teenager to leave a party. If there is drinking or drug taking or any reason that your teenager wishes to leave a party, make an arrangement that your child can call you (or a designated adult who will come). Urge your teenager NEVER to ride home with a driver who has been drinking. You might have an understanding that there will be no punishments or restrictions for a call letting you know that things are getting out of hand.

Greet your teenager when he or she comes home from a party.

Questions and Answers.

Q. Are the police ever called out to assist parents when their child’s party has gotten out of hand?

A. Yes. Most problems arise at parties involving high school age children in situations where parents are absent. The two major problems at these parties are uninvited guests and consumption of alcohol.

Q. What are parents’ responsibilities when their child has a party in their home?

A. Parents should know that there are criminal charges that can be brought for serving alcohol to minors and for risking injury to minors. Conviction can result in fines from \$350 up to \$1,000 and not less than 30 days of imprisonment for a third and subsequent violations.

Guide to Teen Parties

Safe House/Safe Parties Agreement:

An agreement for parents and youth to help insure that parties and social events are safe and illegal substance-free. This type of agreement is being used across the country to help communities and parents address risky behavior at teen social events.

Parent Guidelines:

We will:

1. ***Plan in advance.*** Check plans with our child and confirm the guest list, agree who will be invited and avoid the open party invitation.
2. ***Set a time limit.*** Set a starting and ending time consistent with the local curfew ordinance.
3. ***Make plans for appropriate transportation to and from get-togethers.*** Talk to other parents to confirm the plans.
4. ***Agree to rules ahead of time,*** such as:
 - No drugs or alcohol
 - No smoking
 - No leaving the house and returning
 - Only invited guests allowed
 - Lights should be left on and door to party area open at all times
 - No access to pornography, such as video tapes or sites on the Internet.
5. ***Make our presence known.*** Check in with our child and friends and get a feel for how the social event is going. Be able to talk if our youth or friends are having any problems. Youth often reach out to another parent if the door is left open. This is also a way to keep communication open with your child.
6. ***Never leave a party unsupervised.*** It can be helpful to invite other parents over if hosting a party.
7. ***Know what we as parents are responsible for.*** It is illegal to serve alcohol or drugs to a minor. Parents are legally responsible for anything that happens to a minor who has been served alcohol or drugs in their home.

Parent Signatures _____ Children Signatures _____

I am in agreement with the Parent Guidelines and have reviewed them with my children and would like to be listed as a safe house for youth get-togethers. I am willing to have parents call me to confirm the plans for parties and agree to call parents if I have concerns about activities that occurred among young people at my house.

Parent Names _____

Children's Names and Ages _____

► Depression

Symptoms of Depression:

The teen or child may describe his/her mood as: depressed, “bored all the time,” sad, blue, hopeless, down in the dumps, low, empty inside, no feelings at all, or irritable. When a parent sees this persistent mood nearly every day for at least two weeks and/or a loss of interest in all or almost all usual activities, it is time to look for other possible symptoms listed below:

- Poor appetite or significant weight loss (when not dieting), or increased appetite or significant weight gain
- Insomnia or sleeping too much
- Very agitated or fidgeting, or moving very slowly
- Loss of energy, feeling very fatigued
- Loss of interest and/or pleasure in usual activities
- Feelings of worthlessness or extreme guilt
- Trouble thinking or concentrating or difficulty making decisions
- Helplessness and hopelessness
- Frequent thoughts of death, suicide, wishes to be dead or suicide attempt(s)
- Cutting and/or burning oneself

What to do?

If depression persists, consult your family doctor for a complete medical examination or seek a referral to a psychologist or psychiatrist.

► Coping with Loss

A child's level of cognitive development plays a primary role in the extent to which he or she will understand loss. The following age references are not rigid but should be used as rough guides. Also, children may regress to an earlier stage when emotionally upset.

Developmental Phases in Understanding Death/Loss:

Infants and Toddlers: Prior to age 3 children are not able to achieve complete mourning. However, they do seem to explore the state of non-being by games such as peek-a-boo.

Three to Five: Children deny death as a formal event; death is seen as reversible. The dead are simply "less alive." The child seems to regard death mainly as a separation, a departure.

Five to Nine: This is the age when children begin to understand the finality of death. Death is seen as an accident rather than inevitable. One dies under certain circumstances and if those circumstances do not occur then one cannot die. Death is also seen as something that will happen to others, not to us. Finally, for this age there is a tendency to view death as a person. The death-man is usually "regarded as a creature of the night."

Ten to Twelve: Children have the mental development and emotional security to express an understanding of death as a final and inevitable event associated with the cessation of bodily functions.

Adolescence: As the adolescent begins to gain more independence and starts looking toward the future, there is the realization that all future plans require time and death may come at any time to prevent these plans from reaching fruition. They realize that one grows up only to die.

Stages of Grief:

1. Numbness, shock, disbelief and denial are prominent at the initial step of grief.
2. Acute grief: Feelings of longing, disorganization and despair characterize this stage. The adolescent experiences great sadness, anger, guilt, shame and depression. It can take six to twelve weeks for the worst pain to subside. The full process of grieving can last from one to two years, depending on the child and the nature of the relationship lost.
3. Acceptance of the loss and reorganization of daily activities occur in stage three.

Coping with Loss

There are several things a surviving parent can do to support his/her grieving child:

- Explain death in a clear and direct manner. If the remaining parent cannot do this, then another adult he/she is close to should inform the child. The child should be told the dead person will never return.
- The remaining parent should not deny the child an opportunity to share in the expression of pain.
- Adults should avoid using their children as confidants for their own comfort and understanding.
- Touching and holding a child can do more than any words to relay parent's message.
- Children should be allowed to attend the funeral if it is their wish. Prior to the funeral someone should explain to the child what it likely to take place, who will be there and how people are likely to react. The choice of whether to view or touch the deceased should be left up to the child.
- It is important to establish continuity in the daily routines of children.
- Changing to a new school or moving to a new neighborhood should be postponed.

Source: "*Children and Reactions to Death*" by Charles Health,
National Association of School Psychologists

► Suicide

This information can be shared with your child to help him/her cope with a friend's depression and suicide threats.

Why do people commit suicide?

The suicidal person feels a tremendous sense of loneliness, isolation, helplessness and hopelessness. For the young person these feelings may be caused by family conflicts, a divorce or separation, the death of a parent, the break-up of a romance, the move to a new school or pressure to succeed at school. It is often the case that the person will have been using alcohol and/or other depressant drugs before the act.

Suicidal people feel they can no longer cope with their problems and that suicide may be the only way out. Most people think about suicide at some point in their life. Most people find these thoughts are temporary and that things do get better. Suicide is a needless and permanent solution to short-term problems.

Some signs of suicide

Often people who are contemplating ending their lives will give signs of signals of their intent. One sign alone does not mean that a person is suicidal. Several signs at one time, however, may mean that the person is seeking help. A few of these signs are:

- Verbal suicide threats
- Previous suicide attempts
- Personality changes (unusual withdrawal, aggression or moodiness)
- Depression (changes in normal appetite, sleep disturbances, sudden drop in school performance, etc.)
- Final arrangements (making a will, giving away prized possessions, etc.)

► Appendix:

A: Effects of Drug Use

Drug Name:	<i>Alcohol</i>
Drug Type:	Depressant
Facts for Parents:	Alcohol remains the most popular drug of choice for teens.
Other Names:	Beer, wine, liquor, cooler, malt liquor, booze, cocktails.
How Consumed:	Orally.
Signs of Abuse:	Smells of alcohol. Loss of inhibitions and worries. Poor judgement, slowed reactions, slurred speech, staggering, disoriented. Loss of control over behavior. May be aggressive or violent. Dizziness, nausea, vomiting, hangovers, disturbed sleep, impaired motor skills.
Effects:	Personality changes. Psychological addiction and uncontrollable drinking, depression. Physical addiction and damage to heart, liver and other organs. Fetal alcohol syndrome, respiratory depression and death from high doses.
Drug Name:	<i>Barbiturates/Sedatives</i>
Drug Type:	Depressant
Facts for Parents:	Obtained from family medicine cabinet or stolen from other homes or pharmacies. Symptoms and risks multiplied when taken with alcohol.
Other Names:	Barbs, downers, yellow jackets, reds, quaaludes, ludes, tranks, phennies, sleeping pills, Valium.
How Consumed:	Orally, injected, smoked.
Signs of Abuse:	Confused behavior, disoriented, slurred speech and impaired motor skills. Quick temper and argumentative. Drowsiness and long periods of sleep.
Effects:	Depression, convulsions, coma, death from overdose and withdrawal. Physical and psychological addiction. Tolerance to increased quantities develops rapidly.
Drug Name:	<i>Amphetamines</i>
Drug Type:	Stimulant
Facts for Parents:	Amphetamines can be prescriptions abused for stimulation.
Other Names:	Speed, uppers, ups, hearts, black beauties, pep pills, capilots, bumble bees, Benzedrine, Dexedrine, footballs, biphphetamine.
How Consumed:	Orally, injected, snorted, smoked.
Signs of Abuse:	Irritability, aggression, convulsions, dilated pupils, dizziness, sleeplessness, loss of appetite, malnutrition. Bad breath, sweating, dry mouth and lips.

A: Effects of Drug Use

Effects:	Addiction. Psychological and physical dependence. Personality changes, severe mental illness, paranoia. Anxiety, increased blood pressure and pulse rate, paranoia, psychosis, depression, fatigue, weakened immune system. Chronic use can induce psychosis with symptoms similar to schizophrenia. Increased risk of exposure to HIV, hepatitis and other infectious diseases if injected. Convulsions, coma. Death from overdose.
Drug Name:	Metamphetamines
Drug Type:	Stimulant
Facts for Parents:	Metamphetamine is highly addictive. The ignitable, corrosive and toxic nature of the chemicals used to produce meth can cause fires, produce toxic vapors and damage the environment.
Other Names:	Speed, meth, crank, crystal, ice, fire, croak, cryptol, go-fast, glass. "Ice" is the street name for the smokeable form.
How Consumed:	Orally, injected, snorted, or smoked.
Signs of Abuse:	Overactive, talkative, unable to sleep or eat, disorientated, irrational behavior. Some users avoid sleep 3 to 15 days. Followed by long periods of sleep, called "crashing." Lack of personal hygiene. Irritability, aggression.
Effects:	Addiction. Psychological and physical dependence. Hypothermia, stroke, paranoia, psychosis, convulsions, heart and blood vessel toxicity, hallucinations, arrhythmia, formication (the sensation of insects creeping on or under your skin). Extreme fatigue, weight loss, weakened immune system.
Drug Name:	Ecstasy
Drug Type:	Stimulant
Facts for Parents:	Ecstasy is popular at all-night underground parties (called raves) and is the most common designer drug. Pacifiers, lollipops are often used to help guard against the teeth grinding that comes with the involuntary jaw clenching.
Other Names:	XTC, Adam, MDMA, X, E.
How Consumed:	Orally.
Signs of Abuse:	Muscle tension, nausea, blurred vision, sweating, increased heart rate, tremors, hallucinations, fainting, chills, sleep problems and reduced appetite, dehydration, nausea, intense focus on sights and sounds, loss of inhibitions.
Effects:	Psychiatric disturbances, including panic, anxiety, depression, confusion and paranoia.

A: Effects of Drug Use

Drug Name:	Designer Drugs
Drug Type:	Stimulant
Facts for Parents:	Changing the molecular structure of an existing drug or drugs to create a new substance creates designer drugs.
Other Names:	Synthetic heroin, goodfella.
How Consumed:	Injected, sniffed, smoked.
Signs of Abuse:	Confusion, eating and sleep pattern disturbances.
Effects:	Instant respiratory paralysis. Potency creates strong possibility for overdose, many of the same effects as heroin. Psychological difficulties, depression, anxiety, serotonin, imbalance, neurological imbalance.
Drug Name:	Cocaine
Drug Type:	Stimulant
Facts for Parents:	Cocaine is a powerfully addictive drug made from the leaves of the cocoa plant.
Other Names:	Coke, snow, nose candy, flake, blow, big C, lady, white, snowbirds.
How Consumed:	Snorted or dissolved in water and injected.
Signs of Abuse:	Intense pleasure for short time, followed by depression and then craving for more cocaine. Pupil dilation, insomnia, anxiety, restlessness, irritability. Heavy use may produce paranoia, hallucinations, aggression, insomnia.
Effects:	Addiction. Elevated blood pressure and heart rate. Increased respiratory rate, seizures, tremors, heart attack, increased body temperature, death from overdose. Heavy use may produce paranoia and depression.
Drug Name:	Crack
Drug Type:	Stimulant
Facts for Parents:	A cheaper form of cocaine that may be more addictive.
Other Names:	Rock, freebase.
How Consumed:	Smoked.
Signs & Effects:	Same as cocaine.
Drug Name:	Heroin
Drug Type:	Opiates
Facts for Parents:	Heroin is a narcotic and is an illegal drug that is made from the opium poppy plant. It is a white or brown powder. Tar Heroin: A dark brown sticky tar-like substance that smells like vinegar and is three to four times more potent.
Other Names:	Smack, horse, mud, brown, sugar, junk, black tar, big H, dope.

A: Effects of Drug Use

How Consumed:	Injected or inhaled.
Signs of Abuse:	Dazed far-off look, constricted pupils of eyes and flushing of skin on face. Droopy eyelids, impaired night vision, nodding off. Flushing of skin of face. Slurred speech, slow gait. A feeling of well-being, followed by apathy, drowsiness. Withdrawal symptoms 8-14 hours after the last 'fix' and resemble severe cold or flu. Delirium.
Effects:	Addiction. Heroin users quickly develop a tolerance to the drug and need more and more of it to get the same effects, or even to feel well. Psychological and physical dependence. Respiratory depression or failure, dry itching skin and skin infections. Increased risk of exposure to HIV, hepatitis and other infectious diseases if injected. Risk of death from overdose. Personality changes, anxiety. Loss of judgement, self-control, loss of appetite and weight.
Drug Name:	PCP
Drug Type:	Hallucinogen
Facts for Parents:	Marijuana joints can be dipped into PCP without the smoker's knowledge.
Other Names:	Angel dust, ozone, rocket fuel, peace pill, elephant tranquilizer, dust.
How Consumed:	Snorted, smoked, orally, injected.
Signs of Abuse:	Wide staring eyes, rapidly shifting eye movement and hallucinations. Out-of-body experiences, impaired motor coordination, inability to feel physical pain, respiratory attack. Poor perception of time and distance. Bizarre unpredictable behavior, irritability, panic, euphoria, disorientation, confusion, forgetful, hallucinations, fear, panic, aggression.
Effects:	Increased risk of exposure to HIV, hepatitis and other infectious diseases if injected. Personality changes, withdrawn, paranoid delusions, aggressive behavior, anxiety. Psychological dependence. May cause temporary brain damage that can last for years. Death from irrational and careless behavior, respiratory failure.
Drug Name:	LSD (Lysergic Acid Diethylamide)
Drug Type:	Hallucinogen
Facts for Parents:	LSD is the most common hallucinogen. LSD is on blotter paper often decorated with colorful designs or cartoon characters.
Other Names:	Acid, microdot, tabs, doses, trips, hits, sugar cubes.
How Consumed:	Tabs taken orally or gelatin/liquid put in eyes.
Signs of Abuse:	Dilated pupils, visual and auditory hallucinations, panic, personality changes, depression. Inability to avoid physical harm due to disruption of normal reaction and defense mechanisms. Suppressed appetite, sleeplessness.

A: Effects of Drug Use

Effects:	Psychological dependence, anxiety, depression, possible insanity, flashbacks. Chronic recurring hallucinations. Elevated body temperature and blood pressure, tremors. Death due to careless behavior.
Drug Name:	<i>Psilocybin Mushrooms</i>
Drug Type:	Hallucinogen
Facts for Parents:	Many mushroom users purchase hallucinogenic mushroom spores via mail order.
Other Names:	Shrooms, caps, magic mushrooms.
How Consumed:	Eaten or brewed and drank in tea.
Signs of Abuse:	Dilated pupils, hallucinations, unpredictable and irrational behavior, emotional instability, panic, sweating and nausea.
Effects:	Psychological dependence, personality changes, anxiety, flashbacks. Increased blood pressure. Death due to careless behavior.
Drug Name:	<i>Inhalants</i>
Drug Type:	Adhesives, aerosols, solvents, gases, cleaning agents, dessert topping sprays, nitrite room odorizers, anesthetics.
Facts for Parents:	Hundreds of legal household products can be sniffed or huffed to get high. All inhalants can be toxic.
Other Names:	Huffing, bagging.
How Consumed:	Vapors are inhaled.
Signs of Abuse:	Feeling of excitement and exhilaration followed by loss of coordination, distorted perception and extreme confusion. Appears to be drunk: slurred speech, lack of inhibitions, disorientated. Headache, muscle weakness, abdominal pain, severe mood swings, violent behavior, nausea, nose bleeds. Lack of coordination, fatigue, loss of appetite, chronic cough, bad breath.
Effects:	Dangerous chemical imbalances in the body. Decreases in heart and respiratory rates, hepatitis, or peripheral neuropathy from long-term use. Fumes can cause temporary blindness and damage to liver, lungs, kidneys and brain.
Drug Name:	<i>Marijuana</i>
Facts for Parents:	Marijuana today is much stronger than it was in the 1970's. Can be smoked using homemade pipes and bongs made from soda cans or plastic beverage containers.
Other Names:	Weed, pot, reefer, grass, dope, ganja, Mary Jane, sinsemilla, herb, Aunt Mary, skunk, boom, kif, gangster, chronic, 420.
How Consumed:	Smoked or eaten.

A: Effects of Drug Use

Signs of Abuse:	Bloodshot eyes, dry mouth. Reactions vary from silly, happy, talkative to quiet, withdrawn, confused, frightened. Interferes with coordination and sense of time.
Effects:	Psychological: frequent disorientation, loss of motivation and interest in life. Physical: increased risk of lung cancer, weakened immune system, effect reproductive system. Altered cognition, making acquisition of new information difficult; impairments in learning, memory, perception and judgment; difficulty speaking, listening effectively, thinking, concentrating, retaining knowledge, problem solving.
Drug Name:	<i>Steroids</i>
Facts for Parents:	Steroid users subject themselves to more than 70 % potentially harmful side effects.
Other Names:	Rhoids, juice.
How Consumed:	Orally or injected into muscle.
Signs of Abuse:	Jaundice, swelling of feet and ankles, aching joint, bad breath, mood swings, aggression, depression, nervousness, tremors, acne.
Effects:	Depression. Liver cancer. Masculine traits in women and feminine traits in men.
Drug Name:	<i>Tobacco</i>
Facts for Parents:	1 in 5 12th graders is a daily smoker.
Other Names:	Chew, snuff, a quid, a chaw, a plug, smokeless tobacco, dip, square grit, cig, puff, a smoke, cigarette.
How Consumed:	Cigarettes, cigars, pipes, smokeless tobacco (chew, dip and snuff).
Signs:	Person smells of tobacco and/or smoke. Teeth, lips or fingers burned or yellowed in color. Psychological symptoms include: irritability, anxiety, sleep disturbances, nervousness, headaches, fatigue, nausea and intense cravings for tobacco.
Effects:	Addiction, heart disease, cancer of the lung, larynx, esophagus, bladder, pancreas, kidney and mouth. Stroke, emphysema and chronic bronchitis, spontaneous abortion, low birth weight. Decreases sense of smell and taste. Frequent colds, coughs, gastric ulcers, chronic bronchitis. Increase in heart rate and blood pressure.

B: Oregon State Laws of Interest

167.400 Tobacco possession by minors prohibited. (1) It is unlawful for any person under 18 years of age to possess tobacco products, as defined in ORS 431.840. (2) Any person who violates subsection (1) of this section commits a Class D violation.

MIP

471.430 Purchase or possession of liquor by person under 21; entry of licensed premises by person under 21; community service and suspension of driving privileges; assessment and treatment.

(1) No person under the age of 21 years shall attempt to purchase, purchase or acquire alcoholic liquor. Except when such minor is in a private residence accompanied by the parent or guardian of the minor and with such parent's or guardian's consent, no person under the age of 21 years shall have personal possession of alcoholic liquor. (2) For the purposes of this section, personal possession of alcoholic liquor includes the acceptance or consumption of a bottle of such liquor, or any portion thereof or a drink of such liquor. However, this section does not prohibit the acceptance or consumption by any person of sacramental wine as part of a religious rite or service. (3) Except as authorized by rule or as necessitated in an emergency, no person under the age of 21 years shall enter or attempt to enter any portion of a licensed premises that is posted or otherwise identified as being prohibited to the use of minors. (4) Any person who violates subsection (1) or (3) of this section commits a Class B violation. (5) In addition to and not in lieu of any other penalty established by law, a person under the age of 21 years who violates subsection (1) of this section through misrepresentation of age may be required to perform community service and the court shall order that the person's driving privileges and right to apply for driving privileges be suspended for a period not to exceed one year. If a court has issued an order denying driving privileges under this section, the court, upon petition of the person, may withdraw the order at any time the court deems appropriate. The court notification to the Department of Transportation under this subsection may include a recommendation that the person be granted a hardship permit under ORS 807.240 if the person is otherwise eligible for the permit. (6) In addition to and not in lieu of any penalty established by law, the court: (a) Shall order a person who is at least 18 years of age and not more than 21 years of age, who is convicted of violation of this section and who has been convicted of violation of this section at least once before when the person was at least 18 years of age, to undergo assessment and treatment as provided in ORS 471.432. (b) May order a person who is at least 18 years of age and not more than 21 years of age and who is convicted of violation of this section to undergo assessment and treatment as provided in ORS 471.432. (7) The prohibitions of this section do not apply to a person under the age of 21 years who is acting under the direction of the Oregon Liquor Control Commission or under the direction of state or local law enforcement agencies for the purpose of investigating possible violations of laws prohibiting sales of alcoholic beverages to persons who are under the age of 21 years. (8) The prohibitions of this section do not apply to a person under the age of 21 years who is acting under the direction of a licensee for the purpose of investigating possible violations by employees of the licensee of laws prohibiting sales of alcoholic beverages to persons who are under the age of 21 years. [Amended by 1963 c.243 §2; 1965 c.166 §1; 1971 c.159 §6; 1975 c.493 §1; 1979 c.313 §8; 1991 c.860 §2; 1999 c.646 §1; 1999 c.1051 §186; 2001 c.791 §4]

B: Oregon State Laws of Interest

471.410 Providing liquor to person under 21 or to intoxicated person; allowing consumption by minor on property; mandatory minimum penalties.

(1) No person shall sell, give or otherwise make available any alcoholic liquor to any person who is visibly intoxicated. (2) No one other than the person's parent or guardian shall sell, give or otherwise make available any alcoholic liquor to a person under the age of 21 years. A person violates this subsection who sells, gives or otherwise makes available alcoholic liquor to a person with the knowledge that the person to whom the liquor is made available will violate this subsection.

DUI

813.010 Driving under the influence of intoxicants; penalty.

(1) A person commits the offense of driving while under the influence of intoxicants if the person drives a vehicle while the person: (a) Has 0.08 percent or more by weight of alcohol in the blood of the person as shown by chemical analysis of the breath or blood of the person made under ORS 813.100, 813.140 or 813.150; (b) Is under the influence of intoxicating liquor, a controlled substance or an inhalant; or (c) Is under the influence of any combination of intoxicating liquor, an inhalant and a controlled substance. (2) A person may not be convicted of driving while under the influence of intoxicants on the basis of being under the influence of a controlled substance or an inhalant unless the fact that the person was under the influence of a controlled substance or an inhalant is pleaded in the accusatory instrument and is either proved at trial or is admitted by the person through a guilty plea.

475.858 Unlawful manufacture of marijuana within 1,000 feet of school. (1) It is unlawful for any person to manufacture marijuana within 1,000 feet of the real property comprising a public or private elementary, secondary or career school attended primarily by minors. (2) Unlawful manufacture of marijuana within 1,000 feet of a school is a Class A felony.

475.860 Unlawful delivery of marijuana. (1) It is unlawful for any person to deliver marijuana. (2) Unlawful delivery of marijuana is a Class B felony if the delivery is for consideration.

475.864 Unlawful possession of marijuana. (1) It is unlawful for any person knowingly or intentionally to possess marijuana. (2) Unlawful possession of marijuana is a Class B felony.

State of Oregon CURFEW

419C.680 Curfew; parental responsibility; authority of political subdivisions; criminal penalty.

(1) No minor shall be in or upon any street, highway, park, alley or other public place between the hours of 12 midnight and 4 a.m. of the following morning, unless: (a) Such minor is accompanied by a parent, guardian or other person 18 years of age or over and authorized by the parent or by law to have care and custody of the minor; (b) Such minor is then engaged in a lawful pursuit or activity which requires the presence of the minor in such public places during the hours specified in this section; or (c) The minor is emancipated pursuant to ORS 419B.550 to 419B.558. (2) No parent, guardian or person having the care and custody of a minor under the age of 18 years shall allow such minor to be in or upon any street, highway, park, alley or other public place between the

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hours specified in subsection (1) of this section, except as otherwise provided in that subsection. (3) Subsections (1) and (2) of this section do not affect the authority of any political subdivision to make regulations concerning the conduct of minors in public places by ordinance or other local law, provided, that the local ordinance or law restricts curfew hours at least to the extent required by subsections (1) and (2) of this section. (4) The county court or board of county commissioners of any county may provide by ordinance for a curfew restriction on minors applicable to areas not within a city, which has the same terms provided in subsection (1) of this section except that the period of curfew may include hours in addition to those specified in subsection (1) of this section. The ordinance may provide different periods of curfew for different age groups. (5) Any minor who violates subsection (1) of this section or an ordinance established under subsection (4) of this section may be taken into custody as provided in ORS 419C.080, 419C.085 and 419C.088 and may be subjected to further proceedings as provided in this chapter. [1993 c.33 §271; 1993 c.546 §140; 1995 c.593 §2; 1997 c.727 §9]

Washington County CURFEW

9.08.010 Findings. Protection of the health, safety and welfare of the entire community requires that the conduct of certain specified age groups or unaccompanied or unemancipated minors be regulated so as to promote community peace and order. (Ord. 388 § 1, 1991)

9.08.020 Authority and purpose. The board of county commissioners finds that the county is authorized to regulate the conduct of certain minors in public places during certain hours pursuant to ORS 419.740. (Ord. 388 § 2, 1991)

9.08.030 Definitions. For purposes of this chapter: A. “Emancipated” means that certain rights of the majority have been conferred pursuant to state law. B. “Minor” means a person who is under eighteen years of age. C. “Parent” means the natural or adoptive father or mother of a dependent child, or the stepfather or stepmother of a dependent child when such stepparent has a legal obligation to support the child. D. “Public place” means any premises open to the general public, independent of whether the premises are publicly or privately owned, or whether or not a fee is charged for use of the premises. E. “Unemancipated” means certain rights of majority have not been conferred by state law. (Ord. 388 § 3, 1991)

9.08.040 Restrictions--Exceptions. No unemancipated minor shall be upon any street, highway, park, alley, or other public place during the hours of curfew specified in Section 9.08.060 of this chapter, unless such minor is accompanied by parent, guardian or other person twenty-one years of age or older, and authorized by the parent or law to have care and custody of the minor, or unless such a minor is then engaged in a school activity or lawful employment which makes it necessary for such minor to be in or upon such a street, highway, park, alley or other public place during the hours specified in Section 9.08.060. (Ord. 388 § 4, 1991)

B: Oregon State Laws of Interest

9.08.050 Emancipation. This curfew shall not apply to any minor emancipated pursuant to ORS 109.550 to 190.565. (Ord. 388 § 5, 1991)

9.08.060 Curfew hours. For the purpose of this chapter, the applicable hours of curfew shall be: A. As to minors under fourteen years of age: 1. During the months of September through May, the hours of curfew shall be between nine-fifteen p.m. and six a.m. the following morning, except that on any day immediately preceding a day for which no public school is scheduled, the curfew shall be between ten-fifteen p.m. and six a.m. the following morning. 2. During the months of June through August, the hours of curfew shall be between ten-fifteen p.m. and six a.m. the following morning. B. As to minors fourteen years of age or older: 1. During the months of September through May, the hours of curfew shall be between ten-fifteen p.m. and six a.m. the following morning, except that on any day for which no public school is scheduled, the curfew shall be between eleven-fifty-nine p.m. and six a.m. the following morning. 2. During the months of June through August, the hours of curfew shall be between eleven-fifty-nine and six a.m. the following morning. (Ord. 388 § 6, 1991)

9.08.070 Parental responsibility. No parent of a minor shall allow or fail to prohibit such minor to be in a public place in violation of Section 9.08.060. (Ord. 388 § 7, 1991)

9.08.080 Newspaper delivery--Employment card--Penalty. A. Any child under the age of eighteen years employed in selling, delivering or wrapping newspapers shall obtain from the newspaper employer, and the employer shall issue to the child employed a card showing such employment within the protection of Section 9.08.040. B. The penalty for failure to obtain a card under this section shall be the same as provided for under Section 9.08.110. (Ord. 388 § 8, 1991)

9.08.090 Temporary custody. Any minor who violates any provision of this chapter may be taken into temporary custody as provided in ORS 419.760 and may be subject to further proceedings as provided therein. (Ord. 388 § 9, 1991)

9.08.100 Affirmative defenses. The following shall be affirmative defenses to the offenses described in Sections 9.08.040 and 9.08.060. Such affirmative defenses are to be proved by the defendant by a preponderance of the evidence: A. That the minor was emancipated pursuant to ORS 109.550 to 109.565; B. That the minor was engaged in or traveling to or from a lawful place of employment, education or similar activity. C. That the minor was accompanied by a parent or by a person twenty-one years of age or older who was authorized to have care and custody of the minor either by law or by a parent of the minor. (Ord. 388 § 10, 1991)

9.08.110 Violation-Penalty. Any violation of Sections 9.08.040 through 9.08.090 shall be punishable by a fine not to exceed five hundred dollars. A. Any minor violating any provision of this chapter may be apprehended and taken into custody as provided in ORS 419.760 and may

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be subject to further proceedings as provided. B. Any violation of the provisions of this chapter is punishable, upon conviction, by a fine not to exceed five hundred dollars, or by imprisonment not to exceed six months or both. However, no greater penalty shall be imposed than the penalty prescribed by Oregon statute for the same offense. (Ord. 388 § 11, 1991)

City of Beaverton CURFEW

5.14.005 Short Title. BC 5.14.005-.040 shall be known and may be cited as the “Curfew Ordinance,” and may also be referred to herein as “this ordinance”.

5.14.015 Prohibition of Certain Minors Being in Public Places During Certain Times.

No unemancipated minor shall be in a public place during the hours of curfew specified in section 5.14.020 of this ordinance, unless accompanied or visually supervised by a parent or a person 18 years of age or over who is authorized to have care and custody of the minor either by law or by a parent of the minor, provided, however that no minor shall be prohibited from being in a public place while engaged in traveling to or from a place of employment or an educational, religious or similar activity.

5.14.020 Hours of Curfew. A. As to minors under 14 years of age: 1. During the months September through May, the hours of curfew shall be between 9:15 p.m. and 6:00 a.m. the following morning, except that on any day immediately preceding a day for which no public school is scheduled in the city, the curfew shall be between 10:15 p.m. and 6:00 a.m. the following morning. 2. During the months June through August, the hours of curfew shall be between 10:15 p.m. and 6:00 a.m. the following morning. B. As to minors 14 years of age or older: 1. During the months September through May, the hours of curfew shall be between 10:15 p.m. and 6:00 a.m. the following morning, except that on any day immediately preceding a day for which no public school is scheduled in the city, the curfew shall be between 11:59 p.m. and 6:00 a.m. the following morning. 2. During the months June through August, the hours of curfew shall be between 11:59 p.m. and 6:00 a.m. the following morning.

5.14.030 Custody of Minors Violating Curfew. Any minor who violates any provision of this ordinance may be taken into temporary custody as provided by ORS 419.760 and may be subjected to further proceedings as provided therein.

5.14.035 Affirmative Defenses. The following are affirmative defenses to the offenses described in BC 5.14.015 and 5.14.025, to be proved by the defendant by a preponderance of the evidence: A. That the minor was accompanied by a parent or by a person 18 years of age or over who was authorized to have care and custody of the minor either by law or by a parent of the minor; or B. That the minor was engaged in traveling to or from a place of employment or an educational, religious or similar activity.

B: Oregon State Laws of Interest

9.08.030 Definitions. For purposes of this chapter: A. “Emancipated” means that certain rights of the majority have been conferred pursuant to state law. B. “Minor” means a person who is under eighteen years of age. C. “Parent” means the natural or adoptive father or mother of a dependent child, or the stepfather or stepmother of a dependent child when such stepparent has a legal obligation to support the child. D. “Public place” means any premises open to the general public, independent of whether the premises are publicly or privately owned, or whether or not a fee is charged for use of the premises. E. “Unemancipated” means certain rights of majority have not been conferred by state law. (Ord. 388 § 3, 1991)

9.08.060 Curfew Hours. For the purpose of this chapter, the applicable hours of curfew shall be: A. As to minors under fourteen years of age: 1. During the months of September through May, the hours of curfew shall be between nine-fifteen p.m. and six a.m. the following morning, except that on any day immediately preceding a day for which no public school is scheduled, the curfew shall be between ten-fifteen p.m. and six a.m. the following morning. 2. During the months of June through August, the hours of curfew shall be between ten-fifteen p.m. and six a.m. the following morning. B. As to minors fourteen years of age or older: 1. During the months of September through May, the hours of curfew shall be between ten-fifteen p.m. and six a.m. the following morning, except that on any day for which no public school is scheduled, the curfew shall be between eleven-fifty-nine p.m. and six a.m. the following morning. 2. During the months of June through August, the hours of curfew shall be between eleven-fifty-nine and six a.m. the following morning. (Ord. 388 § 6, 1991)

9.08.070 Parental Responsibility. No parent of a minor shall allow or fail to prohibit such minor to be in a public place in violation of Section 9.08.060. (Ord. 388 § 7, 1991)

Please note that courts may deny driver’s licenses to juveniles caught using alcohol and other drugs. Youths not old enough to have a license may not be able to get one until their 17th birthday.

If you have specific questions or concerns about the law regarding alcohol and other drug use, contact the Oregon Liquor Control Board or your local police department.

C: Parenting Literature

Alcohol/Other Drugs

Choices and Consequences: What to Do When a Teenager Uses Alcohol/Drugs - Dick Schaefer
Getting Them Sober - Toby Rice Drews
Helping Your Chemically Dependent Teenager Recover - Peter Cohen
Not My Kid: A Parent's Guide to Kids and Drugs - Beth Polson & Miller Newton
Parenting for Prevention: How to Raise a Child to Say No to Alcohol/Drugs - David J. Wilmes
Stage II Recovery - Ernie Larsen

Anger and Depression

A Parent's Guide for Suicidal & Depressed Teens - Kate Williams
Natural Prozac - Joel Robertson & Tom Monte
Of Course You're Angry - Gayle Rosellini & Mark Worden
The Angry Book - Theodore Rubin
The Dance of Anger - Harriet G. Lerner, PhD.
The Good News About Depression - Mark S. Gold, M.D.
Understanding Depression & Addiction - Evans & Sullivan
Women & the Blues - Jennifer James

Children of Alcoholics/Codependency

Another Chance - Sharon Wegscheider
Codependent No More - Melody Beattie
Beyond Codependency - Melody Beattie
Children of Alcoholics - Robert Ackerman
It Will Never Happen to Me - Claudia Black, PhD, MSW

Divorce

How to Single Parent - Fitzhugh Dodson
The Stepfamily: Living, Loving and Learning - Elizabeth Einstein
The Parent's Book About Divorce - Richard Garner, M.D.
When One Parent Leaves - Carol Spencer

C: Parenting Literature

Parenting

All Grown Up and No Place to Go - David Elkind

Back in Control - Gregory Bodenhammer

Growing Up Again - Jean Illsley Clarke and Connie Dawson

How to Talk So Kids Will Listen and Listen So Kids Will Talk - Adele Faber & Elaine Mazlish

Parenting With Love and Logic - Foster Cline and Jim Fay

Positive Discipline - Jane Nelson

Raising a Responsible Child - Don Dinkmeyer & Gary D, McKay

Raising Self-Reliant Children in a Self-Indulgent World - H. Stephen Glenn & Jane Nelsen

Reviving Ophelia - Mary Pipher

Siblings Without Rivalry - Adele Faber & Elaine Mazlish

The Hurried Child - David Elkind

The Parent's Handbook: Systematic Training for Effective Parenting - Don Dinkmeyer
& Gary D. McKay

Your One Year Old, Two Years Old, etc. - Louise Bates Ames & Carol Chae Haber

Your Hyperactive Child - Barbara Ingersoll, Ph.D

Violence Prevention

A Girl's Life Online - Katherine Tarboux

A Girl's Loss of Innocence - Katherine Tarboux

Bully Proofing Your Child - A Parent's Guide - Garrity, Baris & Porter

Keeping You Kid Safe (A Handbook for Caring Parents) - Gene Brown

No is Not Enough: Helping Teenagers Avoid Sexual Assault - Caren Adams, Jennifer Fay,
Loreen Martin

The Girls - Amy Golden Ross

D: A Parent Action Network



Parenting for Prevention

Effective parenting is informed parenting. Parents can make enormous impacts on their children's lives. Parents have the power to keep their children safe, healthy and drug free.

Parents Teaching Prevention

This interactive program engages and trains parents, grandparents and other adult volunteers to deliver prevention education in kindergarten through sixth-grade classrooms through an informed and consistent message.

Parents Teaching Prevention is designed to teach children at an early age how important it is to make healthy life choices. Children learn the consequences of alcohol and drug use and apply this knowledge as they enter middle and high school, when peer pressure is at its peak.

Oregon Partnership provides curriculum, technical assistance and student hand-outs for each session and educational materials to send home to parents to aid in opening communication with their child.

Parents and other adult volunteers gain knowledge and awareness about substance abuse and interactively share this with the children. Teachers know that they are meeting the state's expectations in a valuable way that really makes a difference in the students' lives and well-being.

Parent Action Network

This program assists parents of middle and high school age kids in forming parenting groups to discuss difficult issues and support one another in raising healthy teens. Parent Networks are made up of the parents of kids who attend school, play sports or spend time together. They are designed to be supportive and educational groups for parents.

Parent Networks:

- Educate themselves about the use of drugs and alcohol and other problem behavior by adolescents
- Support one another through the challenges and complexities of modern parenting
- Set common guidelines for their teens' behavior
- Help teens plan activities that follow the guidelines

For more information, please call Oregon Partnership's Director of Parenting Programs
Emily Moser at: 971-244-1365, emoser@orpartnership.org

E: Community Resources



CRISIS LINES: All 24-Hour:

Alcohol & Drug Hotline	Help Line 503-988-4888 Youth Line 503-244-1611
Assessment Providers List Available at Schools or Call	503-591-8000
Child Abuse Hotline	503-681-6917
Domestic Violence Resource Center - 24 hour Crisis Line	503-640-5352
Multnomah County Crisis Line	503-988-4888 1-800-716-9769
Portland Women's Crisis Line	503-235-5333
Rape Victim Advocate Program	503-640-5311
Suicide Prevention Hotline	1-800-273-8255
Multi-Service Center of the Oregon Dept. of Human Services	Hillsboro 503-648-8951 Beaverton 503-646-9952
Washington County National Runaway Switchboard	1-800-621-4000
Washington County Crisis Line - 24 hour Crisis Hotline	503-291-9111

ALCOHOL/DRUG SERVICES COUNSELING SERVICES:

Alcoholics Anonymous: for people who want to stop drinking e-mail: 1212@pdxaa.com	503-223-8569
Al-Anon/Alateen (for family, friends and teens or alcoholics)	503-292-1333
Cocaine Anonymous Helpline	503-256-1666
Narcotics Anonymous Helpline	503-727-3733
Nicotine Anonymous Helpline	503-323-2110

MENTAL HEALTH AND DRUG/ALCOHOL COUNSELING SERVICES:

Cascadia Beaverton Family Center	503-644-2545
Dougy Center (for children 3-18 & families - grief and loss)	503-775-5683
First Step Adolescent Center	503-538-7647
Kaiser Permanente Recovery Resources	503-249-3434
Lifeworks Northwest (Cedar Mill)	503-645-9010
Me Too Company (for children, teens & families in grief)	503-499-5307
Native American Health Clinic - serving Clatsop, Tillamook, Columbia, and Washington counties through NWRESA	503-614-1442 1-888-990-7500
Northwest Behavioral Health Care	503-722-4470
Rimrock Trails Treatment Center	503-624-7075
Substance Abuse & Mental Health - Natl Helpline	1-800-662-4357
Western Psychological Services	503-626-9494
Youth Contact (counseling for youth under 18 - mental health, alcohol, and drugs)	503-640-4222

E: Community Resources

OTHER USEFUL RESOURCES:

Asian Health Service Center	503-641-4113
Boys and Girls Aid Society	503-222-9661
Beaverton Family Resource Center	503-649-0367
Beaverton Multi-Service Center	503-646-9952
Gambler's Anonymous Helpline	503-233-5888
Kids Turn (Washington County family law education program)	503-846-0665
Outside In	503-223-4121
Planned Parenthood	503-646-8222
Poison Control Center - Overdose/Poison (Oregon)	1-800-222-1222

POLICE AND LEGAL SERVICES:

Beaverton Police Department	503-526-2260
Legal Aid Services of Oregon	503-648-7163
Public Safety Number - non emergency dispatch (Washington County)	503-629-0111
Washington County Sheriff	503-846-2721
Washington County Juvenile Department	503-846-8861

School Resources

Your child's school also has on staff professionals trained in intervention and support who can provide you with confidential advice, information and a District listing of private sources of counseling. Contact your school if you would like to speak with:

The School Psychologist

The School Support Specialist

The School Nurse

The Prevention/Intervention Specialists

The School Counselor

The Beaverton School District has developed an Alcohol and Other Drug Use Prevention Program which promotes prevention through education, skill building, the provision of healthy activities, and home and community involvement. School and Community Resources have been provided with the intent of encouraging communication among parents, schools, and the Beaverton community.



Beaverton School District

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