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Parent Resource Guide



Table Of Contents

Topic	Page
Developmental Assets	1
The 40 Developmental Assets	2-3
What are Social Norms? Definition & Theory	4
California Healthy Kids Survey Data	5-6
Social Host Laws & Adult Responsibilities	7
Depression & Teen Suicide - Recognizing Signs	8
Marijuana & Teens	9
On-Line Resources	10
Resource & Referral Numbers	11
Resource & Referral Numbers	12
Notes	13

NOTES

Resource & Referral Telephone Numbers

HOUSING

- Buddy Eller Center, Homeless Shelter.....462-6290
- The Salvation Army (closed Fridays).....468-9577
- Ukiah Community Center.....462-8879
- United Way Information and Referral..... 462-4483

LEGAL

- Legal Services of Northern California.....462-1471
- Mexican Consulate.....916-441-3287
- US Immigration Services 800-375-5283
- Project Sanctuary Crisis Line**.....1-800-575-4357
- Family Support Services (Child Support)**.....463-4216
- Self-Help Legal Access Center (Walk-in Only)Mondays – Thursdays
12:00 – 4:00 pm

SUBSTANCE ABUSE

- Al-Anon or Al-Ateen.....463-1867
- Alcoholics Anonymous.....462-7123
- AODP Prevention Services472-2611
- Crisis Help Line463- HELP (4357)
- Mendocino County Youth Project.....463-4915
- Narcotics Anonymous.....485-9110
- Public Health - Alcohol and Other Drugs Program (AODP).....472-2637

24-HOUR HOTLINES

- California Missing Children’s Hotline800-222-3463
- Mental or Youth Crisis Line.....463-HELP (4357) or (800) 575-4357
- National Runaway Switchboard.....800-786-2929



Developmental Assets

Building Blocks for Raising Healthy Children and Youth

Grounded in extensive research in youth development, resiliency, and prevention, the Developmental Assets represent the relationships, opportunities, and personal qualities that young people need to avoid risks and to thrive.

The Power of Assets

Studies of more than 2.2 million young people in the United States consistently show that the more assets young people have, the less likely they are to engage in a wide range of high-risk behaviors (see table below) and the more likely they are to thrive. Assets have power for all young people, regardless of their gender, economic status, family, or race/ethnicity. Furthermore, levels of assets are better predictors of high-risk involvement and thriving than poverty or being from a single-parent family.

The Gap

The average young person experiences fewer than half of the 40 assets. Boys experience three fewer assets than girls (17.2 assets for boys vs. 19.9 for girls).

Percentage of 6th- to 12th-Grade Youth Reporting Selected High-Risk Behavior Patterns, by Level of Developmental Assets*

High Risk Behavior Pattern	0-10 Assets	11-20 Assets	21-30 Assets	31-40 Assets
Problem alcohol use —Has used alcohol three or more times in the past month or got drunk once in the past two weeks.	45	26	11	3
Violence —Has engaged in three or more acts of fighting, hitting, injuring a person, carrying or using a weapon, or threatening physical harm in the past year.	62	38	18	6
School Problems —Has skipped school two or more days in the past month and/or has below a C average.	44	23	10	4

* Data based on aggregate Search Institute sample of 148,189 students across the United States surveyed in 2003.

The 40 Developmental Assets

External Assets

SUPPORT

- **Family Support** | Family life provides high levels of love and support.
- **Positive Family Communication** | Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.
- **Other Adult Relationships** | Young person receives support from three or more nonparent adults.
- **Caring Neighborhood** | Young person experiences caring neighbors.
- **Caring School Climate** | School provides a caring, encouraging environment.

EMPOWERMENT

- **Community Values Youth** | Young person perceives that adults in the community value youth.
- **Youth as Resources** | Young people are given useful roles in the community.
- **Service to Others** | Young person serves in the community one hour or more per week.
- **Safety** | Young person feels safe at home, school, and in the neighborhood.

BOUNDARIES AND EXPECTATIONS

- **Family Boundaries** | Family has clear rules and consequences and monitors the young person's whereabouts.
- **School Boundaries** | School provides clear rules and consequences.
- **Neighborhood Boundaries** | Neighbors take responsibility for monitoring young people's behavior.
- **Adult Role Models** | Parent(s) and other adults model positive, responsible behavior.
- **High Expectations** | Both parent(s) and teachers encourage the young person to do well.

CONSTRUCTIVE USE OF TIME

- **Creative Activities** | Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
- **Youth Programs** | Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations.
- **Religious Community** | Young person spends one hour or more per week in activities in a religious institution.
- **Time at Home** | Young person is out with friends "with nothing special to do" two or fewer nights per week.

Mendocino County

Resource & Referral Telephone Numbers

EDUCATION

Mendocino County Office of Education

District Offices

Anderson Valley Unified School District.....	707-895-3774
Arena Elementary/Point Arena	707-882-2803
Fort Bragg Unified School District.....	707-961-2850
Laytonville Unified School District.....	707-984-6414
Leggett Valley Unified School District.....	707-925-6285
Manchester Union Elementary.....	707-882-2374
Mendocino Unified School District.....	707-937-5868
Mendocino County Office of Education	707-467-5001
Potter Valley Unified School District	707-743-2101
Round Valley Unified School District	707-983-6171
Ukiah Unified School District	707-463-5212
Willits Unified School District	707-459-5314

FAMILY SERVICES

Big Brothers/Big Sisters – Ukiah.....	463-4809
Boys and Girls Club of Ukiah.....	467-4900
Child Protective Services.....	463-5600
Project Sanctuary.....	462-9196
Youth Project (Ukiah & Willits).....	463-4915

FOOD

Plowshares Peace & Justice Center.....	462-8582
Ukiah Community Center, Food Bank.....	462-8879
Ukiah Community Center.....	462-8879
WIC (Women Infants and Children), (Public Health Department)	472-2743

GANG INVOLVEMENT

Mendocino County Juvenile Probation Dept. (Ukiah).....	463-5750
Nuestra Casa Family Resource Center.....	463-8181
Youth Crisis Line.....	1-800-843-5200
Sheriff Department Gang Information.....	463-4530

HEALTH SERVICES

A Healing Cooperative (United Methodist Church).....	462-3360
Consolidated Tribal Health.....	485-5115
California Smokers Helpline.....	800-766-2888
First Five Mendocino.....	462-4453
Health & Human Services Agency, Community Health Branch.....	472-2960
Hillside Health Center.....	468-1010
Mendocino County Mental Health.....	463-4303
Nuestra Casa Family Resource Center.....	463-8181
Poison Control Center.....	800-876-4766
Ukiah Valley Medical Center (UVMC).....	462-3111

On-Line Resources

Youth Development

Information on Youth Development

The Search Institute: <http://www.search-institute.org>

Parental Assistance

Provides information on keeping young people alcohol and drug free.

Parents: The Anti-Drug: <http://www.theantidrug.com>

Comprehensive Resource Guide for Mendocino County

Mendocino Resources: <http://www.mendocinoresources.com>

Alcohol and Other Drug Prevention

Underage Drinking: <http://www.stopteendrinking.org>

Underage and binge drinking resource

Rural Mural Project: <http://www.ruralmurals.org>

Art by youth as drug and alcohol prevention

The Marin Institute: <http://www.marininstitute.org>

Alcohol Industry Watchdog

Children Now: <http://www.talkingwithkids.org>

Great site for starting difficult conversations with your child

School Activities/After School Programs

Ukiah Boys & Girls Club: <http://www.ukiahbgc.org>

Positive after-school activities

Mendocino County Office of Education: <http://www.mcoe.us>

County Education Resources

First 5 Mendocino: <http://www.mendochildren.org>

Resources for parents of young children

Family First: <http://www.familyfirst.net>

Great web-site for family resource information

The Partnership for a Drug Free America: <http://www.drugfree.org>

Information on ways to talk with teens about drugs or to learn more about drugs and abuse.

The 40 Developmental Assets

Internal Assets

COMMITMENT TO LEARNING

- **Achievement Motivation** | Young person is motivated to do well in school.
- **School Engagement** | Young person is actively engaged in learning.
- **Homework** | Young person reports doing at least one hour of homework every school day.
- **Bonding to School** | Young person cares about her or his school.
- **Reading for Pleasure** | Young person reads for pleasure three or more hours per week.

POSITIVE VALUES

- **Caring** | Young person places high value on helping other people.
- **Equality and Social Justice** | Young person places high value on promoting equality and reducing hunger and poverty.
- **Integrity** | Young person acts on convictions and stands up for her or his beliefs.
- **Honesty** | Young person "tells the truth even when it is not easy."
- **Responsibility** | Young person accepts and takes personal responsibility.
- **Restraint** | Young person believes it is important not to be sexually active or to use alcohol or other drugs.

SOCIAL COMPETENCIES

- **Planning and Decision Making** | Young person knows how to plan ahead and make choices.
- **Interpersonal Competence** | Young person has empathy, sensitivity, and friendship skills.
- **Cultural Competence** | Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
- **Resistance Skills** | Young person can resist negative peer pressure and dangerous situations.
- **Peaceful Conflict Resolution** | Young person seeks to resolve conflict nonviolently.

POSITIVE IDENTITY

- **Personal Power** | Young person feels he or she has control over "things that happen to me."
- **Self-Esteem** | Young person reports having a high self-esteem.
- **Sense of Purpose** | Young person reports that "my life has a purpose."
- **Positive View of Personal Future** | Young person is optimistic about her or his personal future.

What Are Social Norms?

"This theory holds that if students perceive something to be the norm, they tend to alter their behavior to fit that norm, even if it isn't reality. If, however, they are presented with the actual norm, they will conform to it. So if students think heavy drinking is normal they'll drink more. If they think responsible drinking is normal, they'll drink more responsibly". - Michael Haines, Northern Illinois University Social Norms Project



Perceptions of Reality

The processes of perception routinely alter what humans see. When people view something with a preconceived idea about it, they tend to take those preconceived ideas and see them whether or not they are there. This problem stems from the fact that humans are unable to understand new information, without the inherent bias of their previous knowledge. A person's knowledge creates his or her reality as much as the truth, because the human mind can only contemplate that to which it has been exposed. When objects are viewed without understanding, the mind will try to reach for something that it already recognizes, in order to process what it is viewing. That which most closely relates to the unfamiliar from our past experiences, makes up what we see when we look at things that we don't comprehend.

What do you see?



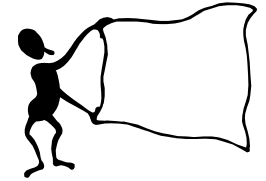
– A Woman's face or a Musician?

Marijuana & Teens

Marijuana Hurts Young Bodies and Minds

- *The brain.* Smoking marijuana leads to changes in the brain similar to those caused by cocaine, heroin and alcohol.
- *Lung damage.* Regular marijuana users often develop breathing problems, including chronic coughing and wheezing. Smoking marijuana makes lung conditions such as asthma worse.
- *Mental health.* For young users, marijuana can lead to increased anxiety, panic attacks, depression and other mental health problems.
- *Risky behavior.* According to the National Household Survey on Drug Abuse, adolescents age 12 to 17 who use marijuana weekly are nine times more likely than non-users to experiment with other illegal drugs or alcohol, five times more likely to steal and nearly four times more likely to engage in violence.

Since the 1990s, marijuana use among youth has increased as perceptions of risk and peer disapproval have declined. Young peoples' attitude is often: "If marijuana was bad for me I would have heard about it." The trouble is a lot of stories, myths and false anecdotal information about marijuana circulate unchallenged.



Parents Message

- Provide factual information about the drug. It is important to be honest and not to exaggerate or create more myths.
- Discuss "short-term" effects, such as losing control and doing something stupid or that the teen may regret, which young people relate to better than long-term, future consequences, such as lung cancer.
- Provide evidence that marijuana is addictive. Discuss the facts of dependency and withdrawal symptoms when the drug is stopped.
- Make it clear that marijuana can end up controlling the user — not the other way around.

Signs & Symptoms of Drug Use

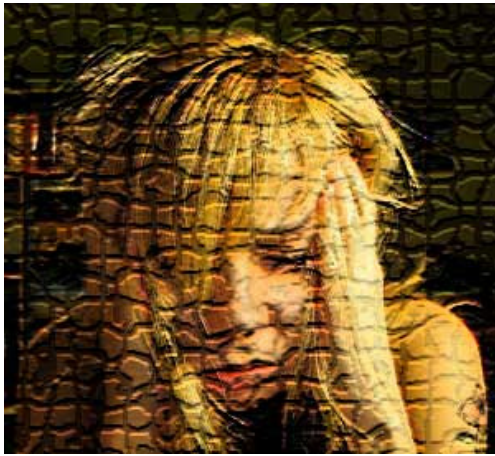
- Changes in friends
- Negative changes in schoolwork, missing school, or declining grades
- Increased secrecy about possessions or activities
- Use of incense, room deodorant, or perfume to hide smoke or chemical odors
- Subtle changes in conversations with friends, e.g. more secretive, using "coded" language
- Change in clothing choices: new fascination with clothes that highlight drug use
- Increase in borrowing money
- Evidence of drug paraphernalia such as pipes, rolling papers, etc.
- Evidence of use of inhalant products (such as hairspray, nail polish, correction fluid, common household products); Rags and paper bags are sometimes used as accessories
- Bottles of eye drops, which may be used to mask bloodshot eyes or dilated pupils
- New use of mouthwash or breath mints to cover up the smell of alcohol
- Missing prescription drugs—especially narcotics and mood stabilizers

[Source: Parents: The Anti-Drug: <http://www.theantidrug.com/resources/teen-marijuana.aspx>]

Recognizing Depression & Teen Suicide

People who are depressed and thinking about suicide often show changes in their behavior. Look for these warning signs:

- A focus on themes of death
- Talking about or making plans for suicide—even jokingly
- Giving away prized possessions
- Persistent boredom and/or difficulty concentrating
- Complaints of physical problems that are not real
- Noticeable changes in eating or sleeping habits
- Unexplained, unusually severe, violent, or rebellious behavior
- Withdrawal from family or friends
- Drug or alcohol abuse
- Running away
- Unexplained drop in quality of schoolwork
- Unusual neglect of appearance
- Drastic personality change
- Threatening or attempting to kill oneself



Action Steps

Although feelings of sadness and depression can disappear quickly, they can also build to a point that a teen thinks of suicide as the only way out. Parents and friends can help a depressed teen.

1. Talk, ask questions, and don't dismiss your child's problems as unimportant. Ignoring or making fun of these problems can worsen the depression.
2. If you're worried about your teen, say so. You will not spark thoughts of suicide just by asking about it.
3. Let your child know that he or she is not alone. Share your feelings.
4. Get help for your teen and for yourself. Talk to your pediatrician, clergy member, or one of the hotlines.
5. A teen engaged in an act of suicide should immediately be taken to a hospital emergency room.

California Healthy Kids Survey

The following tables present key data from the most recent California Healthy Kids Survey for 7th, 9th, and 11th grade students. (Note: "NT" indicates "non-traditional" schools).

Ukiah Unified School District

AOD Use, Lifetime

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (one full drink)				
0 times	67	40	22	21
1 time	11	11	6	5
2 to 3 times	11	18	16	13
4 or more times	11	31	56	62
Marijuana				
0 times	84	68	47	33
1 time	5	5	10	5
2 to 3 times	5	6	7	6
4 or more times	7	21	35	57

Question HS A.36-40/MS A.36-38: During your life, how many times have you used or tried...?
na=not asked of middle school students

By the 11th grade, more than half the students had had at least 4 or more drinks; and over a third of 11th graders had tried marijuana 4 or more times.

Current AOD Use, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Alcohol (at least one drink)	17	39	54	60
Marijuana	8	23	26	45
Inhalants	5	9	3	9
Cocaine	na	7	1	19
Methamphetamine or any amphetamines	na	7	0	9
Ecstasy, LSD or other psychedelics	na	7	2	14
Other illegal drug or pill	3	6	4	11
Any of the above AOD Use	19	44	57	67
Two or more drugs at the same time	na	7	12	23

Question HS A.62, 64-70/MS A.51,53-55: During the past 30 days, on how many days did you use...?
na=not asked of middle school students

Alcohol and marijuana remain the most abused substances, but other substances also reached double digit percentages in the 11th grade population of NT school students.

Current Binge (Episodic Heavy) Drinking, Past 30 Days

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
0 days	91	78	61	52
1 to 2 days	5	9	19	20
3 or more days	4	13	21	28

Question HS A.63/MS A.52: During the past 30 days, on how many days did you use five or more drinks of alcohol in a row that is within a couple of hours?

Binge drinking (drinking to get drunk) is a growing problem. By their Junior Year, about a quarter of students have had a binge drinking episode in the last month.

Student Perception of Percent of Marijuana Use Among Peers

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
None of them	43	14	5	5
10 percent	17	6	5	2
20 percent	13	6	4	2
30 percent	7	10	6	2
40 percent	3	9	5	2
50 percent	7	20	17	19
60 percent	2	6	7	2
70 percent	1	6	14	10
80 percent	3	8	14	17
90 percent	2	6	18	19
All of them	1	8	5	19

Question HS.A.37/MS.A.73: Think about a group of 100 students in your grade. About how many students have done the following... Ever tried marijuana?

Although the data indicates about a quarter of 9th graders have used marijuana in the last month, this table shows that 20% of 9th graders believe half of their peers have smoked marijuana in the last month—a major disconnect between perception and reality.

Ever Driven after Drinking (Respondent or by Friend)

	Grade 9 %	Grade 11 %	NT %
Never	69	68	49
Any	31	32	51
1 time	10	13	5
2 times	8	8	10
3 to 6 times	5	7	22
7 or more times	7	3	15

Question HS.A.38: In your life, how many times have you driven a car when you had been drinking alcohol, or been in a car driven by a friend when he or she had been drinking?

Most students do not drink and drive. However, a significant plurality has engaged, at least once, in this risky behavior.

Ever Been a Passenger in a Car Driven by Someone Who Had Been Drinking

	Grade 7 %
Never	55
Any	45
1 time	11
2 times	11
3 to 6 times	6
7 or more times	13

Question MS.A.30: In your life, how many times have you ridden in a car driven by someone who had been drinking alcohol?

Compared to the above table, more kids allow themselves to be a passenger (at least once) in a car driven by someone who has been drinking. Both behaviors incur significant risk.

Social Host Laws & Adult Responsibilities

The minimum age for drinking in California is twenty-one. This means that the sale or transfer of alcoholic beverages to anyone under that age is prohibited. Underage drinking at unsupervised social gatherings can have legal consequences. In such situations, a peace officer who lawfully enters the gathering can seize alcoholic beverages from anyone under twenty-one.

The punishment for violating these laws varies. In many instances, the offender may be found guilty of an infraction or a misdemeanor. Young people between the ages of thirteen and twenty-one may have their driver's licenses suspended, revoked, or delayed up to one year for each offense. This is true even if the offense does not involve an automobile. Young people may face severe consequences, which may include steep fines and/or 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.

Parents' 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 for personal or property damage; adjusted yearly (EC Section 48904[a][1])
- \$10,000 for reward (GC Section 53069.5 and EC Section 48904[a][1])*
- \$10,000 for personal or property damage (CC Section 1714.1)
- Up to \$30,000 for personal or property damage involving use of firearms (CC Section 1714.3)



*EC Section 48904(a)(1) also specifies that the parent or guardian of a minor is liable for any reward offered by a local agency pursuant to [Government Code Section 53069.5](#) (Outside Source) for information leading to the identification and apprehension of the minor who willfully damages or destroys property, or whose willful misconduct results in injury or death to any person. This liability also shall not exceed \$10,000 (adjusted for inflation per EC Section 48904 [a][2]).