

# Parent



# Survival Guide

Dear Parents,

I would like to welcome you to the Duchesne family. This is a copy of the Duchesne Parent Survival Guide. This publication contains information that is both thought provoking and valuable, concerning your child's development. As we all know, the teenage years can be exciting, and at times, difficult years for both parents and children. It is my hope that this booklet will provide you with some helpful information.

Please understand that this is not intended to serve as a guide on how to raise your child. As our school philosophy indicates, each child is a unique individual. This booklet is merely designed as a service to the members of the Duchesne family. Be assured that we will continue to do all we can to ensure the total development and education of your daughter/son.

The information gathered here was compiled from several different sources. Please feel free to contact me at any time with questions you have regarding your daughter/son, or comments about the Parent Survival Guide.

Sincerely yours,

Kurt D. Clodius  
Dean of Students

## INTRODUCTION

In our society, it is no longer just a few deviant teens that use alcohol and drugs. Today it is often the teen that does not drink or take drugs who is made to feel left out. The use and misuse of alcohol and other drugs is widespread and touches all of us. No family is spared the concern.

Young people become involved with drugs and alcohol in response to peer pressure and their need for acceptance among friends and classmates. It is usually not due to lack of knowledge.

Out of genuine concern for the welfare of all members of the Duchesne family, this guide has been assembled. It is primarily a statement of care and concern for our teenagers, as well as a communicative device in the decision-making process when dealing with the growing adolescent.

The guidelines are suggested parameters, not rigid dictates; helpful opinions, not laws. More importantly, we hope that it will help you discover practical information to give you confidence in setting limits for your own family, and that everyone's individual efforts will produce positive change.

Duchesne asks you to support one another within families and from family to family. Some families may hesitate to follow these guidelines for fear they will be alone in their efforts. It is important for parents to come together and discuss mutual problems in an atmosphere of support and encouragement. Equally important is for teens to support one another and help diminish the pressure to engage in illegal consumption or use of alcohol, drugs and other such substances.

## TABLE OF CONTENTS

Duchesne High School Alcohol and Drug Policy.....	Page 1
Some Characteristics of Adolescents.....	Page 2-3
High School Adolescent As Seen By A Counselor.....	Page 4
Parenting Skills and Coping With Behaviors.....	Page 5
Recommendations For a Healthy Family Environment.....	Page 6
Is There Alcohol or Drug Abuse in My Home.....	Page 7
Do's and Don'ts Dealing With Substance Abuse.....	Page 8
Myths About Use/Facts About Abuse.....	Page 9-10
Party Guidelines.....	Page 11-12
Food For Thought.....	Page 13-20
• Certainly Not Rodney's Fault	
• Abstain	
• New Year Resolution For Parents	
• Some Publications Recommended For Parents	

**Duchesne High School  
Chemical Dependency Policy  
(From the Parent/Student Handbook)**

The use and abuse of alcohol and other drugs poses a threat to the health of young people and creates an obstacle to their full development as Christian persons. Preventive approaches through counseling and other educative methods should be used to assist students. Duchene's policy requires intervention, assessment for chemical dependency, and treatment, if professionally indicated for students found in violation of drug and alcohol policies as part of the conditions for readmission.

Under present federal and state laws, the possession and use of certain non-prescribed drugs, including narcotics, depressants, stimulants, marijuana, and hallucinogenic drugs is illegal. Therefore, the possession, use or transfer of non-prescribed or illegal drugs, or use, possession of or being under the influence of drugs or alcohol on the school premises or at school-sponsored functions is not permitted. Only the students for whom the medicine is prescribed shall use prescription drugs. Parents must notify the school if a student is using a prescription; the school will determine which medicines must be stored and administered by the school.

Students violating this policy will be subject to suspension an/or expulsion from school. In addition, civil authorities may be involved. The complete Chemical Dependency Policy is on file in the President's office.

## CHARACTERISTICS EXHIBITED BY SOME ADOLESCENTS

### SOCIAL ATTRIBUTES

- Show drastic behavior; daring, aggressive, critical, boisterous, argumentative, defiant, leave home, less obedient, rebellious or docile to family
- Peer oriented
- Participate in rituals
- Try many new experiences
- Act ashamed of home and family; withdraw from family
- Camouflage feelings toward family
- Become more able to cooperate with others
- Display fads and extremes in mannerisms, dress, speech, handwriting
- Are careless in language and work
- Are apt to copy less desirable adult behaviors
- Old rivalries between siblings flare up
- Show extreme devotion to a particular boy or girlfriend, but are likely to transfer the devotion to a new friend overnight
- Resent teasing and criticism of friends
- Assume affections

### EMOTIONAL ATTRIBUTES

- Are unstable and restless
- Are moody
- Are less responsible due to fear of failure
- Resort to fantasies
- Become unusually confidential at times
- Have crushes
- Feel keen pressure to succeed and may even use dishonest methods to win recognition
- Spend more time alone
- Assert themselves better as individuals
- Show concern over “future”
- Evidence anxiety and conflict over appearance of secondary sex characteristics
- Have new inward-looking interest in their own bodies and personalities
- Feel inadequate if maturation differs from group average
- Start to devalue parents and turn to other adults
- Anxiety neurosis is relative frequent: evidence feelings of persecution
- Display sophistication in conversation

## **HIGH SCHOOL ADOLESCENT AS SEEN BY A COUNSELOR**

Confronted by rapid physical, physiological, and cognitive changes, and by an accelerating succession of urgent societal demands, adolescents face formidable challenges in the essential task of deciding who they are, what they are going to be, and how they are going to get there.

If an adolescent is to become truly adult, and not just physically mature, he must gradually achieve independence from parents, adjust to sexual maturation, establish cooperative and workable relationships with peers, without being dominated by them, and decide on and prepare for a meaningful vocation.

In the process of meeting these challenges, the young person must also gradually develop a philosophy of life, a view of the world, and a set of guiding moral beliefs and standards that, however simple and basic, are nonnegotiable.

Adolescence is an exploration state. Anxiety is likely to be heightened during this period of rapid developmental change, when older, familiar ways of responding tend to lose their adaptational value, and new, still untried responses must be sought and learned.

Consequently, adolescents tend to explore the boundaries of their capabilities. Their experiments in exploration (the finding of their identity and role in life) can be both the joy of life and a source of great pain for adolescents as well as for their parents. Therefore, the joys and sorrows need to be celebrated and mourned by supportive, understanding, and loving adults.

The process of adolescence demands dependent independence, a close distance, and a loving discipline.

## **PARENTING SKILLS/COPING WITH BEHAVIORS**

- 1.** Recognize the reality that the young person has not developed complete internal controls. **EXTERNAL CONTROLS** provided by the parent **ARE NECESSARY** and, believe it or not, are most often appreciated by the teenager.
- 2.** **DECIDE THE RANGE OF OUTCOMES YOU CAN ACCEPT.** On some issues only one result is acceptable, while on others you may be willing to accept several.
- 3.** **GIVE THE YOUNG PERSON ALTERNATIVES.** “Do you wish to stop talking or do you want to go to your room?”
- 4.** A “**TIME OUT**” or “**COOLING OFF PERIOD**” for persons who are lacking emotional control is **HELPFUL**. For example, “Can we talk this out in a reasonable way now, or shall we postpone our discussion until we both have “cooled down”?”
- 5.** **AGREE AHEAD OF TIME WHAT THE CONSEQUENCES FOR BREAKING THE “HOUSE RULES” ARE,** and keep the consequences when the rules are broken. Inconsistency leads to a great number of problems between people. Children need consistency so they know what to expect. Parents should never threaten more than they are prepared to do or actually can enforce.
- 6.** In our society we seem to ignore someone if they’re doing what we think is right. However, if their behavior is inappropriate, we “jump” all over them. The result is that children learn that the way to get attention is to be ‘bad.’ Parents inadvertently reward inappropriate behavior. Parents need to learn to look for **APPROPRIATE BEHAVIORS** in their children and to **REINFORCE** those with attention (praise, hug, etc.).
- 7.** **CONSULT A THIRD PERSON,** such as other parents, counselors, teachers, pediatricians, psychiatrist, **IF PARENT-CHILD INTERACTION BECOMES DISTRESSING.**

## **RECOMMENDATIONS FOR A HEALTHY FAMILY ENVIRONMENT**

I don't know about you, but my parents never gave me a textbook on how to raise children. Child rearing styles are closely related to adolescent personality characteristics and adjustment. There is a high correlation between parental involvement and child adjustment. Maladjusted adolescents most often have cold, rejecting parents or overly protective, authoritarian parents. Too much or too little parental involvement can inhibit the adolescent's development of a sense of autonomy.

The following recommendations support the promotion of a healthy family environment; an environment most authorities believe can reduce the potential for substance abuse. The dimension of acceptance is extremely important. Parents can demonstrate acceptance of their children by:

- 1. SPENDING TIME WITH THEM:** this is a major responsibility.
- 2. SHOWING INTEREST IN YOUR CHILD:** reinforce your children's special interest in extracurricular activities, especially those that offer parental participation and involvement.
- 3. SHOWING AFFECTION,** both verbally and physically.
- 4. VALUING YOUR CHILDREN'S ACHIEVEMENTS** whether at school, at home, in sports, etc. Your best reward to the achieving child is consistent love and attention. By the same token, don't punish the child who is not a high achiever. Accept his/her natural level for achievement. Make sure your love is not conditional upon good grades, etc.
- 5. MAKING PLANS WITH THEM:** show them they are important members of the family and that their opinions have value.
- 6. SPEAKING WELL OF THEM:** don't make unfavorable comparisons with siblings, be proud of them in front of others, even when they hate it.
- 7. REEVALUATE THE PLACE OF ORGANIZED RELIGION IN YOUR CHILD'S UPBRINGING:** what strengths do you want your child to have to face the world and how can the church help?
- 8. COMMUNICATE HONESTLY AND OPENLY WITH THEM:** listening is an important component of good parenting. Keep the dialogue open on drugs, alcohol, premarital sex, promiscuity, as well as any problems your children may be having.
- 9. BE APPROACHABLE:** don't be too busy or too indifferent.

**A HEALTHY FAMILY IS STILL OUR MOST PROMISING RESOURCE IN COMBATING DRUG AND ALCOHOL ABUSE.**

## **IS THERE ALCOHOL OR DRUG ABUSE IN MY HOME?**

- Is your liquor supply dwindling?
- Has your child's personality changed noticeably?
- Is he or she suddenly becoming less responsive?
- Has interest waned in school, work, athletics, etc.? Are grades dropping? Are there many unexcused absences?
- Does your child seem to be losing old friends and hanging out with a drinking and/or partying group?
- Are you missing money or objects that could be converted to cash?
- Has your child's relationship with other family members deteriorated?
- Has your child been in trouble with the law?
- Does your child defend his/her right to drink?
- Does your child "turn off" to talks about alcohol?
- Are there signs of medical or emotional problems? Missing meals, depression?
- Does he or she drive irresponsibly?
- Is your child consistently lying?
- Do you find obvious signs, like drug paraphernalia (roach clips, rolling papers) or bottles or beer cans in the bedroom, garage, or car?
- Do you detect physical signs: alcohol on the breath, loss in weight, sleeplessness?
- Does your child spend a lot of time alone closed in a bedroom or recreation room, withdrawn from the family?
- Do you understand what a mind-altering chemical is and what the signs are?

"Yes" answers to the questions may indicate that there is a problem. The severity of the problem and if the child needs professional help is up to the parent to decide.

## **DO'S AND DON'TS DEALING WITH SUBSTANCE ABUSE**

- 1. DO STAY CALM;** don't panic. Don't be afraid to **CALL IN AN EXPERT.** It's hard to be objective about our own children.
- 2. DO ALLOW INPUT INTO FAMILY RULES. DISCUSS CONSEQUENCES** for breaking of rules before it happens so children have a clear idea of what is not acceptable.
- 3. Do bear in mind the POWERFUL INFLUENCES** of both the **FAMILY** and the **PEER GROUP.** Many researches say the family can insulate youth from negative peer pressure.
- 4. DON'T BE COOL ABOUT DRUGS.** There is a relatively high agreement between parental values and the beliefs of older adolescents. Let them know where you stand on the issue.
- 5. DO BE A GOOD MODEL.** Don't act as if the world will come to an end if you do not have that after-work drink.
- 6. FOCUS ON THE BEHAVIOR** associated with substance abuse, **NOT THE PERSONALITY.** For example: "You wrecked the car, you fell down on the lawn, you were arrested for possession."
- 7. DON'T PREACH, MORALIZE, CONDEMN, OR BE JUDGMENTAL.** These are ineffective parenting techniques.
- 8. DON'T EXPECT YOUR TEENS TO WITHSTAND PEER PRESSURE IF YOU CAN'T YOURSELF.** Acknowledge peer pressure but expect your teenagers to make intelligent decisions about drugs/alcohol. When they withstand peer pressure, give them credit.
- 9. Do recognize the IMPORTANCE OF TELEVISION** in the upbringing of children. Talk with your children about **TELEVISIONS POWER AND SIGNIFICANCE.** "Weekends are made for Michelob" commercials and other similar ones glamorize alcohol. If you don't like what you see, let the sponsors and networks know about it. They only sell what you buy.
- 10. LEARN THE HAZARDS OF DRUG AND ALCOHOL ABUSE** and teach them to your children from grade one.

## MYTHS ABOUT USE

“No big deal....it’s only beer.”

“Drinking stimulates me and helps me have a good time.”

“Thank God he’s just drinking, and not on drugs.”

“A real man can hold his liquor.”

“I don’t really have a problem...I can stop at any time.”

“I can sober up quickly if I have to.”

“A few drinks can’t hurt my driving.”

“Getting high makes me sexy.”

“People get drunk or sick from switching drinks.”

## FACTS ABOUT ABUSE

One beer has the same effect as one glass of wine or one ounce of hard liquor.

Alcohol acts as a depressant on the brain and central nervous system, and can progressively impair vital body functions.

H.E.W. estimates that 3.3 million youths age 14-17 are problem drinkers, addicted to the “drug” of alcohol.

Often, the person who can hold his liquor has a tolerance for alcohol, indicating the danger for dependency and alcoholism.

Alcoholism is often called the disease of denial.

Coffee or cold showers have no effect on the speed with which the body processes alcohol. The liver can metabolize or “break down” approximately one drink per hour.

60% of people killed in driving accidents are between 16 and 24 years of age.

Drugs such as alcohol, marijuana, cocaine, and ecstasy may release sexual inhibitions slightly, but they interfere with the ability to perform.

That makes little difference: what usually causes an adverse reaction to alcohol is how much you drink...and when and why.

“There’s nothing wrong with Marijuana.”

The chemical THC in marijuana is fat soluble and enters the cells of the brain, liver, kidneys, and the reproductive system. The THC from one joint stays in the body from three weeks to a couple of months and quickly accumulates.

“There’s no proof that smoking pot does any lasting damage.”

The THC in pot can impair and even destroy the memory, the ability to learn and comprehend. It deposits more tar in the lungs than cigarettes, increases heart rate, decreases male function, creates abnormal sperm and eggs. Marijuana using teenagers may be playing genetic roulette with the children they may have in another decade.

“I can drive and smoke pot with no problem at all.”

For motor skills such as driving, reaction time is reduced by 41% after smoking just one joint and by 63% after smoking two of them.

“Drugs help me deal with life.”

When a person constantly escapes from his/her problems, the ability to deal with future life problems remains markedly diminished.

“If I don’t drink, I won’t fit in.”

You can always carry a glass of soda without feeling guilty.

“I have somehow failed my child.”

We can present guidelines, but each person is ultimately responsible for their own choices.

## **PARTY GUIDELINES**

### **GIVING A PARTY**

YOU NEED TO SET GROUND RULES WITH YOUR TEEN BEFOREHAND. This will give you both a good opportunity to express feelings and concerns, know each others expectations of the other, and allow your teen to understand your philosophy regarding non-alcohol/non-drug parties. Some rules, which might be included, are:

- NO DRUGS, INCLUDING HARD LIQUOR AND BEER.
- NO SMOKING.
- ANYONE LEAVING SHOULD NOT BE ALLOWED TO RETURN. This should discourage people intent upon drinking or using drugs elsewhere then returning.
- SET A LIMIT ON PARTY ATTENDANCE AND TIMES. This will help avoid the OPEN party, which is a difficult situation to control.
- SOME ROOMS IN THE HOUSE ARE OFF LIMITS.
- SET TIME LIMITS.

### **ADULT RESPONSIBILITY**

- BE VISIBLE AND AWARE.
- REMEMBER, IT IS ILLEGAL TO SERVE DRUGS, INCLUDING ALCOHOL TO MINORS. You are legally responsible for anything that may happen to a minor who has been served drugs or alcohol in your home: including situations occurring after they leave your home. You are liable both to CRIMINAL and MONETARY DAMAGES.
- BE ALERT TO ALCOHOL OR OTHER DRUG ABUSE.
- GUESTS ATTEMPTING TO BRING IN DRUGS OR ALCOHOL SHOULD BE ASKED TO LEAVE AND IF KNOWN, THEIR PARENTS CONTACTED.
- ANYONE ARRIVING UNDER THE INFLUENCE should have a parent called to ensure his/her safe transportation home.
- DO NOT ALLOW A PERSON TO DRIVE WHEN UNDER THE INFLUENCE OF ALCOHOL OR DRUGS.
- NOTIFY NEIGHBORS BEFOREHAND. Encourage them to notify you if there's too much noise and assure them the party is a chaperoned event. Remember, you have to live with them long after the party is over.

- **PLAN TO HAVE PLENTY OF FOOD AND NON-ALCOHOLIC BEVERAGES.**
- **NOTIFY THE POLICE BEFOREHAND.** If a large party is planned you'll want to ensure the safety of guests and neighbors.
- **IF A TEEN IS DRIVEN TO YOUR PARTY** be available to briefly meet them for your own and their peace of mind.
- **MAKE IT EASY FOR TEENS TO HAVE A PARTY.** Make their friends welcome and they will enjoy coming to your home to a party and abide by your rules.
- **CHECK ANY BAGS/BACKPACKS BROUGHT TO THE PARTY. THIS IS THE EASIEST WAY FOR TEENS TO SNEAK IN ALCOHOL OR DRUGS.**
- **Get to know your teen's friends and their parents.** Many parties occur spontaneously. When they do, parents and their teens should understand that the guidelines are in effect.

### **ATTENDING A PARTY**

- **CHECK PARTY PLANS BEFOREHAND WITH YOUR TEEN.** Know who, what, when, where is involved.
- **BE SURE AN ADULT IS PRESENT.** Many parties occur when the parents are out of town.
- **CONTACT PARENTS OF THE PARTY GIVERS.** Be certain no drugs/alcohol will be permitted. Offer assistance. Be certain parents will be there. Sometimes the parent, though aware of the planned party, plans to be elsewhere.
- **KNOW HOW YOUR TEEN WILL GET TO AND FROM THE PARTY.** Assure your teen you or a specified friend will be available if a ride home is needed.
- **MAKE IT EASY FOR YOUR TEEN TO LEAVE A PARTY.** If for any reason they feel the need to leave a party, urge them never to ride with a driver who has been drinking. Assure them no recriminations will be in effect if they let you know that things have gotten out of hand.
- **BE UP TO GREET YOUR TEEN WHEN THEY RETURN FROM A PARTY.** This is good sharing time.
- **DISCUSS CURFEWS.**
- **IF YOUR TEEN IS STAYING OVERNIGHT WITH A FRIEND** you should check with the parents to verify that this is acceptable to them, they will be home, and you both agree on curfew and other basic house rules. Have your child call you when they get there.

# FOOD FOR THOUGHT

## CERTAINLY NOT RODNEY'S FAULT

By Jim Auer, The Liguorian Magazine

JUNE 1982

Rodney is just tired. He's always fussy when he's tired. I think all babies are. It's not his fault, poor thing.

APRIL 1984

Rodney just had a shot and his arm hurts. Kids always act up after they've had a shot. If you ask me, I think that nurse was a little callous. It certainly isn't Rodney's fault.

JANUARY 1986

I think Rodney's a little feverish. He looks flushed. Kids are difficult to manage when they have a fever and don't feel well. Maybe he has a sore throat too, because he just would not eat his lunch, except for the pudding.

MARCH 1987

Well, you must realize that Rodney is full of curiosity by nature. He's never seen a toy like that before, so naturally he wanted to investigate it. I'm certain he didn't mean to grab it from your child so roughly. Rodney is a very spontaneous child. I personally think that the more you make out of something like this, the more harm you do.

JULY 1989

I'm sorry about your sofa, Mrs. Anderson. We'll pay for the damage, of course. But things like this are to be expected with a highly spirited child like Rodney. Of course, I'd much rather have a spirited child than one who's just passive about everything. Children can be made that way, you know, if you constantly stifle their activity.

SEPTEMBER 1991

Well obviously a child is going to fight when he learns that other children don't like him! What do you expect? I realize Rodney is quite strong for his age. We'll take care of any medical bills the other boy may have, even though I don't feel it's our responsibility, given the circumstances. I think it's a shame that people are blaming Rodney for this whole incident and outright lying that he started it! Rodney simply would not start a fight. That's not the way he's been raised.

MAY 1993

I realize, Mrs. Henning that what Rodney said was improper, and running from the classroom was not appropriate behavior. He feels just terrible about it, poor thing. He was almost in tears. If I may say so, Mrs. Henning, I believe you're forgetting your role in this. When you crassly return a test on which a child has gotten a grade like 47%, well you can expect some reactive behavior, especially from a sensitive child like Rodney. At least Rodney's grade was honest. He informs me that most of the higher grades were gotten by cheating, and, of course, Rodney would not do that!

AUGUST 1995

No, Mrs. Smith, I'm sorry but it must have been some other boy. Either that or your daughter is on some vendetta against Rodney. My son would never say things like that to a girl. Why, I'm sure he'd blush if he even heard those words. I seriously doubt that he even knows what they mean.

NOVEMBER 1996

Yes, Mr. Sanders, I am aware that Rodney is behind in his assignments. Of course he's behind. You give those ridiculous punishments for not having homework and then the child has double work to do. If he made up all that work at once, he'd have no recreation time at all. As a teacher, you certainly know how important it is that we let the children have time just to be children. Really, I've just about had it! We experienced this same lack of understanding at Rodney's previous school. I'm beginning to lose faith in our educational system.

JULY 1997

Gang? Did I actually hear you say gang? That's the most absurd notion I have ever heard! Gangs are made up of juvenile delinquents and undesirable elements. What do you think Rodney is? He's really just a child. This is positively insulting and I don't intend to stand here and listen to another word.

OCTOBER 1998

Listen, I'm going to say this just once. Rodney was not involved. I just spoke with him and he was not involved! My child may not be perfect, but he does not lie to me. I'm sick and tired of this constant harassment of my boy.

FEBRUARY 1999

They all experiment with it. It's simply part of the culture these days and there's no getting around it. As it turns out, this is the very first time Rodney has ever experimented with marijuana. He told me he was merely curious and he didn't even like it. I know my Rodney. Now that his curiosity is satisfied, he won't repeat the experience. That's a lot different than some of these kids who take it all the time and turn into druggies. As far as I'm concerned, this whole thing is over. I see no point in sitting here dragging it out.

MAY 2000

Now why are we making such an ugly commotion over this? It happens to many children. And it's quite understandable. Here we have an impressionable young boy who's trying hard to make friends. The friends suggest going on a lark of sorts, to steal a little something insignificant just for the....I beg your pardon? It most definitely was not all Rodney's idea. That's an outright lie. I know my boy and he does not think like that. We intend to reimburse the store for everything, of course. Rodney needs us to stand behind him now more than ever.

NOVEMBER 2002

Your Honor, I'd like to say that this whole thing is basically a huge misunderstanding. In a very real way, it wasn't Rodney's fault. I happen to know my child very well and.....

## **ABSTAIN**

I was holding a notice from my 13-year-old son's school announcing a meeting to preview the new course in sexuality. Parents could examine the curriculum and take part in an actual lesson presented exactly as it would be given to the students.

When I arrived at the school, I was surprised to discover only about a dozen parents there. As we waited for the presentation, I thumbed through page after page of

instructions in the prevention of pregnancy or disease. I found abstinence mentioned only in passing. When the teacher arrived with the school nurse, she asked if there were any questions. I asked why abstinence did not play a noticeable part in the educational material.

What happened next was shocking. There was a great deal of laughter, and someone suggested that if I thought abstinence had any merit, I should go back to burying my head in the sand. The teacher and the nurse said nothing as I drowned in a sea of embarrassment. My mind had gone blank, and I could think of nothing to say. The teacher explained to me that the job of the school was to teach "facts" and the home was responsible for moral training.

I sat in silence for the next 20 minutes as the sexuality course was explained. The other parents seemed to give their unqualified support to the materials.

At the break time, the teacher announced that there were donuts in the back of the room and requested that everyone put on a nametag and mingle with each other. Everyone moved to the back of the room. As I watched them affixing their nametags and shaking hands, I sat deep in thought. I was ashamed that I had not been able to convince them to include a serious discussion of abstinence in the educational materials.

I uttered a silent prayer for guidance.

My thoughts were interrupted by the teacher's hand on my shoulder. "Won't you join the others, Mr. Layton?" The nurse smiled sweetly at me. "The donuts are good."

"Thank you, no," I replied.

"Well, then, how about a name tag? I'm sure the others would like to meet you."

"Somehow I doubt that," I replied.

"Won't you please join them?" She coaxed.

Then I heard a still, small voice whisper, "Don't go." The message in my head was unmistakable: "Don't go!" "I'll just wait here," I said.

When the class was called back to order, the teacher looked around the long table and thanked everyone for putting on nametags. She ignored me. Then she said, "Now we're going to give you the same lesson we'll be giving your children. Everyone please peel off your name tags and look at the back of the tag." I watched in silence as the tags came off. "Now then, I drew a tiny flower on the back of one of the tags. Who has it please?" the teacher asked.

The gentleman across from me held it up. "Here it is!"

"All right," she said. "The flower represents disease. Do you recall with whom you shook hands?" He pointed to a couple of people. "Very good," she replied. "The handshake in this case represents intimacy. So the two people you had contact with now have the disease." There was laughter and joking among the parents. The teacher continued, "And whom did the two of you shake hands with?"

The point was well taken, and she explained how this lesson would show students how quickly disease is spread. She concluded by saying, "Since we all shook hands, we all have the disease."

It was then that I heard the still, small voice again. "Speak now," it said, "but be humble." I wryly noted the latter admonition, then rose from my chair. I apologized for any upset I might have caused earlier, congratulated the teacher on an excellent lesson that would impress the youth, and concluded by saying I had only one small point I wished to make. "Not all of us were infected with the disease," I said. "One of us.....abstained."

## NEW YEARS RESOLUTIONS FOR PARENTS

From the *St. Louis Post Dispatch*, Parenting Section

Question: Can you suggest New Year's resolutions for parents?

- See each child as a unique person; don't expect children to be more like a sister or brother.
- Let children know what you enjoy doing with them.
- Put the above two in writing sometimes. It's fun for a child to find a note in his lunch box or desk.
- Tell each child they are loved.
- Be affectionate - offer smiles and hugs and hold hands.
- Show interest in children's activities and friends.
- Send children to school and tuck them in at night on a pleasant note, not with a reprimand.
- Be clear about rules and expectations; this helps children follow them.
- Use humor and a game approach to win a child's cooperation; these contribute to a pleasant family atmosphere.
- Approach problems to resolve them, not to focus blame.
- Let children know if you're annoyed or displeased. Saying, "I don't like that behavior," is appropriate. Saying, "You're a brat," is not; it hurts a child's esteem. Turn the child's attention to what is permitted.
- Notice and praise each child's commendable behavior and improvements. Children like to get attention for doing well, and this gives them an incentive.
- Set limits. Children look to parents to set limits. Commit yourself to setting rules in kind and courteous ways. Even when you need to be firm, you don't need to be hurtful.
- Spend time learning good approaches to parenting. You'll enjoy your kids more.
- Set aside special times to be alone with each child to play, talk, or go somewhere. Tell your son or daughter that this time means a lot to you.
- Turn ordinary moments into special ones. When riding in the car together, say "What a great kid! I'm lucky to be your parent!"
- Affection and consideration for children bring good returns from them. They give back what they receive.

## SOME PUBLICATIONS RECOMMENDED FOR PARENTS

**Growing Up Drug Free, A Parents Guide to Prevention, U.S. Department of Education, call Toll Free to Order 1-800-624-0100, Free of Charge *This is a great publication!***

*Between Parent and Teenager*, Ginott (Avon)

*Born to Win*, James (Addison-Wesley)

*Dare to Discipline*, Dr. James Dobson (Bantam)

*For the Love of Children*, Ford (Doubleday)

*How to Live with Your Teenager*, Buntman & Soris (Birchtree)

*The Identity Society*, Glasser (Harper & Row)

*I'm OK, You're OK*, Harris (Avon)

*Logical Consequences*, Driekurs (Hawthorne)

*Parenthood Without Hassles (Almost)*, Leman (Harvest House)

*Positive Addiction*, Glasser (Harper & Row)

*The Vulture*, Simon (Argus)

*What To Do With Them Now That You've Got Them?*, James (Addison-Wesley)

*Why Am I Afraid to Love?*, Powell (Argus Communications)

*Why Am I Afraid To Tell You Who I Am?*, Powell (Argus Communications)

*Your Child's Self-Esteem, The Key to Life*, Briggs (Doubleday)

*How to Really Love Your Child*, Campbell (S.P. Publications)

*Teenage Rebellion*, Dollar & Grace Ketterman (Revell)

## **SUBSTANCE ABUSE BOOKS**

*Toma Tells It Straight-With Love*, David Toma & Irving Levey (Books in Focus, Inc.)

*Kids & Booze-What You Must Know to Help Them*, Cross

*I'll Quit Tomorrow*, Johnson (Harper & Row)

*Victims No More*, McCabe & Hazeldon

*The Afflicted and the Affected*, Hansen (Graphic)

*The Drug Dilemma*, Cohen (McGraw-Hill)

*Drug Awareness*, Harmon & Fox (Avon)

*Drugs and Youth*, Cole (Liveright)

*Marijuana Today*, George Russell, the Myrin Institute for Adult Education, N.Y.

*Teens, Alcohol, and Drugs*, Bosio