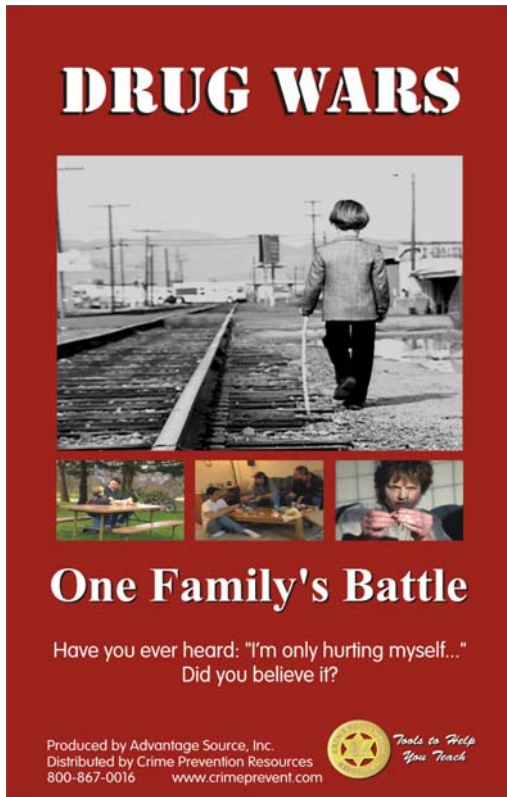


Audience Handout

This CPR Productivity Pack is for use with the video:

Drug Wars: One Family's Battle



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Discussion Questions

- 1) How did Eric's drug use affect him?
- 2) How did Eric's drug use affect those around him?
- 3) How could Eric have avoided getting involved with drugs in the first place?
- 4) What are some of the dangers of using Gateway Drugs?
- 5) What caused Eric to use stronger drugs like Heroin?

6) What was Eric like before and after he started using heroin?

7) What were some of the withdrawal symptoms Eric suffered when he stopped using?

8) What are some of the stereotypes of drug users?

9) What are some of the problems and feelings those left behind will have to face?

10) Why do you think drug users believe they will never go on to use harder drugs?

How to tell if your child is using drugs

If you believe that your child is using drugs, you need to get help. It doesn't matter why you have suspicions. Whether it is based on evidence or other information, do not ignore your feelings—get some help! Also, don't blame yourself for what has happened. Often parents think it may be something they have or haven't done. The reason your child is using isn't important. What's important is that you act quickly. The sooner you do, the sooner your child will be able to get help.

Warning Signs

No sign will pop up on your child's forehead saying that he or she is having a problem, but if you are alert you can see some of the indications.

Actions

- ✓ As children grow older, we see changes in their actions and behavior. Often we figure that this is just part of growing up. Though these changes may be subtle, they may also be warning signs. Pay attention! Here's what to look for:
- ✓ Your child spends a lot of time in his room or away from home.
- ✓ You notice a change in his personal grooming habits.
- ✓ Your child appears withdrawn from family contact and activities.
- ✓ She demonstrates a lack of responsibility.

Appearance

One tip-off of possible drug use is a change in the physical appearance of your child. Even if there is no drug involvement, her loss of concern about her general appearance may be an indicator of low self-esteem. In either case, you should talk to your child. Here are some things to look for:

- ✓ You notice a change in your child's personal appearance and grooming habits.
- ✓ You notice a drastic change in dress.
- ✓ He stops caring about the way he looks.
- ✓ Her hair is unkempt.

- ✓ She uses makeup more liberally.

Behavior

Look for:

- ✓ Changes – becomes aggressive or more withdrawn.
- ✓ Mood swings – quickly goes from happy to sad.
- ✓ Poor grades in school, or drastic change in grades.
- ✓ Poor attendance in school.

Paraphernalia

Certain items are associated with the use of illegal drugs. Although by themselves they may not be a warning sign, they should make the parent or guardian be more watchful.

Roach clips – used to hold the dope when it is too small to hold with the fingers.

- ✓ Water pipes – used for smoking marijuana and other dope that is smoked.
- ✓ Brass or glass pipes – also used to smoke certain types of dope.
- ✓ Cigarette lighters and matches – often found in pockets. If the child doesn't smoke cigarettes, then what other use could he or she have for it? Starting fires? Many times burned matches are found lying around the child's room or places he or she frequents.
- ✓ Eye drops – Many drugs cause the user to have red eyes, which can be masked by eye drops.

Where to find help

- ✓ Schools have counselors and sometimes school psychologists who can help. And if they can't, they can at least point you in the right direction.
- ✓ Your local law enforcement agencies have community relations, community resources, and drug prevention officers who can refer you to local agencies that can help.
- ✓ Your community may have a public health department. This agency should be able to offer assistance or direct you to another resources for drug programs.
- ✓ Alcoholics Anonymous and Narcotics Anonymous have chapters in almost every city in North America. Check your telephone book (white pages) for a local phone number.
- ✓ Your community has other parents facing this same problem. They can be found through the school system, parent-teacher organizations, Alcoholics Anonymous, hospitals, and community or neighborhood watch groups.
- ✓ Your personal or family physician may be able to offer some solutions, or refer you for help.
- ✓ Check the yellow pages under Drug Treatment, Drug Abuse and Drug Rehabilitation. Be sure to check out any treatment center. If you know of any people who have been to one of these treatment centers, contact them for information. Shop around until you find one that fits your needs and is recommended by others.
- ✓ There are many good books about overcoming problems with substance abuse in children and teens. Check with your local library.

The 40 Developmental Assets for Healthy Youth

The Search Institute of Minneapolis, MN (www.search-institute.org) has identified the following building blocks of healthy development that help young people grow up healthy, caring, and responsible. There are eight categories of assets, four external and four internal. Each asset is listed in bold. (Printed with permission of Search Institute.)

Support (External Assets)

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

Empowerment (External Assets)

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

Boundaries and Expectations (External Assets)

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 parent(s) and teachers encourage the young person to do well.

Constructive Use of Time (External Assets)

17. Creative activities – Young person spends three or more hours per week in lessons or practice in music, theater, 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 friend “with nothing special to do” two or fewer nights per week.

Commitment to Learning (Internal Assets)

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 school.
25. Reading for pleasure – Young person reads for pleasure three or more hours per week.

Positive Values (Internal Assets)

26. Caring – Young person places high value on helping other people.
27. Equality and social justice – Young person places high value on promoting equality and reducing hunger and poverty.
28. Integrity – Young person acts on convictions and stands up for her 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 use alcohol or other drugs.

Social Competencies (Internal Assets)

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

Positive Identity (Internal Assets)

37. Personal power – Young person feels he or she has control over “things that happen to me.”
38. Self-esteem – Young person reports having 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 his personal future.

Internet Resources

National Crime Prevention Council

<http://www.weprevent.org/>

National Sheriffs Association

<http://www.sheriffs.org/>

F.B.I.

<http://www.fbi.gov/>

Drug Enforcement Agency

<http://www.usdoj.gov/>

Crimestoppers International

<http://www.c-s-i.org/>

Drug Abuse Resistance Education (D.A.R.E.)

<http://www.dare-america.com/>

National Association of Town Watch

<http://www.nationaltownwatch.org/>

Crime Prevention Coalition

<http://www.crimepreventcoalition.org/>

National Clearinghouse for Alcohol & Drug Information

<http://www.health.org>

Higher Education Center for Alcohol and Other Drug Prevention

<http://www.edc.org/hec/>

National Drug Prevention League

<http://www.ndpl.org/>

Stop Drugs

<http://www.stopdrugs.org/>

Common Sense: Strategies for raising alcohol and drug-free kids

<http://www.pta.org/commonsense/>

Office of National Drug Control Policy

<http://www.drugstory.org/>