



PARENT SURVIVAL GUIDE

Many parents may feel overwhelmed with the challenge of keeping their children safe from the alcohol and drug culture. The combination of media influence, pop culture, and peer pressure can seem more powerful than any parental influence. Fortunately, survey results from teens tell a different story. **Teens credit parents who stayed involved in their lives and who became knowledgeable about teen drug use as the single biggest reason they resisted drugs in school.**

Positive Parent Involvement (PPI) is a made up of everyday concerned parents and caring adults from the schools and community. PPI's mission is keeping our kids healthy and safe in mind, body, and spirit. PPI's goals are to educate, support, and network among members and the community. PPI focuses on issues that not only affect families, and schools, but the community as a whole. PPI adapted this guide from one produced by the Elmbrook School District with the goal of helping parents raise healthy, responsible, and "drug-resistant" children.

We encourage you and your children to sign the agreement below, complete the family guidelines included, and review all of the material in this packet. It is provided to help you initiate one of many important conversations you will have with your child about the importance of remaining alcohol and drug-free.

PARENT / TEENAGER AGREEMENT

I know that you love me. I agree that if I am ever in a situation where our family ground rules are being broken, or I feel unsafe, I will call you for advice, a ride home and/or other help.

Teenager Signature

Date

I love you. I agree to help you in any way that I can, at any hour, any place, no questions asked and no argument at the time. We will discuss the situation at a later time.

Your health and safety, and the health and safety of your friends are of more concern at the moment than you disobeying our family ground rules.

I have discussed this agreement with you beforehand and discussed my expectations for your behavior.

Parent/Guardian or Trusted Adult Signature

Date

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How a Family Can Say No To Drugs

1. **Discuss and write** down your family ground rules with your child. Complete the Parent/Teen Agreement provided in this guide. Set up a **special code** and routine ahead of time for a child to use in difficult situations with peers.
2. **Talk with your child** about alcohol and other drugs. Become knowledgeable, and then talk frequently about how alcohol and drugs can cause harm, especially to young people. Communicate a clear message about family rules and the consequences of using alcohol and other drugs.
3. **Learn to really listen** to your child. Don't do all of the talking. Take time to listen. Encourage questions/concerns from your child.
4. Help your child develop **self-confidence**. Look for positives in your child and share them with your child. Correct and criticize the action, not the child. Praise the effort as well as the accomplishment.
5. Help your child develop strong **values**. Communicate your family values, and then model those values. Teach them how to make decisions based on what is right and wrong.
6. Be a **good example**. Remember that your actions speak louder than words. If you or another adult in the household has an alcohol or substance abuse problem, be honest with your teen and seek help.
7. Help your child deal with **peer pressure**. Help your child understand the importance of individuality, the meaning of real friendships and give "permission" to say "No" to negative peer pressure. Practice how to get out of inappropriate situations. Suggest they use an excuse like, "If my parents find out, I'll be grounded for a month."
8. Encourage **healthy, creative activities** Encourage positive friendships and interests to reduce boredom and too much free time. Help the child find community outlets, working with his/her personality, likes and dislikes.
9. Team up with **other parents**. Work with other parents to build a strong, drug-free environment. The most effective way to stop a child from using drugs is to stop their friends from using, too.
10. Know what to do if you **suspect a problem**. Understand that no child is immune to the lure of drugs. Learn the signs of usage. Trust your instincts and, if a problem occurs, seek professional help. (See referral resource list) Don't be afraid to search your child's bedroom and computer.
11. Get to know the **facts**. Become well informed with current and correct information. Search the library or bookstore for books on this topic. Many websites offer help. Contact your school counselor, psychologist, or another place that can help (see referral resource list).

Lay the Foundation Early

Talking with your child about substance abuse is an ongoing process. As kids age, their attitudes about alcohol and drugs become more and more sophisticated. While young children tend to view drugs in simple terms ("good vs. bad"), preteens and teenagers come to understand that all drugs are not the same. Parents need to adjust their anti-drug message to each growth stage of their child's life.

Elementary School Years Just as you inoculate your kids against illnesses like measles, you can help "immunize" them against drug use by giving them the facts before they're in a risky situation. When kids don't feel comfortable talking to parents, they're likely to seek answers elsewhere, even if their sources are unreliable. Make talking about drugs a part of your general health and safety conversations with your child.

- Whenever you give a fever medication or an antibiotic to your child, you have the opportunity to discuss the benefits and the appropriate and responsible use of those drugs.
- Start taking advantage of "teachable moments" now. If you see a character on a billboard or on TV with a cigarette, talk about smoking, nicotine addiction, and what smoking does to a person's body. This can lead into a discussion about other drugs and how they can potentially cause harm.
- Keep the tone of these discussions calm and use terms that your child can understand. Be specific about the effects of the drugs: how they make a person feel, the risk of overdose, and the other long-term damage they can cause. To give your kids these facts, you might have to do a little research.
- As your kids grow older, you can begin conversations with them by asking them what they think about drugs. By asking the questions in a nonjudgmental, open-ended way, you're more likely to get an honest response.
- News, such as steroid use in professional sports, can be springboards for casual conversations about current events. Use these discussions to give your kids information about the risks of drugs.

Middle School Years: Although tweens and teens often seem unreceptive to their parents as they struggle to become independent, they desire and need parental support, involvement and guidance more than ever. Adolescence is often a confusing and stressful time, characterized by mood changes and deep insecurity. It's not surprising that this is the time when many young people try alcohol, tobacco, and other drugs for the first time. The average age at which kids try drugs for the first time is 13 (Partnership for a Drug Free America).

- Make sure your child knows the family rules and consequences. Enforce consequences!
- Point out socially distasteful effects of smoking and drinking: stained teeth, hair and clothes that smell like cigarette smoke, and disappointing others.
- Continue to point out the impact of poor decision making.
- Emphasize that using these substances at this age could cause lifelong challenges.
- Meet their new friends and parents and set mutually acceptable rules and curfew times. Parents should communicate often with each other. Contact host parents.
- Encourage healthy activities and point out your child's strengths.

High School Years: Older teens have likely had to make decisions about whether or not to try drugs, tobacco or alcohol. They have witnessed their peers using – some without obvious or immediate consequences, others whose drug use gets out of control. Teenagers now need more than a general message not to use recreational drugs.

- Emphasize the dangers with use: brain damage, unplanned pregnancy, birth defects, addiction, lung cancer, panic attacks, anxiety, and impaired memory and coordination.
- If a teen is caught using drugs or alcohol it may become a part of their permanent record. It can ruin a chance of getting into their "dream" college, receiving financial aid, getting a job or serving in the military.
- Remind your teen that education and career should be his/her focus. Encourage healthy stress relievers, such as exercise, hobbies, and getting enough sleep.
- Compliment their positive choices and responsible behavior.
- Be available to listen to your teen. Maintain a positive relationship with your teen so that he or she will feel free to come to see you if they need help.

40 Developmental Assets

Research shows that kids who have many of these assets are more likely to do well in school, volunteer in the community and care about others. Kids who have greater numbers of assets are less likely to use alcohol, tobacco or other drugs or be sexually active.

SUPPORT

1. **Family support** - Family life provides high levels of love and support.
2. **Positive family communication** - Young person and his or hers parent(s) communicate positively, and young person is willing to seek advice and counsel from parent(s).
3. **Other adult relationships** - Young person receives support from three or more nonparent adults.
4. **Caring neighborhood** – Young person experiences caring neighbors.
5. **Caring school climate** - School provides a caring, encouraging environment.
6. **Parent involvement in schooling** - Parent(s) are actively involved in helping young person succeed in school.

EMPOWERMENT

7. **Community values youth** – Young person perceives that adults in the community value youth.
8. **Youth as resources** – Young people are given useful roles in the community.
9. **Service to others** – Young person serves in the community one hour or more per week.
10. **Safety** – Young person feels safe at home, at school, and in the neighborhood.

BOUNDARIES AND EXPECTATIONS

11. **Family boundaries** - Family has clear rules and consequences, and monitors the young person's whereabouts.
12. **School boundaries** - School provides clear rules and consequences.
13. **Neighborhood boundaries** - Neighbors share responsibility for monitoring young people's behavior.
14. **Adult role models** - Parent(s) and other adults model positive, responsible behavior.
15. **Positive peer influence** – Young person's best friend's model responsible behavior.
16. **High expectations** - Both parent(s) and teachers encourage the young person to do well.

CONSTRUCTIVE USE OF TIME

17. **Creative activities** – Young person spends at least three hours per week in lessons or practice in music, theatre or other arts.
18. **Youth programs** – Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations.
19. **Religious community** – Young person spends one hour or more per week in activities in a religious institution.
20. **Time at home** – Young person is out w/ friends "with nothing special to do" 2 or fewer nights per week.

COMMITMENT TO LEARNING

21. **Achievement motivation** – Young person is motivated to do well at school.
22. **School engagement** – Young person is actively engaged in learning.
23. **Homework** – Young person reports doing at least one hour of homework every school day.
24. **Bonding to school** – Young person cares about her or his school.
25. **Reading for pleasure** – Young person reads for pleasure three or more hours per week.

POSITIVE VALUES

26. **Caring** – Young person places high value on helping other people.
27. **Equality and social justice** – Young person places high value on promoting equality and reducing hunger and poverty.
28. **Integrity** – Young person acts on convictions and stands up for her or his beliefs.
29. **Honesty** – Young person "tells the truth even when it is not easy."
30. **Responsibility** – Young person accepts and takes personal responsibility.
31. **Restraint** – Young person believes it is important not to be sexually active or to use alcohol/drugs.

SOCIAL COMPETENCIES

32. **Planning and decision making** – Young person knows how to plan ahead and make choices.
33. **Interpersonal competence** – Young person has empathy, sensitivity, and friendship skills.
34. **Cultural competence** – Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
35. **Resistance skills** – Young person can resist negative peer pressure and dangerous situations.
36. **Peaceful conflict resolution** – Young person seeks to resolve conflict nonviolently.

POSITIVE IDENTITY

37. **Personal power** – Young person feels he or she has control over "things that happen to me."
38. **Self-esteem** – Young person reports having a high self-esteem.
39. **Sense of purpose** – Young person reports that "my life has a purpose."
40. **Positive view of personal future** – Young person is optimistic about her or his personal future.

** 40 Assets provided by Search Institute*

HOW TO RESPOND TO

BUT EVERYBODY'S DOING IT.

You're not Everybody. You're special.

WHY CAN'T YOU BE LIKE OTHER MOTHERS AND FATHERS.

I can only be me and I want You to be yourself, too.

YOU HATE MY FRIENDS. YOU DON'T UNDERSTAND

I understand that I love you and Want you to be safe.

LET ME GO, I'LL BE RESPONSIBLE.

I know you have good intentions. I don't want you in a situation. That could be very difficult.

YOU'RE TREATING ME LIKE A CHILD.

I'm treating you like a person your age.

YOU DON'T TRUST ME.

I trust you to handle situations Appropriate for your age.

YOU HATE MY FRIENDS.

No, I love you.

WHAT PARENTS / CAN DO...

- Make your expectations about chemical use clear "NO USE." And NO driving with students who use.
- Discuss with your child the possibilities that he/she will be exposed to use and what their options are. Be clear about consequences.
- Create a code phrase your child can use when phoning to be "rescued" from a party or risky situation.
- Monitor and limit the frequency of evening activities your child has and monitor spending money.
- Examine your own attitudes and behaviors related to alcohol and drugs. Be aware of what kind of modeling you and your adult friends are doing in relation to chemical use.
- Familiarize yourself with your child's friends and their parents. Don't hesitate to call them and discuss your expectations and concerns.
- Don't be afraid to set limits or say NO. Adolescents need you to be their scapegoat for protection.
- Any student at any grade is capable of using. Denial and minimization (especially by silence) by parents promotes the use and abuse of alcohol and other drugs by young people.
- Experimental/recreational use of chemicals is not "normal" or necessary as a rite of passage.

Put yourself in their way:



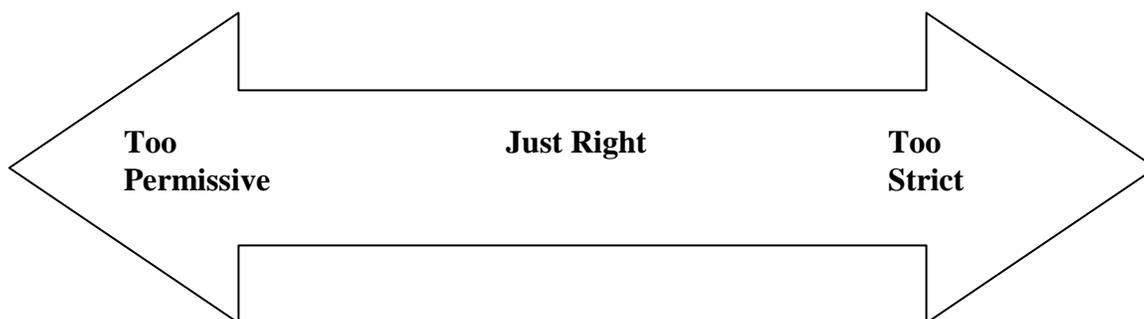
**ALWAYS ask where they are going,
who they are going to be with,
and call to make sure an adult is present to supervise.
State the expectation that your child will stay put,
must call if they plan to change locations and WAIT UP for your child.**

Communication Blocks

Block:	Example:	Parents Intention:	What It Really Says To The Teen:
Commanding	“What you should do is...” “Stop complaining”	To control the situation and provide quick solutions.	“You don’t have the right to decide how to handle your own problems.”
Giving Advice	“I’ve got a really good idea...” “Why don’t you...”	To solve the problem for the teen.	“You don’t have the good sense to come up with your own solutions.”
Placating	“It isn’t as bad as it seems” “Everything will be okay.”	To take away the teen’s pain; to make her feel better.	“You don’t have a right to your feelings. You can’t handle discomfort”
Interrogating	“What did you do to make him...”	To get to the bottom of the problem and find out what the teen did wrong.	“You must have messed up somewhere.”
Distracting	“Lets not worry about that.” “Lets...”	To protect the teen from the problem by changing the subject.	“I don’t think you can stand the discomfort long enough to find a real solution.”
Psychologizing	“Do you know why you said that?” “You’re just being oversensitive.”	To help prevent future problems by analyzing the teen’s behavior and explaining his motives.	“I know more about you than you know about yourself. Therefore, I’m superior to you.”
Sarcasm	“Well, I guess that’s just about the end of the world”	To show the teen how wrong their attitudes or behavior are by making them feel ridiculous.	“You are ridiculous”
Moralizing	“The right thing to do would be to...” “You really should...”	To show the teen the proper way to deal with a problem.	“I’ll choose your values for you.”
Know-It-All	“You know what you should do?” “I’ll tell you.”	To show the teen that he has a resource for handling any problem- you.	“Since I know it all, you must know nothing.”

Respecting Your Child

With all this talk about monitoring, it is important to emphasize having respect for your child at the same time. While it appears that being overly permissive leads to more problems among children than other parenting styles, you also want to be careful not to be too strict, too authoritarian. Some authors refer to this as a balance between “love” and will.”



A healthy self-esteem is probably one of the most wonderful traits you can encourage in your child. If you hold your child in high esteem, this will help your child to hold themselves in high esteem.

This does not mean bring your child’s buddy or catering to their every desire. But it does mean realizing that your child is their own little person, a different person from you, and such deserves a certain amount of your respect.

Respect Means

- Taking time to listen to their fears and concerns
- Making eye contact when you talk with or listen to them
- Talking **with** them as well as **to** them
- Praising your child for at least one thing everyday
(Many of us discipline our children often but seldom praise them.)
- Treating them fairly
- When they have done something wrong, focusing on the behavior, and not on them as a “bad kid”
- Never calling them names

Children who are treated with respect suffer less from depression and other problems.

A child without self-respect is more vulnerable to alcohol use. Children who feel “down” about themselves are more likely to want to drink or get “high.”

PARENT'S BILL OF RIGHTS

WE, as parents, have a right to be treated with respect.

WE have the right to say no and not feel guilty.

WE have the right to know where our kids are, who their friends are, and who they are with at any time.

WE have the right to demonstrate we care by occasionally verifying or spot checking our children's whereabouts. We may, for example, call host parents on parties or overnight stays.

WE have the right to set a curfew and enforce it with restrictions and loss of privileges.

WE have the right to not condone any alcohol or drug usage and to say no to attendance at activities where alcohol or drug usage may occur.

WE have the right to make mistakes and/or change our minds.

WE have the right to ask questions and expect answers about all things which may affect our children.

WE have the right to monitor all school related activities: academic, behavioral and social.

WE have the right to know and consult with adults who influence our children's lives, i.e., coaches, employers, teachers, youth group leaders, ministers, and counselors.

WE have the right to know what is happening within our own home, to set "house rules," and know the identity of guests who come into our home.

WE have the right to assign our children chores and other family responsibilities appropriate to their ages.

WE have a right to promote time together as a family, which may include meals, outings study time and other planned activities.

WE have a right to be authoritative when logical explanation and reason have not succeeded.

WE have a right to have family rules and consistently enforce them with appropriate consequences.

Parent Checklist

Here are some easy steps you can take with your teenager each day, week, and month to help stay connected.

To Do Daily

- _____ Know your teenager's main activities and plans for the day.
- _____ Know your teenager's whereabouts when you can't be with them and know who they are with.
- _____ If appropriate for that day, remind your teen about relevant rules.
- _____ At the end of each day, ask your teen how their day went.
- _____ Praise and thank your teen for good behavior such as staying alcohol-free and working hard.
- _____ Check that homework and other responsibilities have been completed.
- _____ Try to have family meals together or engage in another family activity on a regular basis.

To Do Weekly

- _____ Take some time to check in with your teenager. Set 20 minutes aside to find out how friendships are going, what's happening at school and what other events are important in your teen's life.
- _____ Check up on your teenager if they are playing outside the home or at a friend's house. Check with the parents to see that everything is going well. Make sure those parents understand your rules.
- _____ Ask your teen mid-week if there are any special plans for the weekend that require your input. Do this early to avoid last-minute conflict.
- _____ Every once in a while, check that your teenager is where they said they were going to be.
- _____ Encourage your teen to have a friend over or engage in fun activities together.
- _____ Remind your teenager about weekday/weekend rules and expectations, including those about alcohol, when appropriate.
- _____ Try to schedule activities in which friends and other parents can join; invite them to your house.

To Do Monthly

- _____ Make sure you've had at least a couple of individual activities or outings with your teenager.
- _____ Check that quality of your relationship with your teenager. Are they being open or closed with you? Does your teen seem to be avoiding you or not telling you the whole story when talking with you? Bear in mind that in later middle school years some teenagers start becoming "cool" and less open with their parents.
- _____ Check in with your teenager to see what has taken up his or her time and interest this month, and discuss it. Ask if there's anything you can do to help.
- _____ Make sure you've followed through on any recent promises to your teen.
- _____ Plan one special family even or activity. Try to do things that your teenager enjoys, which may be different from things you particular enjoy.
- _____ Talk with your teenager's teacher on your teen's school progress. Check in with coaches or guidance counselor about extracurricular activities.
- _____ Find out who your teenager had been spending time with. What have they been doing? Follow up on any red flags or concerns.
- _____ Check on what your teen has been spending their money on.
- _____ Stay up to date on news and trends among teenagers in the area. Talk with other parents and discuss concerns with your kids. Check with local youth organizations to find out about problems in your community.
- _____ Attend a PTA meeting. Volunteer for the PTA to find out more about what is happening at your teenager's school.
- _____ Ask your teen if they've been offered alcohol or been exposed to others drinking and talk about how they handled it and how it made them feel.
- _____ Check in with your teenager about rules. If they've been doing well, then be flexible and reward them in meaningful ways. When your teens are ready, allow them more freedoms. Discuss any new rules or limits for new activities.

Parent Role-Model Questionnaire for Chemical Use

There is no right or wrong answers to the following questions. They are designed to help you be aware of your use of chemicals and, as you reflect on your responses, what messages you may be sending your children as a role model.

1. Do you drink alcohol? How many drinks do you have a week? _____
2. Do you use alcohol or other drugs to comfort yourself when you are depressed? _____
3. Have your children ever seen you drink? _____
4. Is there a difference between a social drinker and an abusive drinker? If yes, what is it? _____

5. Do you unconsciously go to social functions where there is a lot of drinking and avoid ones where there is little or no drinking? _____
6. When you have friends over, do you immediately offer them an alcoholic drink? _____
7. In your home, do people joke about getting drunk and doing crazy things? _____

8. Do your children ever hear you arguing with your spouse about one or the other having had too much to drink? _____
9. Do you smoke cigarettes? How many a day? _____
10. Have you ever warned your children about smoking while you were smoking? How about drinking? _____

11. Do you routinely take a sleeping pill to fall asleep? Do you routinely use something to stay awake (amphetamines, coffee, soda)? _____

12. When you are nervous or upset, is your immediate response to “take something” to get rid of the feeling? _____

13. When you begin a diet, is your first thought to buy diet pills? _____
14. Do you drive when under the influence of alcohol or other mood-altering drugs? _____
15. Do you ride with drivers who are under the influence? _____

DRUG GUIDE FOR PARENTS: LEARN THE FACTS TO KEEP YOUR TEEN SAFE

THE PARTNERSHIP
AT DRUGFREE.ORG

													
Street Names / Commercial	Alcohol	Cocaine/Crack	Cough Medicine/DXM	Ecstasy/MDMA	Heroin	Inhalants	Marijuana	Methamphetamine	Prescription Pain Relievers	Prescription Sedatives and/or Tranquilizers	Prescription Stimulants	Steroids	Tobacco
Looks Like	Liquid (types include beer, wine, liquor)	White crystalline powder, chips, chunks or white rocks	Liquid, pills, powder, gel caps	Branded tablets (Playboy bunnies, Nike swoosh)	White to dark brown powder or tar-like substance	Paint thinners, glues, nail polish remover, whipped cream aerosol, air conditioner fluid (Freon) and more	A green or gray mixture of dried, shredded flowers and leaves of the hemp plant	White or slightly yellow crystal-like powder, large rock-like chunks	Tablets and capsules	Multi-colored tablets and capsules; some can be in liquid form	Tablets and capsules	Tablet, liquid or skin application	Brown, cut up leaves
How It's Used/Abused	Alcohol is drunk	Cocaine can be snorted or injected; crack can be smoked	Swallowed	Swallowed	Injected, smoked, freebased or snorted	Inhaled through nose or mouth	Smoked, brewed into tea or mixed into foods	Swallowed, injected, snorted or smoked	Swallowed or injected	Swallowed or injected	Swallowed, injected or snorted	Swallowed, applied to skin or injected	Smoked or chewed
What Teens Have Heard	Makes a boring night fun	Keeps you amped up; you'll be the life of the party	Causes a trippy high with various plateaus	Enhances the senses and you'll love everyone	Full-on euphoria, but super risky	A cheap, 20-minute high	Relaxing, not dangerous and often easier to get than alcohol	Can keep you going for days	A free high, straight from the medicine cabinet	A great release of tension	Keeps you attentive and focused	Will guarantee a spot on the starting lineup	An oral fixation and appetite suppressant
Dangerous Because	Impairs reasoning, clouds judgement. Long-term heavy drinking can lead to alcoholism and liver and heart disease	Can cause heart attacks, strokes and seizures. In rare cases, sudden death on the first use	Can cause abdominal pain, extreme nausea, liver damage	Can cause severe dehydration, liver and heart failure and even death	Chronic heroin users risk death by overdose	Chronic exposure can produce significant damage to the heart, lungs, liver and kidneys. Can induce death	Can cause memory and learning problems, hallucinations, delusions and depersonalization	Chronic long-term use, or high dosages, can cause psychotic behavior (including paranoia, delusions, hallucinations, violent behavior, insomnia and strokes)	A large single dose can cause severe respiratory depression that can lead to death	Slows down the brain's activity and when a user stops taking them, there can be a rebound effect, possibly leading to seizures and other harmful consequences	Taking high doses may result in dangerously high body temperatures and an irregular heartbeat. Potential for heart attacks or lethal seizures	Boys can develop breasts; girls can develop facial hair and a deepened voice. Can cause heart attacks and strokes	Cigarette smoking harms every organ in the body and causes coronary heart disease, and stroke, as well as many forms of cancer
Teen Usage (Grades 9-12)	1 in 2 teens drank alcohol in the last year	1 in 9 teens has abused cocaine or crack in their lifetime	1 in 8 teens has abused cough medicine in their lifetime	1 in 8 teens has abused Ecstasy in their lifetime	1 in 20 teens has abused heroin in their lifetime	1 in 6 teens has abused inhalants in their lifetime	1 in 3 teens has abused marijuana in their lifetime	1 in 14 teens has abused methamphetamine in their lifetime	1 in 5 teens has abused prescription pain relievers in their lifetime	1 in 11 12th graders has abused sedatives and/or tranquilizers in their lifetime	1 in 10 teens has abused Ritalin or Adderall in their lifetime	1 in 20 teens has abused steroids in their lifetime	1 in 4 teens smoked cigarettes in the last 30 days
Signs of Abuse	Slurred speech, lack of coordination, nausea, vomiting, hangovers	Nervous behavior, restlessness, bloody noses, high energy	Slurred speech, loss of coordination, disorientation, vomiting	Teeth clenching, chills, sweating, dehydration, anxiety, unusual displays of affection	Track marks on arms, slowed speech, slurred speech, vomiting	Missing household products, a drunk, dazed or dizzy appearance	Slowed thinking and reaction time, impaired coordination, paranoia	Nervous physical activity, scabs and open sores, decreased appetite, inability to sleep	Medicine bottles present without illness, Rx bottles missing, disrupted eating and sleeping patterns	Slurred speech, shallow breathing, sluggishness, disorientation, lack of coordination	Lack of appetite, increased alertness, attention span and energy	Rapid growth of muscles, opposite sex characteristics and extreme irritability	Smell on clothes and hair, yellowing of teeth and fingers that hold cigarettes
Important to Know	Being a child of an alcoholic places a child at greater risk for developing alcohol problems	Cocaine is one of the most powerful addictive drugs	The "high" from cough medicine is caused by ingesting a large amount of dextromethorphan (DXM), a common active ingredient	Can be addictive. A popular club drug because of its stimulant properties which allow users to dance for long periods of time	Heroin overdose is a particular risk on the street, where the purity of the drug cannot be accurately known	More than 1000 common products are potential inhalants that can kill on the first use or any time thereafter	Contrary to popular belief, marijuana can be addictive	Meth has a high potential for abuse and addiction, putting children at risk, increasing crime and causing environmental harm	Abusing prescription painkillers is just as dangerous and deadly as using heroin	Using prescription sedatives and tranquilizers with alcohol can slow both the heart and respiration and possibly lead to death	Many teens abuse this prescribed medication to help them cram for exams or suppress their appetite	Teens who abuse steroids before the typical adolescent growth spurt risk staying short and never reaching their full adult height	Secondhand smoke contributes to more than 35,000 deaths related to cardiovascular disease

Thanks to Endo Pharmaceuticals, National Supporter, Parent Resources | Find more tools and tips at www.timetotalk.org.

Sources: Partnership Attitude Tracking Study 2009, National Institute on Drug Abuse, Monitoring the Future, National Institute on Alcohol Abuse and Alcoholism. © 2010 The Partnership at Drugfree.org

CHARACTERISTICS EXHIBITED BY SOME ADOLESCENTS REGARDING DRUG ISSUES

It is sometimes difficult to distinguish normal adolescent behavior from emotional problems or substance abuse. Teens can have emotional and substance abuse problems simultaneously. Most teen rebellious behavior will improve when discipline and support measures are applied. When it is substance abuse, a change for the better will not be seen until the substance use is addressed. Behaviors that are more direct indicators of teen involvement with alcohol or other drug use.

Young people who use drugs may do so because they

- are curious about the effects and want to try experiencing the “high”
- want to relieve boredom or seek out a new risk
- think it is something to do for fun or to be cool
- are influenced by their friends and want to fit in
- have a risk-taking personality
- need to relieve stress or escape from painful feelings
- are motivated by rebellion, or have difficulty dealing with feelings or aggression
- are trying to get their parent’s attention
- lack self-confidence or have learning difficulties
- are trying to relieve physical pain

Change in Friends

- old friends are dropped
- new friends are not known to parents
- friends are known drug users
- peer oriented
- participate in rituals
- resent teasing and criticism of friends

Change in Behavior

- change in eating habits (sudden increase, late night munchies or loss of appetite)
- easily frustrated (short fuse)
- defiant and defensive
- are unstable and restless
- anxious/nervous (can’t sit still)
- paranoia and/or bizarre behavior in isolation
- sleeping all day
- try many new experiences
- display fads and extremes in mannerisms, dress, speech, handwriting
- are careless in language and work
- are apt to copy less desirable adult behaviors
- are less responsible due to fear of failure
- resort to fantasies
- have new inward-looking interest in their own bodies and personalities
- changes in emotions and behavior: moodiness, depression, hostility, hypersensitivity, lying, secretiveness, giggling for no apparent reason

School and extracurricular activities

- loss of interest in sports, hobbies, and activities that they once enjoyed
- lack of concentration or motivation
- drop in grades
- frequent unexcused tardiness and class absences
- fighting
- increasing incidents of staying home from school
- accusations of stealing
- sleeping in classes
- frequently requesting hall passes at school (does not often return on time)

Change in Physical Appearance

- eyes may be red, bloodshot or watery
- glassy or glazed over eyes or dark circles under eyes
- pupils may be large and dilated or tiny and constricted
- skin may be pale and pasty, reddened or flushed or form sudden acne
- hair, clothes, and accessories may change dramatically
- decreased concern with hygiene and grooming
- running or irritated nose

Increased Illness/Accidents

- impaired coordination
- unexplainable and frequent bruises, cuts, scrapes, and burns
- frequent and long lasting colds/flu’s difficult to rouse/wake up then making “miraculous” recovery in the evening and “has to go out”
- coughing
- headaches
- slurred speech

What You May See...

- missing bottles of alcohol or pills
- wearing dark glasses indoors or at night
- wearing jackets or heavy clothing when it’s not necessary

What You May Find...

- towels or blankets stuffed under door
- incense or air freshener
- eye drops
- plastic baggies or film canisters
- drug paraphernalia such as pipes, bong, roach clips or rolling papers
- publications promoting drug legalization
- mouthwash
- strong and a lot of perfume or cologne
- candles or incense burning and being used

What You May Hear...teen lies or talks in circles about:

- where they've been
- who they've been with
- explanations sound reasonable at the time, yet later seem out of order
- casual comments condoning use or legalization of drugs
- drastic changes in values or beliefs
- talks of worthlessness and self-blame
- threat to run away

About Money

- unable to explain where large amounts of money came from or was spent
- other family member's money or valuables disappear and are later sold
- receiving expensive gifts from friend

At home

- changes in sleeping such as: insomnia, napping at inappropriate times, fatigue, difficulty following instructions or concentrating, showing confusion
- eating patterns such as: sudden increase or decrease in appetite
- avoiding contact, going straight to their room or the bathroom when arriving home
- avoids family meals
- excessive secrecy or "guarded" behavior (always leaving the room to answer their cell phone or quickly shutting down e-mail when you enter the room)
- possession of drug paraphernalia, and presence of strange odors or cover-up odors
- over-the-counter drugs disappearing from the family's medicine cabinet
- old rivalries between siblings flare up
- act ashamed of home and family; withdraw from family
- suddenly missing curfew
- camouflage feelings toward family

What to do if you find drugs or paraphernalia? When in doubt, get help!

- never confront a child who is under the influence of alcohol or other drugs. Wait until they are sober, and then discuss your suspicions with your child calmly
- if you think that your child is being untruthful and the evidence is pretty strong, you may wish to have your child evaluated by a health professional.
- if you do not know about drug program in your area, call Starting Point for a referral

Each case is unique. Some young people might use drugs for one of the reasons mentioned. Others may be responding to a combination of several different issues or problems. The reasons for using drugs can be temporary. A child may use drugs to cope during a crisis or while going through a difficult time and then stop when the problems get resolved or go away. They may experiment once or twice and decide that the experience is not for them. Or they may use drugs over a longer period of time. The risk of developing a dependency increases the more that a young person begins to rely on alcohol or drugs to help manage their emotions or experience

Teen Tricks

- A teen insists on going to a friend's house for the night when his/her parents are going out for the evening. Then, when the parents are gone, the teen returns to the unsupervised house with a group of friends. (This happens most often on holidays, anniversaries, and other special occasions.)
- When attending a school dance the teen leaves early and goes to an unsupervised party. Many couples take their pictures at the dance to prove that they attended it, and then go to a friend's house or secluded area to party.
- Community festivals may not be highly patrolled activities and teens find it easy to leave the premises to use substances in nearby woods, parking lots, or buildings. Teens may also be taken to parties by older students who can drive. (It might sound unusual for older students to take an interest in younger teens, and it may be a sign of drug use.)
- After school, when many parents are still at work, teens may congregate at an unsupervised house and use drugs. The hours after school have the highest incidence of use.
- When walking to a friend's house, teens may meet in deserted, secluded areas (such as the woods) and use substances or engage in sexual activity.
- At school functions or just when staying after school, teens can easily sneak away to go use substances in the unsupervised or hidden areas (i.e. between buildings or parked cars).
- Although the parents may be home at a sleepover, teens may sneak out of the house late at night and either walk somewhere or be picked up in a car down the street. High school sleepovers need to be monitored at all hours. It is not unusual for teens to drink alcohol or use drugs at sleepovers because the effects of the drugs will have worn off by the next morning. Confirm sleepover plans with the host's parents. Overall, there is no reason for someone that age to have a sleepover.
- An adolescent may steal alcohol from his/her parent's liquor supply and make up the difference in the bottle's volume by adding water. Soda and sports water bottles are often used as containers for alcohol. Garage refrigerators are targeted by teens seeking alcohol. Teens may also steal medication from the medicine cabinet of family or friends.
- Although many parents are pleased when their teen goes to a friend's house to do homework, this might not actually be what the teen plans to do.
- Teens may say that they are going to a friend's house to spend the night, and then "change plans" at the last minute, allowing the parents no time to check up on them.

Hiding Spots

- The "Beer Belly" holds beer under your shirt
- Cellphone flask with belt holster
- Purse with wine compartment
- "Wine Rack" pouch for a full bottle of wine in your bra
- Empty liquor pouches you can hide in your pockets
- Binocular flask
- Books with hidden flasks
- D Battery stash box
- Shaving cream secret stash container
- Soda and Beer can stash boxes
- Bong that look like liquor bottles
- Bowling pin bong
- Lipstick pipe:
- Replica of the coke spoon cross necklace from (Cruel Intentions)
- Stash ring
- Red wine can be snuck in a grape juice bottle:
- Rumored vodka water bottle trick
- A hollow tennis ball
- Highlighter; it's a marijuana pipe
- Compartments/openings, such as crawl spaces, attic doors, loose flooring or drop ceilings
- Under the bed or mattress, behind bookcases and inside desk drawers, inside the battery compartments of any electronics, such as the TV, remote controls and portable CD players, pieces of furniture with hollow areas that could provide a hiding place for small stashes of drugs

Many of these situations may seem rather strange and even ridiculous, but when a child is addicted to drugs or wishes to engage in risky behavior, he/she will do anything to continue his abuse, including lying, stealing, and plotting.

PARTY TIPS

FOR HOSTING A PARTY **(Planned or Spontaneous)**

1. SET THE GROUND RULES WITH YOUR CHILD BEFORE THE PARTY

- Let your child know what you expect
- Stick to agreed-on rules
- Party ground rules should include:
 - * No Alcohol, Tobacco, or Other Drugs (ATODs) served or brought in
 - * NO leaving party and returning
 - * NO gate crashers
 - * Lights on
 - * Set a time limit for party
 - * Limit party attendance

2. A PARENT SHOULD BE AT HOME DURING THE PARTY

- Decide what part of the house will be used for the party (location is key)
- Have one entrance into/out of the party
- Greet guests and be on hand when they leave
- Check guests coats, bags, water bottles, or any other carry-ins
- Serve refreshments (plenty of food and non-alcoholic beverages a great way to be inconspicuous)
- A college age sibling or elderly grandparent is not an appropriate chaperone

3. IT IS ILLEGAL TO OFFER ALCOHOL TO GUESTS UNDER 21 OR TO ALLOW GUESTS TO USE THEM IN YOUR HOME OR ON YOUR PROPERTY

- Be alert to the signs of ATOD use. Guests who try to bring in contraband or are uncooperative should be asked to leave. If need be, call parents and/or police if unwanted guests refuse to leave
- Notify the parents of any person who arrives at the party under the influence of any alcohol or any other drug
- DO NOT LET ANYONE DRIVE UNDER THE INFLUENCE OF ALCOHOL OR DRUGS

4. OTHER IDEAS

- Avoid easy access to ATODs in your home
- Get to know your child's friends/parents
- Alert other parents to any local youth ATOD problem that might affect their children
- Encourage shared chaperoning

FOR ATTENDING A PARTY

1. KNOW WHERE YOUR CHILD WILL BE

- Obtain the address and phone number of the party-giver
- Let your youth know that you expect a phone call if the location changes

2. CONTACT THE PARENTS OF THE PARTY-GIVER TO:

- Verify location
- Offer assistance
- Make sure a parent is present
- Inquire about the rules that have been established about drinking
- Inquire about the time limit of party
- Find out who is invited to the party
- Find out if guests over 21 are invited
- Find out if any activities are planned
- Be certain that ATODs are not permitted

3. KNOW HOW YOUR YOUTH WILL GET TO AND FROM THE PARTY

- Even if other teens are drinking, your expectations are they still will not
- Assure your child that you or a specific friend can be called for a ride home
- Discuss with your child the possible situations in which they might need to call
- Have a plan set if your child does call this can include a "code word" to use if surrounded by friends when calling
- Stipulate that your child should not drive themselves if they have been drinking or get in the car with any driver who has also been drinking

4. YOUNG PEOPLE SHOULD KNOW WHAT TIME THEY ARE EXPECTED TO BE HOME

- Establish a curfew with your child in advance
- Be awake or have your child wake you when they arrive home
- Spontaneous sleepover arrangements should always be confirmed with host parents, but avoided if possible

IF YOU GO OUT OF TOWN

1. Let your child know that you will notify neighbors/friends' parents that you will be out of town
2. Arrange for someone to take care of your child at all times during your absence.

24/7 TIP LINE

Anonymously share a tip about an underage drinking party or drugs.

Call or text Starting Point if you learn that an underage drinking party is going to happen or is currently in process, or if you have a tip regarding drug use or drug sales.

Your call or text will be kept in confidence....
you may make it **anonymously** if you choose.

Starting Point staff will contact the homeowner, the party host and/or the appropriate authorities (without identifying you) with the intent of curtailing the plans and **keeping our youth safe.**

This Tip Line offers concerned individuals the opportunity to share information with authorities, which not only helps them to enforce the law, but may help save a life.

If you become aware of an underage drinking party in progress or someone using or selling drugs, local law enforcement needs to be alerted. These activities have the potential for disaster in the form of overdose, physical and/or sexual assault, and inexperienced youth drivers on the road that are under the influence of a mind altering substance.

**To use the TIP LINE please call or text
Starting Point at (262) 751-5732**



REFERRAL RESOURCES

<u>Name</u>	<u>Address or Website</u>	<u>City, State Zip</u>	<u>Phone</u>
<u>Basic Needs</u>			
Family Sharing of Ozaukee County	1002 Overland Ct.	Grafton, WI 53024	262-377-0634
Food Pantry	1561 Parkway Dr.	Port Washington, WI 53074	262-284-1148
St. Mary's Free Clinic	13111 N. Port Washington Rd.	Mequon, WI 53097	414-270-4926
St. Vincent De Paul	1446 Falls Rd.	Grafton, WI 53024	262-284-4637
American Red Cross			1800-236-8680
Salvation Army- Ozaukee	805 Ontario Ave.	Oostburg, WI 53080	920-564-2999
<u>Counseling</u>			
Cornerstone Counseling	5555 N Port Washington Rd	Glendale, WI 53217	262-542-3255 x. 224
The Huiras Center Columbia-St. Marys	13111 N Port Washington Rd	Mequon WI 53097	262-241-6127
Lutheran Social Services	13460 N. Port Washington Rd.	Mequon, WI 53097	262-377-2902
Ozaukee Family Services	885 Badger Circle	Grafton, WI 53024	262-376-7774
<u>Development Disabilities</u>			
Balance, Inc.	134 S. Foster	Saukville, WI 53080	262-268-6811
Portal Industries	1015 Cedar Creek Rd.	Grafton, WI 53024	262-377-4410
Special Olympics Wisconsin	10224 N Port Wahsington Rd.	Mequon, WI 53092	262-241-7786
<u>Domestic Violence/Shelter</u>			
Advocates of Ozaukee, Inc.	P.O. Box 80166	Saukville, WI 53080	262-284-3577
<u>Education, Intervention, Referral</u>			
Starting Point of Ozaukee	101 Falls Rd, Suite 402	Grafton, WI 53024	262-375-1110
<u>Families/Children</u>			
Big Brothers Big Sisters	885 Badger Circle	Grafton, WI 53024	262-377-0784
Feith Family Ozaukee YMCA	465 Northwoods Rd.	Port Washington, WI 53074	262-268-9622
Youth & Family Project	885 Badger Circle	Grafton, WI 53024	262-375-4683
<u>Hotline</u>			
COPE	www.copeservices.org	Grafton, WI 53024	262-377-2673
	Teen/Senior Support	Grafton, WI 53024	262-377-7786
<u>Law Enforcement</u>			
Ozaukee Sheriff Department	1201 S. Spring St.	Port Washington, WI 53074	262-377-7172
Cedarburg Police	W75 N444 Wauwatosa Rd.	Cedarburg, WI 53012	262-375-7620
Grafton Police	1981 Washington St.	Grafton, WI 53024	262-375-5320
Mequon Police	11300 Buntrock Ave.	Mequon, WI 53092	262-242-3500
Port Washington Police	365 N. Washington Ave.	Port Washington, WI 53074	262-284-2611
Saukville Police	639 Green Bay Rd.	Saukville, WI 53080	262-284-7078
Thiensville Police	250 Elm S.	Thiensville, WI 53092	262-242-2100
<u>Ozaukee County Services</u>			
ADRC (Aging and Disability Resource Center)	121 W. Main St.	Port Washington, WI 53074	262-284-8121
Ozaukee County Circuit Court	P.O. Box 994	Port Washington, WI 53074	262-284-8378
Ozaukee Counseling Center	121 W. Main St.	Port Washington, WI 53074	262-284-8200
Public Health Department-Oz. County	121 W. Main St.	Port Washington, WI 53074	262-284-8170
<u>Self- Help Support</u>			
Alcoholics Anonymous	www.aa.org www.area75.org		414-771-9119
Alanon/AlaTeen	www.al-anon-alateen.org		414-257-2415
Families Anonymous		Crossroads Presbyterian Church	414-378-5815
Gamblers Anonymous	www.gamblersanonymous.org	Wisconsin Hotline	414-299-0901
Narcotic's Anonymous (meeting locations)	www.na.org		262-242-9999
New Day Club	www.newdayclub.org	11936 N Port Wash Rd Mequon	262-241-4673
24 Hour Foundation	www.24hourclub.org	153 Green Bay Rd Thiensville	262-242-9999
Tobacco QUIT-Line	www.ctri.wisc.edu		800-784-8669
<u>Senior Assistance</u>			
Interfaith Caregivers	P.O. Box 80226	Saukville, WI 53080	262-284-7130
<u>Treatment Programs</u>			
Columbia-St. Mary's Ozaukee Hospital	13111 N. Port Washington Rd.	Mequon WI, 53092	262-243-7453
Aurora (Milw) Psychiatric Hospital	1220 Dewey Ave.	Wauwatosa, WI 53213	414-454-6600
Rogers Memorial Hospital	11101 W Lincoln Ave.	Milwaukee WI, 53227	800-767-4411
<u>Volunteer Opportunities/Assistance</u>			
Volunteer Center of Ozaukee County	855 Badger Circle	Grafton, WI 53024	262-377-1616