

# *Helping Youth Succeed!*

A Guide for Parents and  
the Community

INSIDE:

- 🍏 Building Blocks to Help Young People Succeed
- 🍏 Suggestions for Parents and Community Members
- 🍏 California Healthy Kids Survey Results



**“Helping Youth Succeed”** was developed as a public service by the Siskiyou County Office of Education. It is designed to help parents, teachers and the community to build positive assets in children and guide them to make healthy and safe choices about nutrition, tobacco and nicotine, alcohol and other drugs, sexual activity, social behavior and violence.

With a primary focus on enhancing the parent/child relationship, this publication’s aim is to support the safe and healthy development of each and every young person in Siskiyou County. It is intended to help build a visible, unified partnership of parents, schools, law enforcement, and health care agencies in promoting youth assets. It is designed to provide tools, guidance and resources to assist YOU, a member of the Siskiyou community, to put the health, well-being and safety of our children first and to be part of building positive relationships with youth.

Information about developmental assets is adapted from research and materials by the Search Institute, [www.search-institute.org](http://www.search-institute.org) (800-888-7828).

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Providing Educational Leadership, Resources and Services to Districts and Schools to Ensure Learning For All Students

Thank you to Nancy Grenvik, Martie Hagarty, Maggie Shepard, Heidi Jankowski, Elizabeth Robinson and Tom Breidenbach for your time and energy in reviewing this publication for grammar, typos and other bugaboos.

“Helping Youth Succeed (2015): A Guide for Parents and the Community” was compiled locally by Mark (Marcus) Mitchinson. It is adapted from a publication produced by the Napa Valley Unified School District, the Napa County Office of Education, the Sonoma County Office of Education, the San Luis Obispo County Office of Education, Osborn Graphics and online resources. It is used in Siskiyou County with permission.

# Helping Youth Succeed!

## A Guide for Parents and the Community

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# The Importance of Increasing Assets

Having more assets promotes positive behavior!

The percentage of young people who report positive attitudes and behaviors increases when their assets increase.

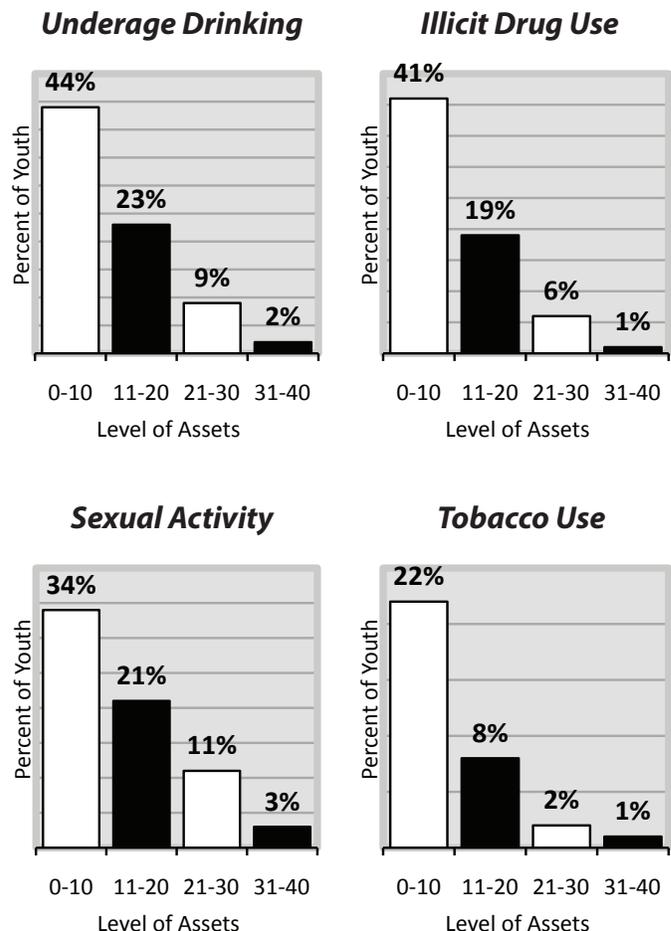
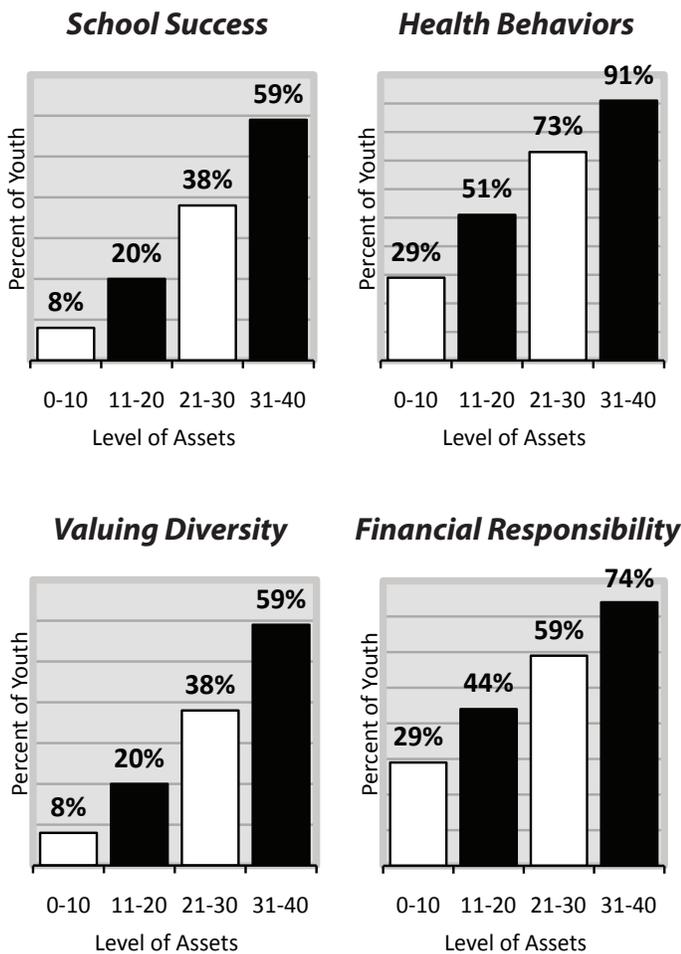
The Search Institute has measured assets in youth across the U.S. and found that assets prevent young people from getting involved in a wide range of risky behaviors, including smoking, alcohol and other drug use, early sexual activity, antisocial behavior and violence.

The more assets young people have, the less likely they are to get involved in these problem behaviors. Furthermore, young people with many assets are more likely to make positive choices and commitments. The following charts illustrate these key concepts about assets.

Assets are particularly important for young people who experience difficult life situations, such as negative peer pressure, stress, abuse, or having an alcoholic parent. Although assets don't make the problems go away, they can provide young people with the support and resources they need to overcome the challenges they face.

Having fewer assets makes young people vulnerable to negative behaviors.

The percentage of young people who report involvement in high-risk behaviors significantly decreases when their assets increase.



These charts are based on survey responses of 89,000 youth, grades sixth to twelfth, in 2010.  
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## Search Institute > 40 Developmental Assets® for Adolescents (ages 12-18)

Search Institute has identified the following building blocks of healthy development—know as Developmental Assets®—that help young people grow up healthy, caring and responsible.

Category	Asset Name & Definition
<b>External Assets</b>	<p><b>Support</b></p> <p>01. Family support - Family life provides high levels of love and support.                      02. 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).                      03. Other adult relationships - Young person receives support from 3 or more non-parent adults.                      04. Caring neighborhood - Young person experiences caring neighbors.                      05. Caring school climate - School provides a caring, encouraging environment.                      06. Parent involvement in schooling - Parent(s) are actively involved in helping young person succeed in school.</p>
	<p><b>Empowerment</b></p> <p>07. Community values youth - Young person perceives that adults in the community value youth.                      08. Youth as resources - Young people are given useful roles in the community.                      09. 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.</p>
	<p><b>Boundaries &amp; Expectations</b></p> <p>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 take 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 friends model responsible behavior.                      16. High expectations - Both parents and teachers encourage the young person to do well.</p>
	<p><b>Constructive Use of Time</b></p> <p>17. Creative activities - Young person spends three or more 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 the community.                      19. Religious community - Young person spends one or more hours per week in activities in a religious institution.                      20. Time at home - Young person is out with friends "with nothing special to do" two or fewer nights per week.</p>
	<p><b>Commitment to Learning</b></p> <p>21. Achievement motivation - Young person is motivated to do well in 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.</p>
<b>Internal Assets</b>	<p><b>Positive Values</b></p> <p>26. Caring - Young person places high value on helping other people.                      27. Equality &amp; 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 or other drugs.</p>
	<p><b>Social Competencies</b></p> <p>32. Planning &amp; 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.</p>
	<p><b>Positive Identity</b></p> <p>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.</p>

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# Asset-Building Ideas for Parents and Caregivers

*Parents and caregivers are a child's primary teachers. Building the assets of your children will form the foundation they will need to make healthy choices and to succeed in life. The more assets your children have, the stronger their foundation. The following are ways to concentrate on intentionally building your child's assets:*

- **Post the list of 40 developmental assets on your refrigerator door.** Each day, focus on an asset.
- **Regularly do things with your child,** including projects around the house, fun 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.
- **Negotiate family rules and consequences** for breaking those rules.
- **Talk about your values and priorities,** 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.
- **Nurture your own assets** by spending time with people who care about you and are supportive. Learn new things, contribute to your community, and have fun.
- **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 someone about these issues.
- **As a family, choose to reduce time spent watching 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 kids 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.
- **Talk with children before problems arise.** Keep in regular contact with teachers 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 something practical, such as how to change a tire on the car, prepare a meal, or create a monthly budget. Help them expand their interests.
- **Do intergenerational activities** with extended family and with other neighborhood adults and families.
- **Be an asset builder** for other young people in your life.
- **Listen to your child.** Let them talk about their thoughts, feelings, fears, and dreams.
- **Make sure your children are supervised after school.** Enroll them in after-school programs at their school if needed. Join with your neighbors or extended family to share support after school.
- **Remember that you are not alone.** Other asset builders in your children's lives include teachers, coaches, child-care providers, religious leaders, and neighbors. Work with these people to give kids consistent messages about boundaries and values.

# *Become Involved - Be An Asset Builder!*

Parents aren't the only ones who can build assets. Happy, successful young people need supportive relationships at home, at school, and with adults in the community. Every adult can help by getting involved with young people, establishing caring relationships, and participating in asset-building activities in the community.

## ***ASSET-BUILDING IDEAS FOR GRANDPARENTS:***

- Find out your grandchildren's interests or skills, and work together on a related project.
- Share a family tradition with your grandchild, like cooking a family recipe together.
- Share your family history with your grandchild. Tell bedtime stories, write them down or draw pictures.
- Stay in contact. Call or write.

## ***ASSET-BUILDING IDEAS FOR TEACHERS:***

- Choose a quote of the day with an asset focus.
- Greet students by name when you see them.
- Encourage access to at least one caring adult for each student.
- Teach students about the 40 assets, and help them set goals for the assets they want to develop.
- Work with students to set the boundaries of school rules.
- Ask students to gather information about their heroes—famous or not.
- Use "interviews" with students to help them identify their assets and strengths.

## ***ASSET-BUILDING IDEAS FOR COACHES:***

- Find ways for each child to participate.
- Insist that all team members treat one another with respect.
- Focus on helping players get better, not be the best.
- Model non-aggressive verbal and physical behavior. Model how to handle anger, frustration, and disappointment.

## ***ASSET-BUILDING IDEAS FOR ALL ADULTS:***

- Learn the names of children and teenagers who live near you. Greet them by name.
- Expect young people to behave responsibly. Let them know what you expect from them—before there's trouble.
- Take time to talk with young people who live near you or work with you.
- Establish at least one informal, ongoing, caring relationship with a child or adolescent outside your family.
- Examine your attitudes about children and youth. See young people as resources rather than problems.
- Look out for the children and youth around you. Help keep them safe. Report dangerous and inappropriate behaviors to parents, school officials, or law enforcement officers.
- Get involved in volunteer efforts and community programs that involve children and youth.
- Support local efforts to provide safe spaces for young people to meet and spend time together.
- Become active in local decision-making, and help shape policies that promote youth development; advocate for appropriate changes and increased asset-building opportunities within the community.

# RESPECT AND CELEBRATE DIFFERENCES

## FOSTERING CULTURAL COMPETENCE

Cultural competence is one of the 40 building blocks (asset #34). Youth are more likely to grow up healthy when they have knowledge of and comfort with people of different cultural, racial, and ethnic backgrounds.

Cultural competence does not mean that we all have to like each other. Instead, it means that we treat each other with respect, tolerance, and equality. Children can strive to understand other cultures and come to appreciate them. Here are some strategies for parents, caregivers, and adults to foster cultural competence.

- Help your child develop an ethnic awareness and cultural identity of his or her own.
- Create an open family atmosphere that allows discussion of differences.
- Encourage children to talk about where their prejudices and discomfort originate. Examine images on TV and in the movies, then discuss what's authentic and what's stereotypical.
- Help your child to be curious about your own culture as well as others. Read articles together, rent videos, cook new foods, or try other ways to focus on cultures other than your own.
- Encourage your child to get a pen pal from a different country.
- When your child has a negative reaction to a cultural or racial difference, find out what happened and what your child is feeling, and suggest alternative responses.

As adults, they will need to have skills to deal with people from a wide variety of backgrounds and perspectives.

"The way we feel about ourselves and the way we react to racism may reflect assumptions that are centuries old," says Darlene Powell Hopson, Ph.D., and Derek S. Hopson, Ph.D., clinical psychologists and authors. With your children, explore your feelings about people who are different from you. Talk about where your cultural competencies are strong and where they need some nurturing. Together you can foster a sense of cultural competence in each member of your family.

Youth are more likely to grow up healthy when they have knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.

## Siskiyou County is Becoming More Diverse

Siskiyou County's increasing diversity reflects changes in who we come in contact with every day: friends and neighbors, co-workers and employees, business owners and community volunteers, and the children in our schools.

The increasing diversity of Siskiyou County requires that every local resident—young and old alike—develop the ability to interact and feel comfortable with people of different cultural, ethnic, and racial backgrounds. Children are growing up in a world that is more diverse racially, economically, religiously, linguistically, and in other ways, than the world you grew up in. When parents help their children increase their knowledge of and comfort with people of different backgrounds, they are helping to develop their children's "cultural competence."

## HELPFUL HINTS

Tips that make building cultural competence with your child easier:

- Examine images that television, movies, and books portray of various cultures. Discuss what's authentic and what's stereotypical and how you can determine the difference.
- Celebrate cultural customs and rituals from your own heritage.
- Together learn words from another language.
- Cook meals from different cultures.

- *Do you know your child's favorite music?*
- *Do you know what's cool at school?*

The more you communicate, the more at ease your child will feel about discussing sensitive issues with you.

- Be absolutely clear with your children about alcohol, drugs, sex and violence. Don't leave room for interpretation. Talk often about the dangers and results of engaging in such behavior. Once or twice a year won't do it.
- Be a better listener. Ask questions, and encourage them. Paraphrase what your child says to you. Ask for their input about family decisions. Showing your willingness to listen will make your child feel more comfortable about opening up to you.
- Give honest answers. Don't make up what you don't know, offer to find out.
- Use TV reports, commercials, news and school discussions to introduce the subjects of tobacco, alcohol and other drugs, sex and violence in a natural unforced way.
- Don't react in a way that will cut off further discussion. If your child makes statements that challenge or shock you, turn them into a calm discussion of why your child thinks people use tobacco, alcohol or other drugs, have sex or are violent. Is the effect worth the risk?
- Role play with your child and practice ways to resist the pressure to use tobacco, alcohol or other drugs, or engage in sex or violence. Acknowledge how tough these moments can be especially if friends are involved.

### **Walk The Walk**

- **Be a role model; the person you want your child to be. What stronger message is there?**
- **Be a living, day-to-day example of your value system. Demonstrate the compassion, honesty, generosity and openness you want your child to have.**

# Take Time to Talk!

## **Schedule uninterrupted time together.**

Find a quiet room, or take a walk in the park. Turn off the TV.

## **Use words and ideas that are familiar to your child.**

Don't expect a child to come into your world. You have to get into his or hers.

## **Practice active listening together:**

1. Relax and take a deep breath.
2. Focus on each other.
3. Take turns talking.
4. Stay quiet until it is your turn to talk.
5. Care about what your child is feeling.
6. Nod your head to show you understand and rephrase what your child says.
7. Check with each other to see if you each heard what the other meant to say.

## **Use "I" rather than "you" statements.**

"I feel (upset) because (I'm not being heard) ." Versus "You make me (angry)."

## **Set a family rule that some practices are not allowed:**

Avoid put downs, name calling, blaming the other, making excuses, threatening.

## **Stay in the present.**

Nothing can be done today to solve problems in the past. Encourage learning from past experiences.

## **Follow rules of good communication:**

1. Tell the truth.
2. Be fair and examine both sides.
3. Speak directly to your child.
4. Be willing to be wrong and admit it. Be big enough to say "I'm sorry."
5. Accept differences in values and life-styles.
6. Respect your child's feelings and intelligence.
7. Respond to anger with a calm voice.

## **Focus on the feelings that are behind the words.**

Restate thoughts in terms of feelings. "I felt disappointed when you were late."

## **Be aware of body movements.**

Hand movements, facial expressions, posture, and tension are important indicators of inner feelings.

## **Avoid talking down to or intimidating your child.**

A parent's role is to improve a child's self-image, not to destroy it.

# Resolving Conflict

## *How to teach your child to resolve conflicts peacefully.*

### **Conflict means that there are differences.**

- It is okay to disagree on issues.

### **Realize that it is not possible to avoid all conflict.**

- Differences are normal. Conflict can be healthy.

### **Ignoring conflict does not make it go away.**

- Denial and avoidance may make the problem worse.

### **Conflicts are difficult because of the feelings involved.**

- Be aware of the other person's feelings as well as the words that are being said. Teach your child to communicate his/her own feelings in ways that can be heard.

### **The outcome of conflict may be good for all parties.**

- A new decision or action may make life better for everyone. Focus on a win-win situation.

### **A compromise is often the best answer.**

- Rather than one person takes all, each party gets some and gives some.

### **Cooperating may provide the most gains for everyone.**

- Work together toward solutions rather than "you against me."

### **Focus on the problem rather than the individual.**

- It is not necessary to prove the other person wrong to solve the problem. Appreciate the differences and attempt to "stand in the other person's shoes" for a moment.

### **Look at many possibilities.**

- The best answer may be something you have never even considered. Brainstorm options.

### **When hostility is intense, call in a neutral mediator.**

- A third person can often see new opportunities for resolution.

### **Violent conflict often produces negative results.**

- Violent behavior can hurt others, and property can be destroyed. No one wins with violent behavior.

### **Good communication is important to solving conflict.**

- Follow strategies for good communication.

### **Sometimes the best immediate solution is to take time out.**

- Agree to take up the problem at a later time after thinking things over.

# ***STRESS*** ..... In Your Child's Life?

## Signs & Symptoms

- low self-esteem
- little energy
- short attention span
- often sleepy
- extremely hyperactive
- often depressed
- inactive
- often misbehaves
- angers easily
- fights frequently
- easily frustrated
- uses adult sexual terms
- says bad things about self
- refuses to do what he or she is told
- walks unsteadily
- makes strange grunts, growls, snorts
- cries easily
- sulky
- detached and unresponsive
- uncommunicative
- change in eating habits
- mood swings
- increased defiance/rejection of authority
- change in personal hygiene
- change in personality & appearance
- abusive to siblings
- grades fall
- talks back

### ***Helpful Hint: BE OPEN***

Children may talk more openly about sensitive topics with someone who is not their parent. At times an aunt, uncle, grandparent, sibling, coach or religious leader may be a more objective sounding board for your child.

## Tools for Reducing Stress

- Allow your child to express his or her feelings and concerns.
- Promote good nutrition and exercise during the early years so that these become habits for a lifetime.
- Let your child know that you also experience pain, fear, anger, and nervousness.
- Look at your own coping skills to see if you are setting a good example.
- Teach your child some relaxation exercises like deep breathing and sitting quietly for 10 to 20 minutes.
- Help your child develop his or her imagination so that he or she can make the most of opportunities that might arise from a stressful situation.
- Set goals based on the child's ability—not on someone else's expectations.
- Teach them the value of forgiveness of others and of themselves.
- Don't tire your child out by having too many activities all at once.
- Give your child a big hug, or take a long walk with him/her before and/or after a stressful situation.
- Establish a special time each day just for the two of you. It can be as simple as reading a book together, watching a TV program, gardening, or baking a dessert.
- Show confidence in your child's ability to handle problems and tackle new challenges.
- Get your child's input about dealing with a stressful situation, and show your appreciation for his or her thoughtfulness.
- Help your child express anger positively, without having to resort to violence.
- Help your child learn from mistakes, and learn to forgive (set an example: don't hold a grudge or punish for no reason).

# Expressing Anger

## *How to teach your child to manage his or her anger.*

### **Give your child these three basic rules for expressing anger:**

1. Do not injure yourself.
2. Do not injure others.
3. Do not damage property.

### **Help your child find safe ways to express his or her anger. It is natural and healthy!**

- Anger may get more destructive over time unless it is expressed.

### **Teach your child safe ways to manage his or her anger.**

- Examples are physical exercise, relaxation, games, crying, shouting, attention diversion, humor, controlled breathing and talking it out.

### **Accept your child, but not his or her destructive behavior.**

- Acknowledge your child's need to express anger while being firm about acceptable ways to do so.

### **Set aside time to listen to your child.**

- Listen closely, and do not judge your child. You may be able to identify and change a problem situation.

### **Attempt to understand what's underneath the anger rather than focusing on the anger itself.**

- Anger often masks feelings such as hurt, guilt, fear, and low self esteem. Look beyond the anger.

### **Be aware that you are a role model in handling anger.**

- Show your child how to express anger appropriately. Evaluate your own responses when angry.

### **Permit your children to experience the consequences of their own destructive behavior.**

- Don't always rescue them. Protecting children from logical consequences can be harmful.

### **Seek professional help when needed.**

- Look for symptoms such as staying angry, being angry often, and destructive behavior. Talk to your health care provider or religious counselor, or use the resources on the back page of this guide.

### **Allow your child to calm down before taking action.**

- This allows time to think about choices and consequences. Adopt a "time-out" procedure.

#### **Helpful Hints—SMILE**

##### **S—Stop**

Take time to think about the impact your words and actions have on others (and yourself). Teach your children empathy as you model it for them.

##### **M—Motivate**

Encourage your family and friends to resolve differences peacefully through problem solving, negotiation and compromise. Hold family meetings in which differences are safely discussed.

##### **I—I Love You**

Let family members know you accept them and their strengths and weaknesses. When they feel unconditionally loved, they can more readily accept others on those terms.

##### **L—Listen**

Make time to hear your children's joys and concerns. As their strongest advocate, your support and belief in them provides them with an anchor as they grow and change.

##### **E—Expect Kind Behavior**

Make it a priority to create family rules of kindness that family members are responsible for following.

## Types of Bullying

In order to stop bullying, each of us must take responsibility for a zero tolerance of unkind behavior towards others.

### Physical

Using the body or an object to harm—kicking, shoving, tripping, punching, hair pulling, biting, throwing objects at someone, use of weapons.

### Verbal

Using words to harm—name calling, threatening, put-downs, blackmailing, making up stories, spreading rumors, betraying a confidence either face to face or on the Internet.

### Emotional

Using overt or covert methods to silence or exclude—laughing, mocking, rolling eyes, negative body language, imitating, writing notes, using finger/hand signs, rejecting, excluding, ostracizing & isolating.

### Sexual

Using sexual means or nuances to intimidate or harm—touching someone in an inappropriate way, making fun of someone's body, comments about sexual orientation, sexual coercion.

### Cyber

Cyberbullying is bullying that takes place using electronic technology. Electronic technology includes devices and equipment such as cell phones, computers, and tablets as well as communication tools including social media sites, text messages, chat, and websites.

## Helping children deal ...

Tips for helping a child who is bullied:

1. When a child tells you about a bullying problem:
  - Listen to what the child has to say. Find out what support the child needs and what help he/she would like from you.
  - Avoid blaming the child. This is not a time to focus on what the child should or could have done differently (even if the child "provoked" the incident).
  - Keep a written record of the incidents and make sure to report them to the appropriate school personnel.
  - Do not encourage the child to fight back.
2. Observe how the child talks and plays with other children. Help him or her to develop skills to make and sustain friendships.
3. Teach the child to be assertive and to say "NO!" or "Leave me alone!" in a clear, firm voice when feeling pressured or uncomfortable.
4. Help the child identify social supports and practice ways to stay safe (e.g., play or walk with a friend, identify and play near children who could help or step-in, avoid eye contact with bullies, etc.).
5. Teach the child to recognize "vibes" and body language that could signal danger. Always encourage children to walk away if a situation feels dangerous or out of their control.
6. Practice how to handle specific situations.
7. Encourage the child to ask for adult help. Reinforce the difference between telling and tattling.
8. Teach the child strategies for staying calm and confident if teased or bullied.
9. Help the child to develop techniques for diverting a bully's attention away from hurting him/her (e.g., verbal retorts, humor, or stalling tactics).

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### Tips for the Witness to Bullying Behaviors

- Walk away so the bully won't have an audience.
- Tell an adult.
- Stand up for a target.
- Challenge the bully.
- Offer support to a target in public.
- Don't laugh at the bully's put-downs.
- Offer support to a target in private.
- Don't join in with the bully.
- Talk to the bully in private.
- Get a group to stand up to the bully.

Dear Families and Community Members,

As parents, we do everything we can to make sure our children are safe. Schools dedicate time and resources to teach our children how to make healthy and safe choices to be tobacco, alcohol and drug free.

The results of the California Healthy Kids Survey (CHKS) indicate that some of our students put their lives in danger by using or associating with others who use alcohol and other drugs. Many admit to either driving or having ridden in a car with someone who is under the influence of these substances.

All school districts and the Siskiyou County Office of Education are committed to joining parents to meet this challenge. Our first line of defense is PREVENTION. The more you know, the better decisions you make. Research tells us students with family and community support are more likely to make good choices about dangerous behaviors. Children with between 31 and 40 developmental assets generally are more successful in school, less prone to illicit drug and alcohol use, premature sexual activity, violence or bullying.

Parents, guardians, and communities DO make the difference. Talking to your children about these things is not easy, but it is essential. This publication can serve as a valuable resource to you and your family. If you have questions or comments, please contact us. We are committed to helping you be successful in building assets for the future of our children.



Putting Children First,

*Kermit R. Walters*

Siskiyou County Superintendent of Schools

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## The 2013/14 California Healthy Kids Survey

*Why was the survey conducted?* The California Healthy Kids Survey (CHKS) assists districts in collecting information on the health risks and the resilience of their students. Students in grades 7, 9 and 11 are surveyed every two years. This report provides a summary of findings relating to substance use, violence and safety, physical health and other risk behaviors from the survey administered in the fall of 2014. While it is essential to identify and address student problems, it is equally important that we recognize the positive behaviors and attitudes of most youth. Who took the survey in Siskiyou County Schools?

- ◇ 92% of 7th Graders (302 students out of 326)
- ◇ 86% of 9th Graders (345 students out of 401)
- ◇ 79% of 11th Graders (263 students out of 331)
- ◇ 32% of Alternative (Alt) School Students (46 students out of 142)

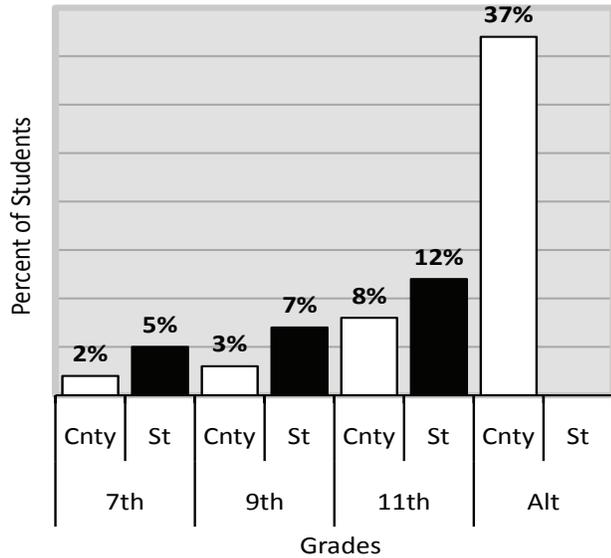
According to CHKS standards, to produce representative data, a district must collect completed answer sheets from a minimum of 60% of students at each surveyed grade (7th, 9th and 11th). When the percentage of participating students is below 60%, the data is less likely to reflect the behavior of all students in the county. The Alternative school students participation rates are below 60%, therefore this data is representative of only those students completing the survey. 7th, 9th and 11th graders had participation rates over 60%, which produced data that is representative of students in Siskiyou County. For the complete county level CHKS results and report please go to our website at [www.siskiyoucoe.net](http://www.siskiyoucoe.net) and/or to learn more about your local school district level CHKS results and report, please contact your school district. For general information regarding CHKS, contact WestEd at [www.wested.org/chks](http://www.wested.org/chks).

# Siskiyou County's California

## In the past 30 days did you .....

Key: Alt = Alternative School Students,  
Cnty = Siskiyou County, St = CA State

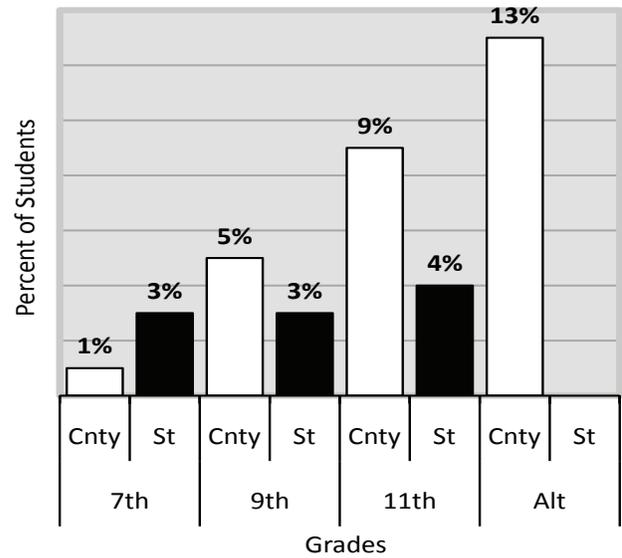
**Smoke Cigarettes?** CHKS Table A7.4



**We are proud** that the percentage of students who smoke is lower than state percentages.

**We are concerned** the percentage of students who do smoke increases with age.

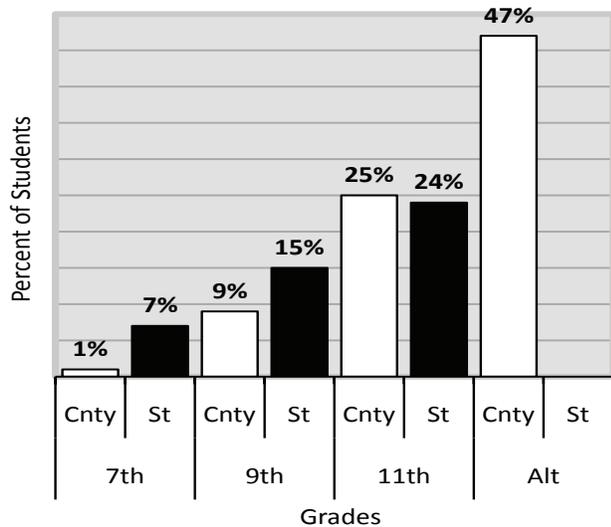
**Chew/Snuff Tobacco?** CHKS Table 6.5



**We are proud** most students do not chew.

**We are concerned** the percent of students who do chew is higher than the state percentages.

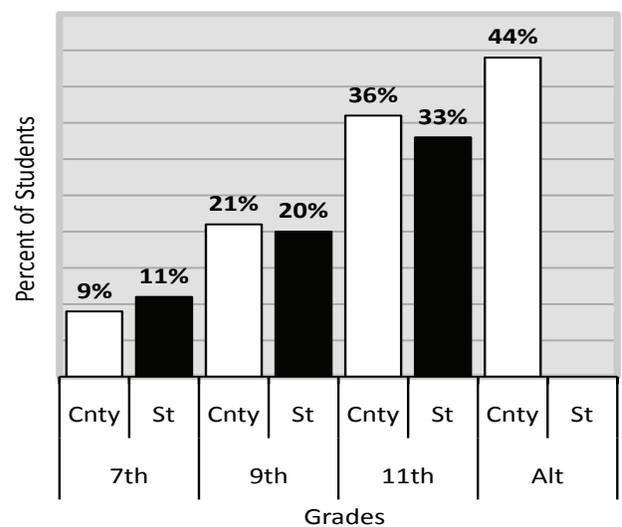
**Smoke Marijuana?** CHKS Table 6.5



**We are proud** most students do not smoke marijuana.

**We are concerned** there is a dramatic increase of marijuana use between 9th and 11th grade.

**Drink Alcohol?** CHKS Table 6.5

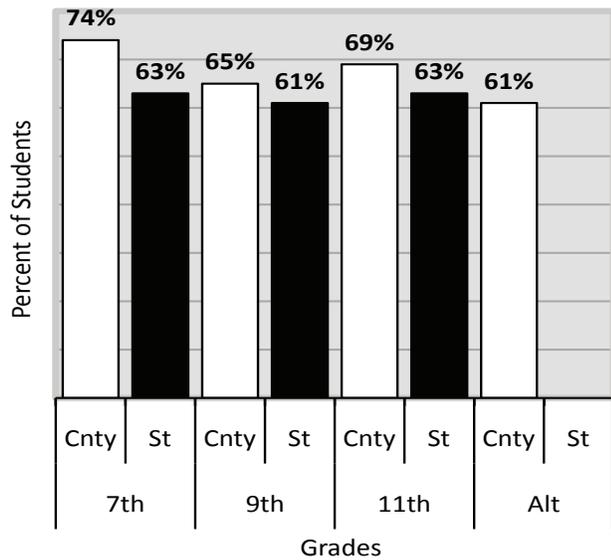


**We are proud** most students do not drink.

**We are concerned** that 1/5 of 9th and over 1/3 of 11th grade students and just under 1/2 of Alternative students had at least one drink of alcohol in the previous month.

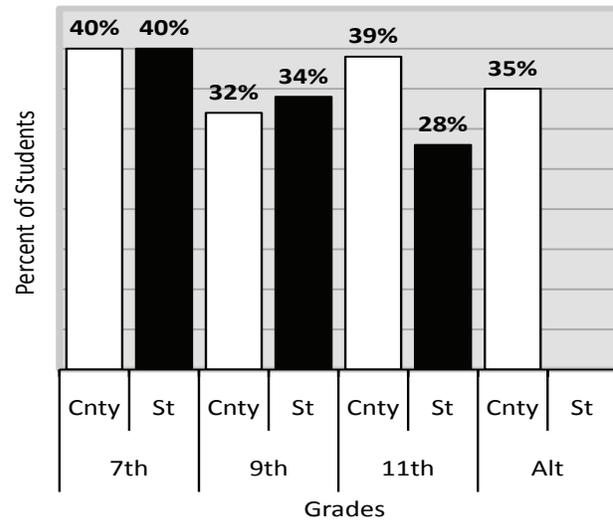
# Healthy Kids Survey Results!

**Felt Very Safe or Safe at School, Past 12 Months**  
CHKS Table 5.1



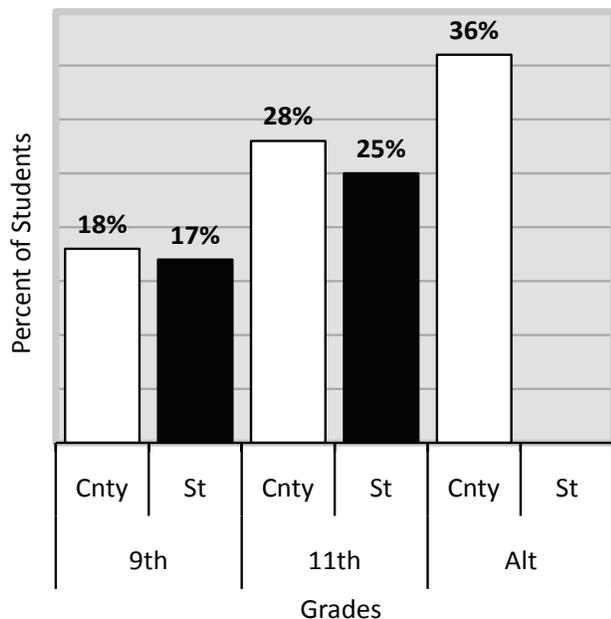
**We are proud** most students feel safe at school.  
**We are concerned** that NOT ALL students feel safe at school.

**Experienced Harrassment or Bullying: Race, Ethnicity, National Origin, Religion, Gender, Sexual Orientation, Disability or Other, Past 12 Months.** CHKS Table 5.4



**We are proud** of those students who do not harass or bully.  
**We are concerned** that over one-third of students are harassed or bullied while at school.

**Ever Driven after Drinking?** CHKS Table 6.9



**We are proud** there are students who do not drink and drive.  
**We are concerned** that an average of over 1/4 of students have driven after drinking.

## ***Why should we be concerned?***

- » Over one in ten students will be a smoker by the time they graduate.
- » Spit tobacco use among Siskiyou County high school students is higher than the State average.
- » The dramatic increase of marijuana use in high school is of concern.
- » A sizeable percentage of students surveyed report alcohol use.
- » Too many students do not feel safe at school and are being harassed, bullied and/or teased!
- » More students in Siskiyou County report drinking and driving than the State average.

Developmental assets are the building blocks of development that help young people grow up to be healthy, caring and responsible adults. The table below represents the percent of students surveyed scoring high (H), moderate (M) and low (L) in external developmental assets in the school environment.

Grade	7th			9th			11th			Alt		
Assets	H	M	L	H	M	L	H	M	L	H	M	L
Caring Adults in School	44	44	12	32	54	14	36	52	12	31	49	20
High Expectations by Adults	58	35	7	46	45	8	44	46	10	42	40	18
Opportunities for Meaningful Participation from Adults	21	57	22	12	52	36	18	48	34	2	54	43

**We are proud** that the many students maintain a medium to high score of external assets.

**We are concerned that** the high number of external assets decrease as a student progresses from grade to grade, and that Alternative school students score low in many areas. Our young people need more caring relationships and more opportunities for meaningful participation in our schools.

### *Why should we be proud?*

- 🍏 The majority of our students make safe and healthy choices and decisions. These students deserve our praise and congratulations!
- 🍏 Many students surveyed clearly feel that frequent use of substances can be harmful.
- 🍏 There are many students who treat each other kindly, do the right thing, and stand up for others who are being treated unfairly. These students deserve recognition and support for their integrity and courage.
- 🍏 The vast majority of our students feel safe at school.

## *Online Resources*

The websites listed are just a few of the many resources available to families. The Siskiyou County Office of Education is not responsible for the content of these sites and does not necessarily endorse them. We recommend that parents review these websites before using them with their children. Educators should consult Education Code before using these resources with students.

### **Alcohol & Other Drugs**

- [www.drugfree.org](http://www.drugfree.org)
- [www.drugabuse.gov](http://www.drugabuse.gov)
- [www.nida.nih.gov](http://www.nida.nih.gov)
- [www.hiv.drugabuse.gov](http://www.hiv.drugabuse.gov)
- [www.thecoolspot.gov](http://www.thecoolspot.gov)
- [www.projectknow.com](http://www.projectknow.com)

### **Tobacco**

- [www.legacyforhealth.org](http://www.legacyforhealth.org)
- [www.tobacco.org](http://www.tobacco.org)
- [www.tobaccofreekids.org](http://www.tobaccofreekids.org)

### **Communication**

- [www.childrennow.org](http://www.childrennow.org)
- [www.familyfirst.net](http://www.familyfirst.net)

### **Exercise & Nutrition**

- [www.cdc.gov/youthcampaign](http://www.cdc.gov/youthcampaign)
- [www.andreasvoice.org](http://www.andreasvoice.org)
- [www.nutrition.gov](http://www.nutrition.gov)
- [www.healthychildren.org](http://www.healthychildren.org)

### **Bullying**

- [www.bullying.org](http://www.bullying.org)
- [www.bullyproof.org](http://www.bullyproof.org)
- [www.stopbullying.gov](http://www.stopbullying.gov)
- [www.safekids.com](http://www.safekids.com)

### **Domestic Violence**

- [www.ndvh.org](http://www.ndvh.org)
- [www.loveisrespect.org](http://www.loveisrespect.org)
- [www.nsvrc.org](http://www.nsvrc.org)

### **Sexuality**

- [www.kidshealth.org](http://www.kidshealth.org)
- [www.thenationalcampaign.org](http://www.thenationalcampaign.org)
- [www.teensource.org](http://www.teensource.org)
- [www.iwannaknow.org](http://www.iwannaknow.org)
- <http://sexetc.org>

### **Suicide, Grief & Loss**

- [www.suicide.org](http://www.suicide.org)
- [www.save.org](http://www.save.org)
- [www.thehealingplaceinfo.org](http://www.thehealingplaceinfo.org)
- [www.griefnet.org](http://www.griefnet.org)

### **Mental Health**

- [www.helpguide.org](http://www.helpguide.org)

# ..... with bullying!

## Tips for helping a child who bullies others:

1. Take every incident or report of bullying behavior seriously; don't dismiss any as a one-time incident.
2. Supervise the child's interactions and play more closely. Intervene to redirect or stop any behavior that is inappropriate.
3. Do not tolerate behavior that hurts others.
  - Respond swiftly and consistently with natural consequences (e.g., restrict time with others).
  - Build empathy by asking them to notice how the other person felt because of their actions. Work on improving their ability to recognize feelings in others and themselves.
  - Practice actions or words that might make the other person feel better or to make amends.
  - Help the child recognize how and when his/her behavior crosses the line from being acceptable to unacceptable.
4. Teach the child ways to recognize internal signals that he or she is about to lose control.
5. Use real-life situations to practice kind or friendly alternatives to unfriendly or bullying behavior.
6. Teach the child positive ways to get what he/she wants. Offer reasonable and acceptable alternatives for the child to have power and control.
7. Praise and reward positive interactions and negotiation.
8. Do not label a child as a bully. Teach the child bullying is behavior that can be changed and that it takes courage to change.
9. Get at the root of the bullying behavior. Use school specialists and other professionals as resources.
10. Be a good role model. When adults use words or actions to bully or shame children or others, children learn that those behaviors are acceptable. Avoid using physical punishment.

## Bullying ... True or False?

- 1. Bullying is just teasing.** **False**  
Bullying is much more than teasing. While many bullies do tease, others use violence, intimidation, and other tactics. Sometimes teasing can be fun, but bullying hurts.
- 2. Some people deserve to be bullied.** **False**  
No one ever deserves to be bullied. No one "asks for it." Most bullies tease people who are different in some way. Being different is not a reason to be bullied.
- 3. Only boys are bullies** **False**  
Both boys and girls can be bullies.
- 4. People who complain about bullies are babies.** **False**  
People who complain about bullies are standing up for their right not to be bullied. They are more grown-up than the bullies are.
- 5. Bullying is a normal part of growing up.** **False**  
Getting teased, picked on, pushed around, threatened, harassed, insulted, hurt and abused is NOT normal. If people think it is normal, they are less likely to say or do anything about it, which gives bullies the green light to keep bullying.
- 6. Bullies will go away if you ignore them.** **False**  
Some bullies might go away, but others will get angry and keep bullying until they get a reaction. That's what they want.
- 7. People who are bullied will hurt for a while, but will get over it.** **False**  
Bullying hurts for a long time. Some kids have dropped out of school because of bullying. Some have become so sad, desperate, afraid, and hopeless that they have committed suicide. Many adults can remember a time when they were bullied as children. People "never forget" being bullied.
- 8. If you tell an adult you are being bullied, it is tattling.** **False**  
It's smart for a child to tell an adult who can help them do something about the bullying. It is also smart to tell an adult if you see someone else being bullied.
- 9. Bullies have low self-esteem so they pick on other people.** **False**  
Some bullies have high esteem. They feel good about themselves, and picking on other people makes them feel even better. Most of the time, bullying is not about high or low self-esteem, it's having power over other people.
- 10. Fighting or getting even is the best way to deal with a bully.** **False**  
If a child fights with a bully, he/she might get hurt or hurt someone else. They might get into trouble for fighting. If the child tries to get even, they are acting the same as the bully. The bully might come after them again to get even. Either way it only makes things worse.

# ***REASONS THAT YOUNG PEOPLE GIVE TOBACCO, ALCOHOL***

## ***Reason #1—***

### **To feel grown-up**

Children like to imitate adults. How many times have we found children imitating the way we speak? Trying on our clothes or makeup? Having a “pretend tea party” or “cocktail party?” Dressing up to “go to work?”

To a child, being a grown-up is a very desirable thing. Being grown-up means freedom. Being grown-up means making your own decisions. Being grown-up means being able to eat and drink anything you want.

Young people like to try on our behaviors along with our grown-up clothes. Lots of things fit into the grown-up category: getting married, having babies, drinking alcohol, driving a car cross country, working, and so forth.

## ***Reason #2—***

### **To satisfy curiosity**

For many of the reasons already presented, children are very curious about alcohol, tobacco, and illicit drugs. Kids are smart, and they are very quick to pick up mixed messages in the media, at school, or at the dinner table. Even if we have done an outstanding job of educating and nurturing the children in our care, there are some children who will remain innately curious about alcohol, tobacco and illicit drugs.

## ***Reason #3—***

### **To fit in and belong**

Children want others to like them. Sometimes the group the child wants to join is using substances, or he/she thinks the group is using. Some kids turn to alcohol, tobacco, and illicit drugs to feel like they fit in, to overcome anxiety, change their personality, or give themselves courage to talk to other people.

Our society is flooded with messages that, perhaps unintentionally, encourage us and our young people to use alcohol, tobacco, and illicit drugs to enhance our lives and develop social skills.

Wanting to fit in and belong is one of the most natural parts of growing up. It is important. In fact, if we really listen, we may find that for some it is THE most important part of growing up. Establishing a clear position against alcohol and other drug use is not enough. Children need a repertoire of skills to help them. They need to learn how to decipher pro-use messages, refuse both subtle and direct offers of alcohol and drugs, act appropriately in social situations, build solid interpersonal relationships, express their thoughts and feelings, solve problems, make decisions, and communicate with people in positions of authority.

# ***FOR USING & OTHER DRUGS:***

## ***Reason #4—***

### **To take risks and rebel**

All children need to learn how to take risks. This is part of growing up. By his or her actions, the child is often saying, "I'm going to take a risk today to test my balance by climbing up this tree." Or, "I am going to take a social risk today and go up to someone I don't know and introduce myself."

As children approach puberty, virtually everything holds a small amount of risk, because everything feels so new and unexplored. As great levels of risk are achieved, most young people will continue to look for opportunities to expand their horizons and grow.

## ***Reason #5—***

### **To relax and feel good**

It may sound like a cliché, but children need a lot of support from a wide range of people who can spend quality time with them, and who can listen and be involved in their life experiences. Children need to talk about their friendships and about their need to fit in and belong. They need to be able to discuss their fears and their successes. Our children need to know that they will not be negatively judged, only the behavior that harms themselves or others.

### ***What can YOU do if your child is using alcohol & other drugs?***

1. Be courageous enough to seek help. Ask your pediatrician or call one of the many hotlines for resources.
2. Do not confront your child who is under the influence of alcohol or other drugs. Wait until the child is sober.
3. Impose whatever discipline your family has decided upon for violating the rules and be consistent.
4. Focus on the fact that you care about your child. Be clear that it is the behavior you disapprove of, not your child. Make sure that your child hears that message.
5. Try to remain calm, unemotional, and factually honest in speaking about your child's behavior and its day-to-day consequences. Avoid emotional appeals and punishments.
6. Discuss the situation with someone you trust—a counselor, clergy member, social worker, friend or another individual who has experienced drug or alcohol abuse in their family.
7. Don't keep the problem a secret. Get help for your child, and get support for yourself and your family.
8. Be patient and live one day at a time. Recovery does not happen overnight. Try to accept setbacks and relapses with calmness and understanding.

## Legal Risks of the Unchaperoned Party

# LIABILITY OF CHILDREN

### Can Children be sued?

YES! Children do not have to be 18 to be sued. If there is no insurance, or not enough insurance to cover the incident, the injured person can obtain a judgment for monetary damages against your child.

An injured person has as long as 10 years to collect on that judgment, and there is a procedure for extending that another 10 years. By then, your child will have something to lose: a car, a boat, a house, or a salary! And, with a large judgment on the books, it will be hard for your child to establish credit. A judgment can be a cloud over your child's head for a long time.

### What can children be sued for?

Your children can be found liable for two types of actions—intentional acts and negligent acts.

#### Intentional Acts

This includes vandalism, fist fights, date rape, and possibly transmitting sexually transmitted diseases.

#### Negligent Acts

This can include accidental shooting, horseplay, and other mishaps. The most common is the automobile accident. Oddly enough, drunk driving is often not the problem with very young drivers 16-17 years of age. More often, the accident arises out of inexperience and poor judgment. These accidents are often one-car accidents, with a carload of passengers, involving excessive speed, inattention, or recklessness.

Information provided by: Parent Party Patrol, POB 2322, Tacoma, WA 98401. (206) 572-7870

## ALCOHOL AND THE LAW

The minimum age for drinking in California is 21. This means that the sale or transfer of alcoholic beverages to anyone under that age is prohibited. At unsupervised social gatherings a peace officer who lawfully enters the gathering can seize alcoholic beverages from anyone under 21.

The punishment for violating these laws varies. The offender may be found guilty of an infraction or a misdemeanor. Young people between the ages of 13 and 21 may have their driver's licenses suspended, revoked, or delayed up to one year for each offense. Young people may also be asked to pay fines of up to \$250 or perform between 24 and 32 hours of community service.

All minors must also abide by city and county ordinances that prohibit alcohol consumption in public places, driving under the influence of alcohol, and use of false identification to purchase alcohol.

## TOBACCO AND THE LAW

California law prohibits minors under the age of 18 from purchasing, receiving, or even possessing tobacco products or any paraphernalia designed to prepare or smoke tobacco products. Punishment for breaking this law is either a \$75 fine or 30 hours of community service.

It is also against the law to knowingly sell, give, or furnish tobacco products to minors. Although it is most often the store owner who gets in trouble when tobacco products are sold to minors, a young person who uses false identification to make such purchases is violating the law and may be prosecuted for that conduct. The law which prohibits providing tobacco products to minors does not specifically exempt parents.

In accordance with state and federal law, ALL Siskiyou County school districts prohibit smoking on/in school property and vehicles. A visitor who smokes on district property shall be informed of the district's tobacco-free schools policy and asked to refrain from smoking. If the person fails to comply with this request the Superintendent or designee may ask the person to leave the property, or may request assistance from local law enforcement in such removal. For repeated violations the Superintendent or designee may prohibit the individual from entering district property for a specified period of time.

## DRUGS AND THE LAW

It is against the law to use or be "high on drugs." Young people are most often charged with "possession of a controlled substance." Many controlled substances carry a felony charge for possession. For a few drugs, possession is treated as an infraction, e.g. possession of an ounce or less of marijuana can result in a fine. California courts can suspend or delay a young person getting a license for six months to a year, if that person has been found driving under the influence of drugs or convicted of a drug-related offense.

When young people are arrested with greater quantities of drugs than they could reasonably be expected to use themselves, they may be charged with "possession with intent to sell" drugs. This is a felony, even if the simple possession of the particular drug involved would not have been a felony.

# Signs of Drug Use

## Presence of drugs and drug paraphernalia:

- Possession of pipes, rolling papers, small decongestant bottles, needles, or small butane torches.
- Possession of drugs or evidence of drugs—peculiar plants, seeds, leaves, or butts in ash trays or clothing pockets.
- Odor of drugs or smell of incense or other “cover-up” scents.

## Identification with drug culture:

- Drug-related magazines and drug-oriented slogans on clothing.
- Conversation and jokes about drugs.
- Resistance to discussing drugs with adults.

## Signs of cognitive deterioration:

- Memory lapses, short attention span, and difficulty with concentration.

## Poor physical coordination and slurred or incoherent speech.

- Deteriorating physical appearance:
- Slovenly dress, indifference to hygiene and grooming.

## Overt physical signs of drug use:

- Bloodshot eyes and dilated pupils.

## Dramatic changes in school performance:

- Distinct downward turn in grades—from A's and B's to C's or from C's to F's.
- Assignments not completed.
- Increased absenteeism or tardiness.

## Changes in behavior:

- Chronic dishonesty (lying, stealing, & cheating).
- Trouble with the police.
- Changes in friends, evasiveness about new friends.
- Possession of large amounts of money.
- Increasing and inappropriate hostility, irritability, and secretiveness.
- Reduced motivation, energy, self-discipline, and self-esteem.
- Diminished interest in extracurricular activities and hobbies
- Association with known drug users.

**Caution: Adolescent behavior is often unpredictable and ever changing. If you detect signs of substance use, follow up by being aware of how your child is acting and of any radical changes in behavior. Keep communication open and don't ignore signs of problems. Seek professional advice if you feel unsure. Pay attention to your intuition.**

## Legal Risks of the Unchaperoned Party

# LIABILITY OF PARENTS

## Premises Liability

You have a legal duty to maintain your property in a safe condition and to warn visitors about hazards that aren't obvious. You can be liable for accidents on your property, whether or not you were there when the accident happened. When you add children, alcohol, and horseplay together, the potential that someone can get injured greatly increases.

## Negligent Supervision

A “negligent supervision” claim is possible when someone is injured due to activities arising out of an unchaperoned party involving one of your children, regardless of where the party occurred.

## Furnished Alcohol to Minors

You have a legal duty to not make alcohol available to minors. This means you should never furnish alcohol to people under 21. It also means when you leave your property and know that people under 21 will be on the property, you should take reasonable steps to make sure there is no ready access to alcohol or other drugs.

## Parent's Liability

Parents can be held financially liable when their child's willful misconduct results in personal injury or destruction of property. Provisions in California Law set these current liability limits for parents.

- \$10,000 personal property damage; adjusted yearly (EC 48904(a)(1))
- \$10,000 reward for ID information (GC 53069.5 and EC 48904(a)(1))
- Up to \$25,000 for personal or property damage (CC 1714.1)
- Up to \$30,000 for personal or property damage involving use of firearms (CC 1714.3)

## Electronic Nicotine Delivery Systems (ENDS)

What do the following all have in common?

E-cigs, Hookahs, Vaping, Hookah Pens, Vape Pens, Mods, Tanks, E-shishas?

**ALL are Electronic Nicotine Delivery Systems!**

### ***Nicotine is addictive.***

Once a person is hooked on nicotine, it is hard to stop, no matter what form it comes in! Nicotine and the chemicals found in ENDS/E-cigs can affect a person's heart rate, blood pressure and insulin levels, can lead to heart disease, can cause cancer, birth defects and other health problems.

### ***ENDS don't look like cigarettes.***

You may be picturing a plastic cigarette with a glowing tip. Actually, ENDS can look like pens and can pass unnoticed in a classroom. Some have colorful, wild graphic patterns or plastic jewels and sequins decorating them. E-cigs can look like tubes, flashlights, pipes or even squares.

### ***Teens don't call them e-cigarettes/e-cigs.***

Ask if they are using a disposable hookah, an e-hookah, a mod, a tank, an e-shisha or a vape/cloud pen! Many teens don't realize those are all ENDS. They all use a battery to heat up a liquid, also known as e-juice. The heated e-liquid creates an aerosol that is breathed in.

### ***They are marketed to teens.***

ENDS/E-cigs and e-liquids/e-juice come in fruit and candy flavors including peach fuzzy navel, French vanilla and black cherry. Magazine ads for these products use sex and rebellion to catch teen eyes. Social media and YouTube are cluttered with ads and testimonials, often times paid, about e-cigarettes. 58% of 12-17 year-olds were exposed to e-cigarette ads on TV. 75% of these ads ran on networks that young people watch, like Comedy Central, ABC Family and MTV.

### ***More and more teens are trying them.***

Ten percent of teens reported trying e-cigarettes in 2012, compared to five percent in 2011. Teen use doubled in one year.

### ***Students are using them in school.***

Students can easily use ENDS at school, especially when they look like pens or highlighters. Teachers may not know what all of the products look like and

smoke detectors won't catch the vapor. In Siskiyou County, all schools have policies prohibiting the use of ENDS, by any student or adult.

### ***They may lead to cigarette use.***

Teens who use e-cigarettes can be more likely to smoke regular cigarettes than teens who had not experimented with e-cigs. Once teens are used to vaping an e-cig, they may be more likely to move on to regular cigarettes, especially if they are craving a nicotine fix.

### ***E-liquid/e-juice is poisonous.***

E-juice can be harmful if swallowed, or e-liquid gets on skin or in eyes. From 2012 to 2014, calls to CA poison control regarding e-cig nicotine poisonings in kids five and under increased 2100%.

### ***They can be modified for other drugs.***

E-cigs can also be used to smoke THC, the active ingredient in marijuana, and hash oil. Teens can easily find YouTube videos on how to vape marijuana.

### ***They aren't always treated like tobacco by law.***

ENDS are not subject to the same regulation as cigarettes. E-cigs are all over retail locations, sometimes right next to the candy or slushie machine. ENDS don't have to follow the rules for cigarettes, such as not advertising on TV or not selling to teens younger than 18. They are also not taxed like tobacco products, meaning they are cheap for teens to buy. Furthermore, lack of regulation means a teen may not know exactly what they are inhaling or the dose they are getting.

### ***Not necessarily safer than tobacco cigarettes.***

The aerosol produced is not water vapor and is a mixture of chemicals and small particles that can hurt the lungs just like cigarette smoke. Ten of these chemicals are known carcinogens. E-cigs are as addictive as regular cigarettes.

### ***Protect your family.***

Never leave e-cigs or e-liquids where children can get them. Never allow ENDS to be used in your home. Pregnant/breastfeeding women, teens and children should never use or be exposed to the aerosol from ENDS/E-cigs.

### ***Be Aware: Nicotine is available in other forms.***

Lozenges, Dissolvable Sticks, Orbs and Strips, CigaFizz, Nicogel & NicLITE Water are also Nicotine Delivery Systems!

# Understanding Teen Dating Violence

## Dating violence occurs between two people in a close relationship. Dating violence can be ...

- **Physical**—This occurs when a partner is pinched, hit, shoved, slapped, punched, or kicked.
- **Psychological/Emotional**—This means threatening a partner or harming his or her sense of self-worth. Examples include name calling, shaming, bullying, embarrassing on purpose, or keeping him/her away from friends and family.
- **Sexual**—This is forcing a partner to engage in a sex act when he or she does not or cannot consent. This can be physical or nonphysical, like threatening to spread rumors if a partner refuses to have sex.
- **Stalking**—This refers to a pattern of harassing or threatening tactics that are unwanted and cause fear in the victim.

Dating violence can take place in person or electronically, such as repeated texting or posting sexual pictures of a partner online.

Unhealthy relationships can start early and last a lifetime. Teens often think some behaviors, like teasing and name calling, are a “normal” part of a relationship. However, these behaviors can become abusive and develop into more serious forms of violence.

## Why is dating violence a public health problem?

Dating violence is a widespread issue that has serious long-term and short-term effects. Many teens do not report it because they are afraid to tell friends and family.

- Among adult victims of rape, physical violence, and/ or stalking by an intimate partner, 22% of women and 15% of men first experienced some form of partner violence between 11 and 17 years of age. (National Center for Injury Prevention and Control Division of Violence Prevention)
- Approximately 9% of high school students report being hit, slapped, or physically hurt on purpose by a boyfriend or girlfriend in the 12 months before surveyed. (YRBS)

## How does dating violence affect health?

Dating violence can have a negative effect on health throughout life. Youth who are victims are more likely to experience symptoms of depression and anxiety, engage in unhealthy behaviors like using tobacco, drugs, and alcohol, or exhibit antisocial behaviors and think about suicide. Youth who are victims of dating violence in high school are at higher risk for victimization during college.

## Who is at risk for dating violence?

Factors that increase risk for harming a dating partner include: (Journal of Youth & Adolescence)

- Belief that dating violence is acceptable
- Depression, anxiety, and other trauma symptoms
- Aggression towards peers and other aggressive behavior
- Substance use
- Early sexual activity and having multiple sexual partners
- Having a friend involved in dating violence
- Conflict with partner

## How can we prevent dating violence?

The ultimate goal is to stop dating violence before it starts. Strategies that promote healthy relationships are vital. During the preteen and teen years, young people are learning skills they need to form positive relationships with others. This is an ideal time to promote healthy relationships and prevent patterns of dating violence that can last into adulthood.

## 10 signs of teen dating violence

It is important that to learn the signs of abusive relationships during dating. **If a partner ...**

- Constantly checks in on you
- Lies to you
- Won't let you talk to other people
- Threatens to hurt themselves
- Loses temper quickly
- Embarrasses you in public
- Forces you to have sex
- Keeps you away from your friends
- Looks at your phone
- Does anything that scares you in any way

**... GET HELP!**

# Talking to your Teen about Sex

## Family Life Education (FLE)

FLE is offered in California schools, as per Education Code 51930-39, but don't count on classroom instruction alone. FLE needs to happen at home, too. Here's help talking to your teen about sex.

Family Life Education basics may be covered in health class, but your teen might not hear — or understand — everything he or she needs to know to make tough choices about sex. That's where you come in. Awkward as it may be, sex education is a parent's responsibility. By reinforcing and supplementing what your teen learns in school, you can set the stage for a lifetime of healthy sexuality.

## Breaking the Ice

Sex is a staple subject of news, entertainment and advertising. It's often hard to avoid this ever-present topic. But when parents and teens need to talk, it's not always so easy. If you wait for the perfect moment, you might miss the best opportunities. Instead, think of Family Life Education as an ongoing conversation. Here are some ideas to help you get started — and keep the discussion going.

## Seize the Moment

When a TV program or music video raises issues about responsible sexual behavior, use it as a springboard for discussion. Remember that everyday moments — such as riding in the car or putting away groceries — sometimes offer the best opportunities to talk.

## Be Honest

If you're uncomfortable, say so — but explain that it's important to keep talking. If you don't know how to answer your teen's questions, offer to find the answers or look them up together.

## Be Direct

Clearly state your feelings about specific issues, such as oral sex and intercourse. Present the risks objectively, including emotional pain, sexually transmitted infections and unplanned pregnancy. Explain that oral sex isn't a risk-free alternative to intercourse.

Consider your teen's point of view. Don't lecture your teen or rely on scare tactics to discourage sexual activity. Instead, listen carefully. Understand your teen's pressures, challenges and concerns.

Move beyond the facts. Your teen needs accurate information about sex — but it's just as important to talk about feelings, attitudes and values. Examine questions of ethics and responsibility in the context of your personal or religious beliefs.

Invite more discussion. Let your teen know that it's OK to talk with you about sex whenever he or she has questions or concerns. Reward questions by saying, "I'm glad you came to me."

## Responding to Behavior

If your teen becomes sexually active — whether you think he or she is ready or not — it may be more important than ever to keep the conversation going. State your feelings openly and honestly. Remind your teen that you expect him or her to take sex and the associated responsibilities seriously.

Stress the importance of safer sex, and make sure your teen understands how to get and use contraception. You might talk about keeping a sexual relationship exclusive, not only as a matter of trust and respect, but also to reduce the risk of sexually transmitted infections. Also, set and enforce reasonable boundaries, such as curfews and rules about visits from friends of the opposite sex.

Your teen's doctor can help, too. A routine checkup can give your teen the opportunity to address sexual activity and other behaviors in a supportive, confidential atmosphere — as well as learn about contraception and safe sex. The doctor may also stress the importance of routine human papillomavirus (HPV) vaccination, for both girls and boys, to help prevent genital warts as well as cancers of the cervix, anus, mouth and throat, and penis.

## Looking Ahead

With your support, your teen can emerge into a sexually responsible adult. Be honest and speak from the heart. If your teen doesn't seem interested in what you have to say about sex, say it anyway. He or she is probably listening.

# Body Image—What is it?

**B**ody image is our personal view and interpretation of our body, including mental, emotional, historical, and physical components. Another definition of body image is: “A picture of the body seen through the mind’s eye.”

## Signs of Distorted Body Image

- 🕒 Weighing oneself daily or multiple times each day.
- 🕒 Spending a lot of time in front of the mirror, obsessing about specific body parts.
- 🕒 Hiding one’s body with oversized clothing.
- 🕒 Feeling ashamed or self-conscious about one’s body, and even refraining from fun activities.
- 🕒 Obsessing about food, weight, and level of fitness in private and in public.

## Eating Disorders

Both boys and girls can develop eating disorders. Eating disorders can be fatal, and they cause physical damage at a time when teenagers need extra nutrition to support healthy growth.

Anorexia, Bulimia and Binge Eating Disorder are extremely complex. They are often characterized by one or more of a combination of specific behaviors, including: restrictive food intake, weight loss or gain, excessive exercise, bingeing, binge/purge cycles, menstruation cessation, thinning hair, obsessive behaviors, as well as inaccurate thinking about food and weight.

Adapted from A Guide to the Primary Prevention of Eating Disorders pamphlet. Michael P. Leveine, PH. D & Margo D. Maine Ph.D and How to Help with Eating and Body Image, published by The National Eating Disorders Association, (800) 931-2237 or [www.edap.org](http://www.edap.org); and the Dairy Council of California

# How to help your child avoid eating disorders!

Avoid overemphasizing beauty and body shape. Do not promote the belief that thinness and weight loss are “good,” while having body fat and/or weight gain are “bad.”

Do not convey an attitude that says, “I will like you better if you lose weight or fit into slimmer clothes.”

Discuss with your children the genetic basis of differences in body types. Make the connection between respect for diversity in weight and shape with respect for diversity in race and gender.

Help children appreciate the ways that TV, magazines, and other media distort the true diversity of human body types.

Talk with children, particularly those over the age of nine, about the dangers of dieting. Dieting is not harmless, nor is it a necessary part of a healthy life.

Accept children no matter what they weigh. Help them to understand the importance of the person, not the appearance.

Teach children to think critically and communicate assertively. This helps them to resist unrealistic messages from media, peers, and other adults.

- 🍏 **Encourage children to be active and to enjoy what their bodies can do.**
- 🍏 **Avoid rewarding or punishing children with food. This adds to the emotional meaning of food.**

## *We can set a healthy example for our children by:*

- Eating a well-balanced diet featuring a wide variety of foods.
- Exercising moderately for the pleasure and health that exercise creates.
- Accepting our own shape and weight, including our right to engage in and enjoy a variety of activities such as swimming and dancing, regardless of our looks.
- Enjoying the creative aspects of fashion while rejecting the limiting and constricting aspects.

# What are energy drinks?

**Energy drinks** are beverages which contain large doses of caffeine and other legal stimulants like guarana and ginseng. The amount of caffeine in an energy drink can range from 75 mg to over 200 mg per serving. This compares to 34 mg in Coke and 55 mg in Mountain Dew. If a drink advertises no caffeine, the energy comes from guarana, which is the equivalent of caffeine. Some drinks advertise “no crash,” but this claim is referring to no “sugar crash” because the drink has artificial sweeteners. Any vitamins or amino acids like taurine are better found by eating a variety of foods and taking a daily vitamin and mineral supplement.

## **Short-term dangers to drinking energy drinks?**

Energy drinks’ stimulating properties can boost the heart rate and blood pressure (sometimes to the point of palpitations), dehydrate the body, and, like other stimulants, prevent sleep. Energy drinks should not be used while exercising as the combination of fluid loss from sweating and the diuretic quality of the caffeine can leave someone severely dehydrated. Energy drinks shouldn’t be seen as “natural alternatives”. Claims like “improved performance and concentration” can be misleading. They are marketed as dietary supplements, and the FDA does not approve or review the products before they are sold. Cans may say that 1 can is 2 servings, so calculate how much caffeine is being consumed.

### **What to do?**

- *Be aware of what your teen is drinking!*
- *Limit the amount of caffeine and sugar your teen consumes. Caffeine is addicting!*
- *Talk to your teen about energy drinks mixed with alcohol being a potent combination. Know that there are no warning statements on energy drinks.*
- *It is important to read labels for information on ingredients, servings per container, and amount of ingredients per serving, especially since the size of drinks are on the increase.*
- *Be ready to call poison control/emergency room since teens are getting sick from drinking several cans in a row to get a buzz.*

## **Combining energy drinks with alcohol?**

This combination carries a number of potential dangers.

- Since energy drinks are stimulants and alcohol is a depressant, the combination of effects may be dangerous. The stimulant effects can mask how intoxicated you are and prevent you from realizing how much alcohol you have consumed. Fatigue is one of the ways the body normally tells someone that they’ve had enough to drink.
- The stimulant effect can give the person the impression they aren’t impaired. No matter how alert you feel, your blood alcohol concentration (BAC) is the same as it would be without the energy drink. People will overestimate their ability to perform complex tasks like driving or crossing a busy road. Once the stimulant effect wears off, the depressant effects of the alcohol will remain and could cause vomiting during sleep or respiratory depression.
- Research shows that people drink more and have higher BACs when they combine alcohol and caffeine.
- Both energy drinks and alcohol are dehydrating (caffeine is a diuretic). Dehydration can hinder your body’s ability to metabolize alcohol and will increase toxicity, and therefore, the hangover the next day.

## **Keep in mind what is in these drinks. For example some 23.5-ounce cans of energy drinks:**

- are 10-12% alcohol, which is the equivalent of 4-6 beers. (A standard beer is 12 ounces and 4-6% alcohol.)
- contain 54-135 milligrams of caffeine per 23.5, a 12-ounce Coke has 35 milligrams.
- contains guarana, sometimes it can be unclear how much is in the drink and some companies do not publish information about the amount of guarana in the drink.
- Unlike non-alcoholic energy drinks, alcoholic energy drinks do not have to print nutrition facts on the can, so you have much less information about what you’re drinking.

## Exercise & Nutrition

Everyone can make a difference in young people's lives by helping them include moderate physical activity and good nutrition in their daily routines. Parents, especially, can set a good example and help their children develop healthful habits that last a lifetime. Here are some ideas for promoting physical activity and healthy eating:

- 🍏 Eat together as a family.
- 🍏 Plan meal and snack times rather than allowing children to self-select their meals.
- 🍏 Discourage grazing through the kitchen.
- 🍏 Allow children to control their own appetites by deciding when they are full.
- 🍏 Avoid the “fast food trap” and take the time to serve nutritional foods at home.
- 🍏 Serve plenty of fresh fruits and vegetables.

- 🍏 Reduce serving sizes—we have become a nation of super-sizing.
- 🍏 Restrict intake of sugary foods, especially soft drinks and sugary fruit juices.
- 🍏 Encourage drinking lots of water.
- 🍏 Replace processed foods with unrefined organic choices.
- 🍏 Find ways for family members to exercise; bicycle, walk, play catch and participate in sports.
- 🍏 Turn off the television.
- 🍏 Discourage having a television in a child's bedroom.
- 🍏 Be aware of how foods are marketed to children.
- 🍏 Model good eating habits.
- 🍏 Advocate for convenient, safe, and adequate places for young people to play and be physically active.
- 🍏 Don't use food to punish or reward your child.

***Children need at least 60 minutes of fun, active play in addition to organized play at school as well as sports daily!***

*Reading Resources—Following are books that can be obtained from your favorite bookstore or online*

The books listed are just a few of the many resources available to families. The Siskiyou County Office of Education is not responsible for the content of these books and does not necessarily endorse them. We do recommend that parents review these books before using them with their children. Educators should consult Education Code before using with students.

- ☛ What Kids Need to Succeed by Peter L. Benson, Judy Galbraith, and Pamela Espeland.
- ☛ Parenting with a Purpose by Dean Feldmeyer and Eugene C. Roehlkepartain.
- ☛ How to Talk So Kids Will Listen and Listen So Kids Will Talk by Adele Faber and Elaine Mazlish.
- ☛ Parents Are Powerful compiled by Anee T. Henderson.
- ☛ Empowering Your Child by C. Fred Bateman.
- ☛ Kid's Guide to Service Projects by Barbara A. Lewis.
- ☛ Parenting Toward Solutions by Linda Metcalf.
- ☛ Awakening Your Child's Natural Genius by Thomas Armstrong.
- ☛ Raising a Creative Child by Cynthia MacGregor.
- ☛ Ideas for Families by Phyllis Pellman Good and Merle Good.
- ☛ Magic Trees of the Mind by Marian Cleaves Diamond and Janet Hopson.
- ☛ School Is Not A Four-Letter Word by Lou Anne Johnson.
- ☛ Teaching Your Kids to Care by Deborah Spaide.
- ☛ Raising a Responsible Child by Elizabeth M. Ellis.
- ☛ Common Sense Parenting by Ray Burke, Ph.D., and Ron Herron.
- ☛ 40 Ways to Raise a Nonracist Child by Barbara Mathias.
- ☛ The Winning Family by Louise Hart.
- ☛ The Optimistic Child by Martin E. P. Seligman, Ph.D.
- ☛ Uncommon Sense for Parents with Teenagers by Michael Riera, Ph.D.
- ☛ The Smart Parent's Guide to Kids TV by Milton Chen, Ph.D.
- ☛ What Do You Stand For? A Kid's Guide to Building Character by Barbara A. Lewis.
- ☛ Growing Good Kids: 28 Activities to Enhance Self-Awareness, Compassion and Leadership by Deb & Jim Delisle.
- ☛ Taking Charge of My Mind & Body: A Girl's Guide to Outsmarting Alcohol, Drug, Smoking and Eating Problems by Gladys Folkers, M.A. and Jeanne Engelmann.
- ☛ How Rude! The Teenagers Guide to Good Manners, Proper Behavior, and Not Grossing People Out by Alex J. Packer, Ph.D.
- ☛ How to Help Your Child with Homework by Marguerite C Radencich, Ph.D. & Jeanne Shay Schumm, Ph.D.
- ☛ Raising Kids Who Read by Carolyn Munson Benson.
- ☛ Queen Bees and Wannabes: Helping Your Daughter Survive Cliques, Gossip, Boyfriends and Other Realities of Adolescence by Rosalind Wiseman.
- ☛ Real Boys: Rescuing Our Sons from the Myths of Boyhood by William S. Pollack.
- ☛ How to Get Your Kids to Eat—But Not Too Much By Ellen Satter.
- ☛ Secrets of Feeding a Healthy Family by Ellen Satter.
- ☛ Real Kids Come in All Sizes by Kathy Kater.

For further information contact the Siskiyou County Office of Education • 530-842-8400 • [www.siskiyoucoe.net](http://www.siskiyoucoe.net)