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CHOICES

SPECIAL ISSUE
SPRING 1989

A publication of ABCDE
Alliance of Barrington Communities for
Drug Education



SUMMER WORKSHOP
June 26-29, 1989
See page 12

ABCDE is a community effort to reduce school-age alcohol-drug use. Through its newsletter, CHOICES, ABCDE promotes education and awareness to achieve that goal.

ALLIANCE of
BARRINGTON COMMUNITIES
For DRUG EDUCATION



Alcohol Still Drug of Choice by Youth

Five years ago, we were filled with fear, questions, doubt and frustration. Our community made a commitment in 1983 to work hard to make it a better place for our young people. We have given them a clear message that the use of alcohol and other drugs by school age children is unacceptable. While community awareness is at a much higher level, schools, police, churches, social agencies, businesses, governments, and many parents agree that we have just begun our work.

The ABCDE task force effort has helped decrease the obvious use of drugs and

other substances, but alcohol continues to be the drug of choice used by our young people. Our efforts still need to impact the decisions students are making about alcohol use. We hope that parents of children understand that alcohol is a drug. It is used mostly at parties with friends; it is used regularly; it is easy to obtain; often it is obtained free of cost.

Prevention starts at home where the value system we teach our own children has the greatest impact. From the choices of TV programs to choices of friends, we are always hoping for the "best." But, we

must allow for some pain and mistakes, and above all swift, logical consequences for wrong choices, and we will begin to see a difference.

Participate in parent networking, become trained in the summer Community Intervention, Inc. workshop, encourage park boards, churches, and other organizations to develop alternative activities, or just set the clear limit of no underage substance use in our own home. You can help make a difference.

Suzy Palmer,
ABCDE Chairman

READERS:

For five years the **Barrington Courier-Review** has allowed the CHOICES staff to use its typesetting equipment; now it is awaiting new equipment which will enlarge its computer capacity. Because the ABCDE Board of Directors did not want to eliminate a Spring issue, this Special Issue is made up of a selection of articles from the past nine issues. The ABCDE Board of Directors also made the decision to mail copies only to parents of children in School District

220 in order to save on costs of a larger printing and mailing. Copies will also be distributed to the Barrington Area Library and churches in the School District. Please save and share these copies with grandparents, neighbors, friends, doctors' waiting rooms, business owners, and others who did not receive it.

Faith Semla,
Editor

What do you think?

YOUR COMMENTS PLEASE...Write CHOICES, PO Box 768, Barrington, IL 60011
Include your name and address; only initials will be printed. We reserve the right to edit for space and clarity.

INTERVENTION: an attack on denial

Alcoholism (drug addiction) is referred to as a disease of denial. An act which attacks that denial is an "intervention." The aim of intervention is to identify chemical users who are at high risk of developing problems and assist them in modifying their behavior or, if necessary, to obtain early treatment. Ideally, then, prevention programs which raise awareness through education lead to early intervention.

Until recently many people believed that the troubled drinker had to "hit bottom"—to be totally defeated by alcoholism—before he-she could be treated successfully. This is a myth. Alcoholism usually can be arrested at any point; in fact, the earlier the help is sought, the better the chance of recovery. The most important criterion for successful treatment is a real commitment to overcome the dependency. Old stereotypes of an alcoholic person as "weak," "immoral," or "lacks will power" hinders acknowledgment of the problem because they produce feelings of shame and weakness. Motivating that person toward behavior change or treatment is often the result of early intervention.

How can early intervention be achieved? A "false bottoming out" can be brought about with the aid of a professional alcoholism-drug counselor. Since the disease also affects family and friends, a group of loving, caring and nonjudgmental family members and friends is carefully selected and rehearses with the counselor specific behavior of the alcoholic person which affected them. Later this is repeated in the presence of the individual, followed by the counselor's presentation of alternatives, including a prescribed program of treatment. Many years of physical and

emotional health have been saved through early intervention. Ron Magers, Elizabeth Taylor, and others have benefited from such an intervention and publicized its value.

Examples of "lesser" interventions may be described as any action which discontinues enabling activities of a relative, friend, teacher, etc. Actions which apologize or support rationalizations for the abuser's behavior are enabling. To reverse this, concerned people need to learn about the illness, its symptoms, and their own defensive reasons for acting the enabling role, and be willing to risk the resentment which may follow their intervention. These are some examples. ENABLING: a friend who covers up for a person's absence at school due to a hangover. INTERVENTION: "Joe, I'm sorry you don't feel good, but I can't lie for you." ENABLING: a parent who refuses to admit to himself that his child is drinking or using drugs at week-end parties. INTERVENTION: "Jane, I smelled beer on your breath when you came home last night. That is unacceptable in our home. We need to talk about it." ENABLING: a coach who ignores a player with glassy eyes or strange behavior at practice. INTERVENTION: "Pete, you don't act like you feel well. Go home and I'll call your parents later to see how you are feeling." ENABLING: a student who doesn't tell his parent or other responsible adult about a friend who is abusing drugs. INTERVENTION: "Mrs. (counselor, adult friend, teacher), I'm really worried about Jane. She's smoking pot every day."

Recovering persons testify to the need for everyone to make it uncomfortable for abusers to continue their use.



What are friends, family for?

If someone "near and dear" to you misuses alcohol and/or other drugs, there are some important guidelines to learn. First, learn about the disease concept of chemical dependency (alcoholism and/or drug addiction) and accept that it is a treatable illness. Second, learn about the resources in the community (see back page), and finally, take some kind of action -- it will relieve the frustration of just standing by. Don't be afraid to talk about the problem honestly and openly. It may seem polite to ignore the issue by saying, "after all, it's their private affair," or "they won't listen to me," or to take the less risky route and not make the phone call because "his mother-father would deny he drinks every week-end." The term for a person who doesn't face the problem and take a problem-solving action is an "enabler". Thus, a parent, friend, spouse, neighbor, teacher, or classmate can be a part of the problem, or be a part of the solution.

You Are Part Of The Solution If You...

- remain calm, unemotional and factually honest in speaking with the problem drinker about his or her behavior and its day-to-day consequences.
- let the problem drinker know that you are reading and learning about alcoholism, attending Al-Anon or Alateen, and the like.
- discuss the situation with someone you trust — a clergyman, social worker, a friend, or some individual who has experienced alcoholism either personally or as a family member.
- establish and maintain a healthy atmosphere in the home, and try to include the alcoholic member in family life.
- explain the nature of alcoholism as an illness to the children in the family.
- encourage new interests and participate in leisure-time activities that the problem drinker enjoys. Encourage him or her to see old friends.
- are patient and live one day at a time. Alcoholism generally takes a long time to develop, and recovery does not occur overnight. Try to accept setbacks and relapses with calm and understanding.

You Are Part Of The Problem If You...

- attempt to punish, threaten, bribe, preach, or be a martyr. Avoid emotional appeals which may only increase feelings of guilt and the compulsion to drink.
- allow yourself to cover up or make excuses for the alcoholic person or shield him or her from the realistic consequences of bad behavior.
- take over responsibilities, leaving him or her with no sense of importance or dignity.
- hide or dump bottles, or shelter the problem drinker from situations where alcohol is present.
- argue with the alcoholic person when he or she is drunk.
- try to drink along with the problem drinker.
- ride with the alcoholic person if he or she insists on drinking and driving.
- accept guilt for another's behavior.

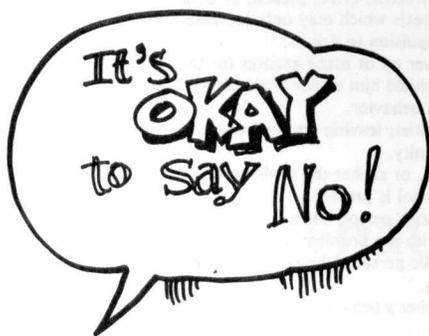
Weekly Reader poll: pressure starts early

In a survey of U.S. school children by the publication WEEKLY READER, grade school children report substantial peer pressure to try alcohol and other drugs as early as fourth grade. The readership poll, reported in 1983, was distributed to 3.7 million students in grades 4-12. Responses from 500,000 children were recorded.

The survey also showed that in grades four and five children receive their education about the dangers of drinking and using drugs about equally from family and movies-television. Not until grade six does school become an equal source of information, and not until grade seven does school become the major source. Yet, as early as fourth grade about 25 percent say that children in their age group feel "some" to "a lot" of peer pressure to try beer, wine, liquor, or marijuana. By the time they are in seventh grade, about 60 percent feel pressure to try alcohol; and about 50 percent, to try marijuana.

Motivation for trying alcohol-drugs in the lower grades appeared to be the desire to "feel older" and as children progressed through the middle grades, to "fit in with other kids." By grades nine through twelve, motivation was "to have a good time."

Dr. Terry Borton, Editor in Chief of WEEKLY READER periodicals, stressed that "students are reporting on what they believe to be happening generally and not on their own behavior. Other studies have shown that actual use of these drugs is not this high, even among high school seniors. But the fact that young students think drug use is so common is in itself cause for concern since our survey also shows that many kids use alcohol and drugs to 'fit in.'"

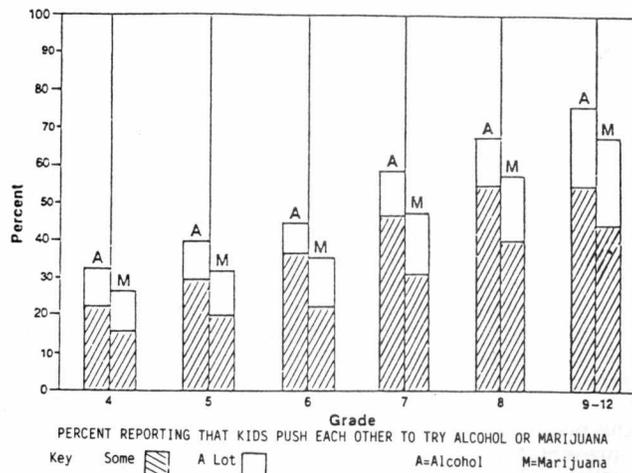


WEEKLY READER SURVEY QUESTION 5

How much do kids your age push each other to try beer, wine, liquor, or to try marijuana (grass or pot)?

ANSWER SUMMARY

The amount students say kids push each other to try alcohol is slightly higher than for marijuana, and both increase with age.



Don't call me 'chicken'

Peer pressure: what is it? To me, it is the "push" and tension that I feel when my friends or others my age want me to do what they are doing—to go out partying, be rude to another student, or talk back to a teacher. I think of it as a negative thing.

Sometimes the pressured feeling comes from spoken words; people tell you what to do as if you can't think for yourself. "You're chicken if you don't play quarters." "You can't handle a couple of beers cuz you're too goody." "You won't cut the class because you're scared the teacher will lower your grade." Teasing and cutting down a person so that he or she will conform to what the group wants can be devastating.

There is also the non-verbal body language of friends, a silent pressure which makes you know what people want you to do. One Saturday night at a "big bash," my good friends and I were sitting around a big table loaded with a case of beer, cigarettes, a towel, a glass, and a quarter for playing the game of "quarters." (This is a drinking game where beer is chug-a-lugged if a flipped quarter misses the glass.) We

all sat staring at the table and the beer. "Well, who's going to start?" someone said, and they all looked at me. I told them I wasn't playing and would just watch. At that moment I could "feel" all of their eyes on me and "hear" all their inner thoughts about me. Because of the way they were looking at me, I felt like yelling at them, telling them I didn't need to drink to have a good time and that I could have just as much fun drinking pop and talking to everyone. But, I didn't say anything like that; I felt devastated because there was nothing I could do except make myself feel as small as possible and just sit there. My reaction hit hard as I drove home that night. I felt lucky that I didn't give in to the silent pressure just to fit in. Some people do.

It is difficult to deal with peer pressure in high school. It is a tender, sensitive time of wanting to be your own person, yet wanting to fit in. After trying the first time not to give in, it isn't as difficult the next time—if you remember that you are your own person.

(By a Barrington High School student)

PREVENTION TIPS FOR PARENTS OF PRE-TEENS

Without telling a parent how to be a good parent, the National Institute on Alcohol Abuse and Alcoholism has prepared a booklet to help parents reach their pre-teen children (9-12 year old group) when they are old enough to understand and still young enough to accept guidance from parents. The booklet, 10 Steps To Help Your Pre-Teen Say "No", suggests these steps for a parents' prevention program:

1. Challenge the myths, talk with your child about alcohol and clearly explain why minors should not drink. This first step is designed to help parents to change incorrect perceptions and may be used by parents of children younger than 9- and older than 12. Some of some of these myths are on page 5.

2. Learn to really listen to your child without making responses which are harmful (judgmental, self-righteous, too much advice, critical, ridiculing, or treating child's problem too lightly). Rephrase your child's comments to show you understand; watch his face and body language. Use encouraging words to show your interest. Smile, hug, wink, or give him or her other supportive motion. Watch that your tone of voice matches what you are saying.



3. Help your child feel good about himself or herself. Praise his efforts, not just the accomplishments. Praise small efforts, too. Help him set realistic goals and avoid comparing his efforts with others. Be careful to criticize the action, not the child. Take responsibility for your own negative feelings by using "I" messages which explain how YOU feel about a situation. Give your child regular duties around the house to help develop a sense of importance and responsibility.

4. Help your child develop strong values which can give him courage to make

decisions based on facts rather than peer pressure.

5. Be a good model or example. Parents are models for their children, even when they are not trying to be. You have probably already seen occasions when your child acted or spoke like you. Studies show that most adults are a lot like their parents in drinking habits. Showing children that adults may abstain or use alcohol occasionally in non-risk amounts is setting a positive example. Parents who do not drink sometimes make the mistake of not discussing alcohol use with their children—parents are not the only role models children have. If you abstain, be open about why you choose not to drink.

6. Help your pre-teen deal with peer pressure. Teach your child the value of individuality and together explore the meaning of friendship. Help your child practice saying "no" in different situations and support him-her when he/she needs to stand up and insist on respect. Know the facts about pre-teen drinking.

7. Make family policies that help your child say "no". Studies show that children want structure in their lives and they behave more responsibly when parents set limits. Make sure your child knows that under no circumstance is he or she to experiment with alcohol. Spell out the serious consequences that would follow use of alcohol (or other drugs).

8. Encourage healthy, creative activities. Support involvement in school activities, sports, hobbies, or music without pressuring your child to always win or excel. The specific activity is not important but with positive interests a child may be less likely to focus on alcohol, tobacco, or other drugs out of boredom or idle curiosity. Do things with your child.

9. Team up with other parents. Talk to the parents of your children's friendship group, team, etc. Support those who reinforce the guidance you give to your children.

10. Know what to do if you suspect a problem. Alcohol is a drug and parents can learn to recognize the telltale signs of abuse of this drug.

(10 STEPS TO HELP YOUR PRE-TEEN SAY "NO" is available at the Govt. Printing Office Bookstore, 219 S. Dearborn, CHicago, IL 60604; send a \$1.50 check payable to Supt. of Documents.)

How do you say 'no' to a drink? Any way you want!!!

Saying "no" to a drink or pot isn't always easy. Sometimes it is very difficult and requires a lot of thought, practice, and support. Here are some suggestions that might be helpful. Try out a few, see which works best and is comfortable for you to use.

- No, thanks, I want to stay in control.
- No, thanks, I want to be in the driver's seat.
- No, thanks, I don't want to get into trouble with my parents (teachers, friends, grandparents, etc.).
- No, thanks, if I drink I'll lose my privileges (e.g., use of the car).
- No, thanks, I don't like the taste.
- No, thanks, I don't drink.
- No, thanks, it's just not me.
- No, thanks, I've got to study later (or pick up a friend, or get up early)
- No, thanks, I want to keep a clear head.
- No, thanks, I usually end up embarrassing myself.
- No, thanks, drinking makes me tired.
- No, thanks, I don't want to gain weight.
- No, thanks, I'm in training.
- No, thanks, what else have you got?
- No, thanks.

Develop your own refusal skills and you may wish to get support from your friends, parents, teachers. Being able to say "no" often takes courage and shows that you value yourself, your relationship with your family, and that you are handling things in an adult manner. Asking for help is also a very mature thing to do.

When 40 million people believe in a dumb idea....



it's still a dumb idea!!!

Some parents will, some parents won't

Parents need to know about the teen social picture and the kind of peer pressure a teen faces, that pressure born of the inherent **NEED** to be accepted. However, some of the pressure also comes from differences among families which is due to differing values, skills, or experience with the parenting of an older child. In matters related to teens, **SOME PARENTS WILL:**

- ...ignore their own values because they want their child to be accepted by the "popular" group
- ...blame others (school, police, friend, other parent) for their teen's problems
- ...let their child's crises come between them (mom and dad) and further complicate the child's situation
- ...always be upset by loud music, often a help to a teen's roller coaster ride through adolescence
- ...approve of frequent, unplanned "sleepovers"
- ...leave their teen "in charge" while they are out-of-town
- ...believe that their child would never

lie to them

- ...be "blackmailed" by a teen's favorite arguments--"but you don't trust me," "everybody will be there," etc.
- ...be offended by another parent's inquiry concerning the party at their home

ON THE OTHER HAND, SOME PARENTS WILL:

- ...listen and talk about alternatives instead of just giving advice
- ...compromise in matters which don't affect health and safety
- ...expect some responsibilities to be fulfilled, with logical consequences prescribed
- ...help their child learn from a mistake or bad experience
- ...risk friction with their teen or another parent when they set and enforce family rules concerning social guidelines
- ...suspect that drinking and other drug use could be the "norm" at many parties

...be there when there is a party in their home

- ...call to thank and offer help to another parent whose child is hosting a party, also to check on ground rules about supervision
- ...know that their teen has other fun options than either staying at home or going to a drinking party
- ...join other parents in providing teen activities
- ...understand that KIDS network to find out where the party site is to be and object if their PARENTS network too
- ...find "quiet" ways to check if their teen was drinking or using other drugs
- ...be responsible for sharing transportation needs
- ...negotiate and agree on curfew, especially for special occasions, with parents of their child's friends
- ...limit the duration of a party to avoid the hyperactivity which comes from energy generated when kids are "on a roll"
- ...call the police to assist if a party gets out of hand or with uninvited guests



learn about drugs before your kids do.

— FAMILY AGREEMENT —



WE THE _____ FAMILY AGREE TO THE FOLLOWING:

The Family Agreement

This activity provides an opportunity to discuss acceptable and unacceptable behavior in serious situations before they arise. The family discusses behaviors related to alcohol and other drugs and each member is asked to think in terms of being (1) a driver; (2) the host of a party; (3) a guest at a party; (4) a minor; (5) in school; and (6) at home. Group the behaviors into three categories: responsible, undecided, and irresponsible. The family then discusses the possible results of behaving in a responsible or irresponsible manner as well as identifying alternatives. Then write the family's "don'ts" with associated penalties and a list of accepted (responsible) behaviors. All sign the agreement, parents, too. Post it for a reminder.

SIGNED, _____

PARENT CONCERNS

Here are very common issues that parents of children in elementary and middle school talk about at parent networking meetings:

SLEEPOVERS

There is a concern that:

- the number of kids seems to escalate as children get older;
- parents are not always at home or leave a teen in charge;
- the number of adults is not enough for the size of the group, or there is not enough supervision;
- (even) young children raid the liquor cabinet;
- the kinds of movies or programs watched are too violent, scary, or sexually explicit for age of children;
- the group is taken elsewhere (especially out-of-town) without knowledge of parents of guest children;
- their children are too tired the next day and spoil the whole family's activities, or become ill.

SOCIAL PRACTICES

Parents struggle with:

- different ideas of what kinds of activities are appropriate for an age group;
- what age to allow boy-girl parties;
- what kind of activities at a party are o.k.;
- curfew hours;
- telephone usage;
- appropriate places for children to be without parents or other escort;
- children visiting a friend's home when

the parents are not home, or a home which they are uncomfortable having a child visit.

INDIVIDUAL DEVELOPMENT

Parents recognize individual differences and worry about:

- participation in an appropriate number of extra activities;
- that some children do not know how to spend time when alone, or know that it is not necessary to be surrounded by friends all of the time;
- children who do not seem to have friends who call or visit;
- the unkind "put downs" that seem to be "standard procedure" among "friends;"
- the need to take part in certain activities to be "in."

DIFFERENCES IN PARENTING

—A frequent comment is heard that "I assumed all parents thought that way." Parents "wish I had more help" in situations when:

- families have different rules;
- a peer group may include a child who is oldest in her family (her parents are new to an issue) and another child who is youngest in her family (her parents have dealt with an issue before);
- they have difficulty accepting, without judging, that other families have their own value system;
- they deal with those differences in values that affect children who are friends, especially concerning alcohol use by underage youth.

Grandparent power

According to Arthur Kornhaber, M.D., a child and family psychiatrist, maintaining close emotional bonds with grandparents provides a sense of security for the grandchildren, possible support for the parents, and fulfillment for the grandparents. Grandparents can also be in a unique position to bring out the best human qualities in their grandchildren, give them selfless love without conditions (which won't be withdrawn) and can be a role model for them. Parental love is complicated with the responsibilities of raising children.

Grandparents have the complete trust of their grandchildren and can help them build a good self image. They can be good listeners, teach skills and sports without competitiveness, and promote many positive experiences with words of encouragement.

("What You Can Do That Parents Can't" Arthur Kornhaber, M.D., "Better homes and Gardens" special Grandparents edition, Spring 1987, pp 10-11)



The Big Five

Boundary suggestions by Drs. Dan and Pat DeWitt to help parents set limits.

- (1) Ensure health and safety. No drinking or drug abuse. Drug abuse is illegal at any age. Serving minors alcoholic beverages is illegal in Illinois under age 21. Laws should serve as guidelines for the limits you set.
- (2) Expect a minimal academic performance based on the child's ability. Remember, the purpose of good grades is to eventually learn a skill or trade so that the child, male or female, can support himself independently as an adult.
- (3) Follow the law regarding speed limits, curfew, shoplifting, truancy, etc.
- (4) Help your child develop personal care habits which guard health (cleanliness, dental hygiene, etc.).
- (5) Outline clear-cut chores or home responsibilities, such as mowing lawn, cleaning room, etc. Often these are reinforced by an allowance.

Alcohol's trip through the body

Alcohol passes through a person's body the same way every time he or she drinks it. Here is the order in which alcohol reaches the various parts of the body. Although alcohol reaches the brain last, it gets there within minutes after it has been drunk.

1. **MOUTH.** Alcohol is drunk.
2. **STOMACH.** Alcohol goes right into the stomach. A little goes through wall of stomach and into bloodstream, but most goes down into the small intestine.
3. **SMALL INTESTINE.** Most of the alcohol then goes through the walls of the intestine and into the bloodstream.
4. **BLOODSTREAM.** This carries the alcohol to ALL parts of the body (including brain, heart, liver).

5. **LIVER.** As the bloodstream carries the alcohol around the body, it carries it through the liver where it is changed to water, carbon dioxide, and energy (called oxidation process). The liver can oxidize only about one-half ounce of alcohol an hour. This means that until the liver has time to oxidize all the alcohol, the alcohol keeps on passing through all parts of the body, including the brain.

6. **BRAIN.** Alcohol goes to the brain almost as soon as it is drunk and keeps passing through the brain until the liver has had time to oxidize it.

Therefore, strong coffee, cold showers, or fresh air cannot cause a person to become sober; only the time needed for the work of the liver can do this job.

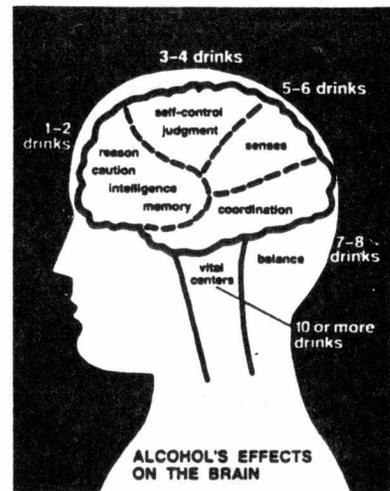
For Your Information

ALCOHOL: refers to ETHYL ALCOHOL in beverages, a central nervous system depressant drug that slows activity of the brain and spinal cord. ONE-HALF OUNCE OF ETHYL ALCOHOL is found in 12 oz. of beer, OR 5 oz. of table wine OR 3 oz. sherry or port wine OR 1 to 1 1/2 oz. of hard liquor.

ALCOHOL CONTENT: beer and ale 4-7%; table wines 9-14%; dessert wines 18-21%; hard liquor 40-50% (80-100 proof)

BLOOD ALCOHOL CONTENT (BAC): the percentage of alcohol in a person's blood. When the concentration of alcohol in one part of the body is known, the amount in any other part can be calculated. The concentration of alcohol in the blood can be measured by chemically testing any of the tissues or fluids in the body, such as blood, urine, breath, spinal fluid and saliva. The first three are mostly commonly used.

TOLERANCE: the body's resistance to alcohol or other drugs because of repeated use. As a result of this tolerance, the person must drink more and more alcohol or use more and more of the drug to get the same effects as earlier. Sometimes this physical tolerance includes a "psychological tolerance" or the "acquired capability" of not appearing to be as drunk or high as the person really is.



EFFECTS OF BAC LEVEL ON BEHAVIOR AND DRIVING ABILITY

Number of Drinks*	BAC	Effects on Feeling and Behavior	Effects on Driving Ability
1	0.02	Absence of observable effects. Mild alteration of feelings, slight intensification of existing moods.	Mild changes. Most drivers seem a bit moody. Bad driving habits slightly pronounced.
2-3	0.05	Feeling of relaxation. Mild sedation. Exaggeration of emotion and behavior. Slight impairment of motor skills.	Drivers take too long to decide and act. Motor skills (such as braking) are impaired. Reaction time is increased.
5-6	0.10	Difficulty performing gross motor skills. Uncoordinated behavior. Definite impairment of mental abilities, judgment and memory.	Judgment seriously affected. Physical and mental coordination impaired. Physical difficulty in driving a vehicle.
7-8	0.15	Major impairment of all physical and mental functions. Irresponsible behavior. Euphoria. Some difficulty standing, walking, talking.	Distortion of all perception and judgment. Driving erratic. Driver in a daze.
15-20	0.40	At this point, most people have passed out.	Hopefully, driver passed out before trying to get into vehicle.

* 12 oz beer, or 5 oz table wine, or 1-1/2 oz hard liquor

This chart does not take into consideration the person's health, amount of food ingested, weight, mood, other drugs taken, etc. Some people "pass out" or lose consciousness with fewer drinks; increasing coma may progress to death. Chronic abusers

and alcoholics may survive very high levels of BAC where tolerance is extremely variable at different stages of abuse. Drunk drivers who have a BAC of .20 and above are almost always in need of treatment for chemical dependency.

ALCOHOL FACTS

ALCOHOL (a chemical, ethyl alcohol or Ethanol; medically, a depressant narcotic drug, potentially addicting both mentally and physically; absorbed directly into the bloodstream through tissue lining of stomach and small intestine. It is NOT a stimulant).

SOME PHYSICAL EFFECTS

...Main effect on brain, spinal cord, knocks out control center; can alter balance of brain chemicals
...Liver damage, increases risk of cirrhosis
...Ulcers, gastritis, pancreatitis
...Impairs life-saving reflexes

SOME MENTAL and EMOTIONAL EFFECTS

...Failure of judgment
...Blocks emotional growth
...Personality changes, disorders
...Hallucinations

HAZARDS

...Causes the disease of alcoholism
...Academic failure, school related problems
...Legal problems
...Birth defects caused by mother's use-abuse of alcohol
...Overdose can result in death (respiratory paralysis)

...Traffic accidents, fatalities
...Interacts with other drugs, often intensifies effect; combined with other addictive drugs, can speed up addiction to them: Other Depressants + Alcohol = depressant (downer) effect multiplied, body slows down, even breathing may stop, user may die; Marijuana + Alcohol = drinker may be unaware of extent of intoxication- timing and depth perception distorted; Cocaine + Alcohol = sedative effect (even though cocaine is technically a stimulant) AND multiplies the depressant effect of alcohol

DISEASE OF ALCOHOLISM

...Primary illness, like cancer, TB, diabetes, etc., can strike a person at any age; an adolescent may become addicted in 3-6 months
...It doesn't matter how much or how little a person drinks. Dependency exists when behavior related to the use of alcohol leads to problems in any area of the person's life; in spite of these problems, the person continues to drink.
...Chronic disease, not curable, but treatable
...Fatal if not treated

Mixing beer, athletics, brews trouble

Q- Is there anything wrong with drinking beer if you're an athlete?- B.B., N.Y.



A-...First of all, drinking beer before or during a game or practice is bad. The alcohol will depress your nervous system, thus altering your normal reactions, speed and motor movements. You will lose some of your skills and quickness. So obviously, your performance will be affected, and the odds of your playing well will be diminished. Also, you will be more susceptible to injuries because your natural reactions and intensity will have been lessened.

Downing a few beers right after a game or practice is also bad. In medical terms, the release of ADH (antidiuretic hormones) will be inhibited, which aids the body in retaining fluids. Instead of replacing the fluids you've lost through perspiration, you'll actually lose more fluids because you will urinate more often.

...Many athletes mistakenly think that by drinking beer they are loading up on carbohydrates, which will increase their stamina and strength. Wrong. A 12-ounce beer has only 16 grams of carbohydrates, while a like amount of orange juice contains 39 grams. Most of the calories in beer are from the alcohol content, and these are not stored by the body and used for muscular energy.

Finally, a beer has less nutritional value than one slice of bread.

from: "Pat answers for kids," Pat McInally, CHICAGO TRIBUNE, April 3, 1985, Sec. 8, p. 7.

STEEP PRICE

Startling statistics from a report to the Alcohol, Drug Abuse and Mental Health Administration concerning economic costs of alcohol abuse and alcoholism (1980 study):

- total costs (estimate) \$89.5 billion
- indirect costs were equal to approx. 2.7. of the \$2,632 billion Gross National Product (\$71.6 billion)
- direct costs were about \$18.0 billion (treatment, crime loss,

social programs)

- \$3.2 billion due to fetal alcohol syndrome (treatment, special education, other services)
- estimated total cost for 1983 was \$116.7 billion

None of the figures tells the whole story of costs in human loss of productivity, legal services, crime victims, pain of family and friends. ("RTI Report: Economic Costs of Alcohol Abuse and Alcoholism," Alcohol Health and Research World, Winter 1984-85, pp 34-35)

PROM

THE ROLE OF THE SCHOOL

Prom is the exciting event which can be a memorable occasion for a student to recall years later. According to Volker Engel, Assistant Principal in charge of student activities at Barrington High School, it takes a lot of planning to prepare for prom, much like a wedding reception.

Prom is planned by the Junior Class with the aid of Mr. Engel, along with Mrs. Michelle Miller and Mr. Robert Baker, teachers who are the Junior Class Board sponsors. After homecoming, the Junior Class Board selects a band, photographer, theme, and menu. It also organizes fund raising activities to help pay for the costs of the dinner and dance. The final price of the prom ticket is based on the amount of money the Junior Class raises as well as the cost of the band and menu selected.

Safety of the students while attending the dance is one of the prime concerns of the school. The facility needs an easily monitored entrance and exit, nearby washrooms and telephones. Beginning with the students' arrival in the parking lot until they leave, they are considered to be AT the prom. Once a student leaves the prom, he/she will not be readmitted.

Since prom is a school activity, the school co-curricular code (of conduct) is in effect. Staff and high school administrators serve as chaperones to help with any problem which arises; an off-duty policeman monitors the parking lot. As in previous years, parents will be

called and requested to pick up the student in incidents which involve use of alcohol or other drugs and the procedures of a co-curricular code infraction will be followed.

THE STUDENT'S ROLE

The student's responsibility is to adhere to the school policies and to make good decisions regarding pre- or post-prom activities. Students are wise to check their parents' guidelines as well as those of their dates' parents. Discussions and final decisions made well in advance avoid last minute arguments which can cause a poor start to the evening. Couples need to be creative in planning suitable and enjoyable activities.

THE ROLE OF PARENTS

Larry Bennett formerly of Barrington Youth Services says, "At the time when kids say they need adults the least...that's when they need them the most. Kids need adults the most when they feel the most grown up, doing what they believe grown ups do best." He adds, "Teenagers in modern times often have credit cards and expensive cars at their disposal, cash, plenty of freedom, and a very sophisticated network of similarly armed friends. In short, the students envision themselves as 'adults to the fifth power.' At this level they have all the entrapments of adulthood and the decision-making power of children, groomed in the image of what imaginary adults do and look like but missing the reality of what most actual

adults feel and think." Perhaps prom is such a time, especially in relation to the activities before and after the dinner dance.

Larry Wieczorek of Family Service of South Lake County also urges parents to take a prominent part in the plans. "For some, prom signifies a rite of passage and the beginning of young adulthood. Because prom may suggest the transition into adulthood, some teens assert their right to make their 'own plans,' while adults anxiously question whether they have the right 'to interfere.' Adequate preparation for prom must include parent-teen negotiation around pre-prom and post-prom issues.

"Negotiation does not mean that parents must passively listen to and accept the plans of their teens. On the contrary, parents have a right and an obligation to oversee the prom plans of their children. Parents should establish their own bottom lines before beginning these discussions. Perhaps the most crucial bottom line is that all prom events be alcohol and drug free. Parents should clearly communicate an expectation of total sobriety to their teens."

"It is not easy for parents to oversee the prom plans of their young people. Parental attempts to set limits will be complicated by peer pressure among teens and by peer pressure among adults. Parents should always involve a spouse and-or network with like-minded adults so as to have support in establishing ground rules."

Prom worries

CHOICES asked, "What are some pre-prom worries?"

GIRLS

- Will someone else be wearing my dress?
- Will it rain, and ruin my hair?
- How do I look? REALLY?
- Do I need to bring money?
- Will he look and act great...or am I going to have to hide in the bathroom in shame?
- Will his boutonniere wilt before I get it on his coat?
- Will these shoes end up giving me blisters?

BOYS

- Will my parents let me take the car? or
- Will I have enough money for the limo?
- Will I look dumb dancing in a suit?
- Will my ex-girlfriend be there...and if she is, what will happen?
- Should I get a wrist corsage or a pin one?
- How late should we stay out?
- Will we go alone or in a bunch?

- Will she have a curfew?
- Will she insist on being with her pain-in-the-butt girlfriends all the time?
- Will she take all the dumb memorabilia off the table?

PARENTS

- Will they like the idea of a breakfast?
- Will kids not come because we won't serve alcohol?
- Should we talk to other parents?
- What do we say if they ask us to rent a hotel room?
- Will they think we are giving unspoken permission to drink because we are helping to pay for the limo?
- Are some parents serving alcohol?
- Will they have as good a time as I did at my prom?
- Should I talk to the limo driver about no drinking?
- Do we get to see how they look? Who'll take pictures?
- How late should our curfew be?
- Sex, pregnancy.



Police Worry, Too

By GAY BAKER

Some stories make the national press...They make the Sunday magazine sections...Often they are tragedies...Some start out "The senior class at Podunk High School is in shock — the aftermath of a prom night accident in which two young men and one young woman were killed. A second young woman lies critically injured in the hospital in a nearby town. The driver of the car in which they were traveling apparently failed to stop at a stop sign...There was evidence that the driver had been drinking..."

The reason these stories are so widely publicized is that 1) people love to read about tragedies (other people's) and 2) there is a hope that in the telling something may be learned, so similar tragedies will be averted.

Barrington Police Chief Jeff Marquette does not want to be part of such a story. He has been already. On the night of his senior prom back in Solon, Ohio, a good friend was killed in an accident. He had been drinking. "What a way to end it. What a waste," Marquette said.

They worry about the drinkers...and the driving.

So, he and other police chiefs in the area worry about the young people of the community as they complete high school and enjoy the proms and festivities that go with it. They worry about the drinking...and the driving.

In Barrington Hills Police Chief Robert Lamb said it is hard to be the officer at the scene of a bad accident. "It can be something you'll never forget. The young people are the ones you never get over-never stop thinking about it. You put them through school and for one night they say, 'To hell with everything. Let's have a good time.' What they don't realize is that now is when everything really is starting for them," he said.

So, he makes his force aware when special events, such as proms, are going to be held. He plans extra cars, some of them plain cars and the theme is street enforcement. And though he would hate to be the one to spoil a special night, he said arrests for driving under the influence or for underage drinking will be made.

But, Lamb said, his goal would be to head off the trouble. And this, he said, starts in the homes and in the schools. "The arrests are after the fact."

Lamb said he would like to see peer pressure used to create a "safety on prom night" theme. If the young people themselves take on the project, he said,

it has a better chance of success.

In South Barrington, Chief Peter Swistowicz said his police force has a reputation for being tough where alcohol is concerned. And, while he has no desire to throw a wet blanket on prom festivities, he said he and his men will be on the lookout for erratic driving or other signs of drunk driving.

"If they're under 17, we'll call the parents and refer the case to a juvenile officer. But if they're over 17, they'll be treated as adults and sit in jail if they can't come up with bail. And it doesn't matter where they live," he said. And he said, the judges are getting tougher all the time.

Swistowicz also said that it used to be only the driver would be arrested when open liquor was found in a car, but that under current law, all the occupants can be arrested.

An agreement between the youngsters and their parents is what Swistowicz said is needed. "The kids agree to call their parents if they or someone else has been drinking and should not drive. And the parents agree to go get them, no matter where or what time," he said.

Marquette said his force tends to be more tolerant of minor offenses on prom night. But safety of lives and property are his responsibility. And the police who may stop a driver who has been drinking and lets him or her go, has a certain liability if later that driver is involved in an accident, Marquette said.

So, it is his aim to make sure those who should not be driving aren't and that those too young to be drinking don't.

Marquette said Barrington is a tough town in which to enforce the drinking age. He said there is an element of parental encouragement in such things as hired limousines or hotel rooms rented for parties or parties where small amounts of liquor are served. "It's all aimed at circumventing the law," he said. And giving the youngsters the idea that to be a party, there must be liquor present.

All three police chiefs said they keep on the alert for parties where there is underage drinking allowed. And all three hold the parents liable when it occurs.

All three agree that the safety of the young people of the community is paramount on the nights when they are partying. And if their safety requires that arrests be made...or cars be stopped...or drivers be asked to demonstrate sobriety... or parties be broken up, these things will be done.

They all want the Barrington High School prom story to end...AND THEY LIVED.

COMMON SIGNS OF ALCOHOL-DRUG IMPAIRED DRIVING

Here is a summary of the list of driving errors that highway patrol officers use to spot alcohol-drug impaired drivers.

...Unreasonably high speed or inconsistent driving speeds (slow, then fast, then slow, etc.)

...Frequent lane changing at excessive speed

...Improper passing with insufficient clearance; slow driving or excessive swerving when overtaking and passing

...Narrowly misses colliding with oncoming traffic

... Begins breaking for stop signs or lights at much too great a distance or at the very last minute, or disregards signal altogether

...Driving at night without lights, delay in turning on lights when starting from a parked position, fails to dim headlights when meeting oncoming traffic

...Driving in lower gears without apparent reason, or repeatedly clashing gears, or jerky starts or stops

...Driving too close to shoulders or curbs, hugging the center line or edge of road, or weaving from side to side of roadway

...Driving with windows down in cold weather, or with head completely out of window

...Slumps over steering wheel or apparently has difficulty keeping head erect and looking straight ahead

If you have a CB radio you can report suspected drunk drivers on channel 9, which police sometimes monitor, or drive to the nearest phone and call police. Under no circumstances should you attempt to personally stop a suspected drunk driver.

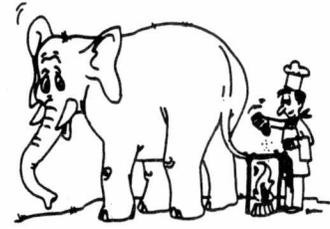
Don't think that you can drive when alcohol-impaired and avoid detection by not doing what is on this list. If you are under the influence of alcohol or other drugs, you won't be able to avoid all of these things even if you think you ARE avoiding them.

FAKE ID's

It is now a federal offense to make or use fake identification cards. The penalties for making a fake ID are: Maximum fine of \$25,000 and possible jail for five years.

SUMMER WORKSHOP

June 26-29, 1989



You can't eat an elephant in one bite but you can take a bite!
 Help fight drug use and abuse by school age kids.

HELPING OUR CHILDREN COPE: Our Community's Response

It's not too early to plan for the summer of 1989 and ABCDE is urging persons who live or work with children in the geographic area of School District 220 to start thinking about attending the summer workshop. Parents, school personnel, coaches, youth leaders, church workers, police, firemen, and health professionals are eligible to take part in this workshop and share in programs and responsibilities of prevention and intervention of alcohol-drug use by school age youth.

Like the past four summer workshops, this one will be conducted by the professional staff of Community Intervention. Jim Crowley, CI president, comments, "Training will continue to be

important as new people from the various systems in the community want to become involved in this exciting effort. Training can turn ordinary concerned persons into an informed, focused, coherent, and energized group that is capable of amazing feats."

Through lectures, films, and activities, the workshop will provide information about use, abuse, and the disease of chemical dependency (CD); the impact of CD on family; the impact of CD on adolescent development; children of alcoholics; early intervention; professional and personal enabling; feelings and defenses; treatment, recovery, aftercare; definition and activities of prevention. In a small group laboratory, each participant will

experience the group process. A panel will describe what has happened here due to the task force efforts of ABCDE and how to further implement the work already started.

Full \$325 scholarships to School District 220 residents, school, and volunteer personnel are provided by ABCDE funds raised from contributions. While the goal is a minimum of 60 participants, the final number is determined by the amount of funds raised by ABCDE.

Applications will be available after January 6 from any school or church. Registration information is available from Karen Johnson (304-1202), Larry Wiczorek (381-4981), Jeanne Hayward (381-6300), or Wanita Lamkey (381-4838).

HELPING OUR CHILDREN COPE; our community's response

JUNE 26-29, 1989

Mon. 7:45 a.m.-8:30 p.m.

Tue./Wed. 8 a.m.-9 p.m.

BARRINGTON MIDDLE SCHOOL

Thur. 8 a.m.-5 p.m.

Lunch & Snacks provided

If you have participated in a CI workshop, you are not eligible.

Attendance at all sessions is required

NAME _____

Last

M.I.

First

ADDRESS _____

WORK PHONE _____

HOME PHONE _____

I am involved with children as a parent ___ church leader ___ scout/campfire/4 H leader ___ volunteer coach ___ teacher ___ police/fire ___ OTHER _____

I live/work with children from: _____ Ages _____
 school(s), church, agency, neighborhood

Why do you want to take workshop? _____

Please mail your application to: ABCDE c/o Jeanne Hayward, 310 E. James St.,
 Barrington, Il. 60010

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CHOICES Newsletter

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NETWORKING COUNCIL ITI week in July

As an outgrowth of summer training and parent networking workshops, a number of parents have been working in their schools to encourage sharing meetings among parents in their children's classes. So that they can benefit from the experiences of others, representatives from each school meet every other month. Their training in a Community Intervention workshop provides confidence and motivation to work toward prevention of alcohol and other drug use by youth. The parent networking training provides some guidelines on how to convene parents so that they share productively and confidentially, without discussing school issues or judging others' values.

A parent networking effort began at Barrington High School this year at the request of parents who wanted to continue the communication efforts they began in earlier grades. Programs are sponsored by individual schools' PTO or parent group and may vary at each school. Call your school's representative for more information.

COUNTRYSIDE - Fran Calvert 381-6679
GROVE AVE. - Patsy Mortimer 381-8663
HOUGH STREET - Julie Clark 382-5865
LINES - Evelyn Fennell 381-8405
NORTH BARRINGTON - Judy John 526-6656

Beth Kerns 526-1849

ROSLYN RD - Claudia Dasburg 381-5782
ST. ANNE'S - Vira White 381-4565
SUNNY HILL - to be appointed
WOODLAND - Bev Kendig 991-2359
BMS - Anne Brubaker 381-3907
BHS - Connie LeBeau 381-8176

Social Service Network

The Social Service Network meets on the first Wednesday of each month during the school year at St. Anne's Parish Center from 10 a.m. to Noon. Its goals are (1) to educate human service people and interested others about youth related problems and services in the Barrington area, and (2) to increase contact and cooperation between human services providers (agencies, private practitioners, police, church workers). Meeting format includes announcements, highlighting of a service, program, or agency, followed by a program about a specific subject. The public is invited to attend. For information contact Lois Coldeway (381-0243), or Larry Wiczorek (381-4981).

Take a week to have fun and to grow, attend Illinois Teenage Institute (ITI) at Camp Allerton in Monticello, Illinois. BHS students who have attended are emphatic about the value of the experience in their personal growth, leadership development, and understanding of others. The ITI program includes general sessions and mini-workshops covering a broad range of topics which are later discussed in small groups--teens sharing with other teens. This outstanding week helps teens learn:

- about themselves; developing healthy self-concepts and self-awareness;
- to express their thoughts and feelings;
- about decision making, communication, problem solving;
- about the effects of alcohol and other drug abuse on individuals, families, communities;
- how to facilitate sessions which help younger students;
- about having fun.

BHS students in the local Operation Snowball Chapter have raised funds to provide scholarships for those who want to attend. For information about what ITI is like, scholarship and application information, call John Jarczyk at Barrington Youth Services, 381-0345.

CHOOSE FROM THESE SESSIONS:

Session I	July 10-15
Session II	July 17-22
Session III	July 24-29

DPP

The Barrington Youth Services DPP is an educational alternative to prosecution for minors age 19 and under who are arrested for violation of municipal ordinances regarding possession of alcohol and other drugs, or intoxication on these substances. After 2 years and 114 referrals, an analysis of the effectiveness of the programs was conducted.

According to the February BYS Newsletter, the DPP staff is very encouraged by the results, yet is sobered by the findings that nearly 60 percent of the parents in the program underestimate the degree of their child's chemical involvement.

IN THE SCHOOLS

"As educators of children we believe that the teaching of health is vital...A positive self-image requires a balance of social, emotional, intellectual and physical well-being. Knowledge and appreciation of the close relationship of these areas of human expression are essential if the pupil is to understand the meaning and value of good health as factors in achieving one's potential for effective living."

This quote is from the Statement of Philosophy of the Community Unit School District 220 K-12 Health Curriculum. The Drug Awareness units state: "Since drugs are prevalent in today's society, students need to learn about drugs and their effects on the mind and body...Students can make wise, healthy decisions about the avoidance of drugs, only if they are well informed." From first through eighth grades, the health curriculum uses text, workbooks, films, role play, discussions, and many other enrichment possibilities to help children become aware of medicines and drugs and their role in our lives.



ST. ANNE SCHOOL

Two teachers, Jan Hamilton (2nd grade) and Gloria Morton (3rd grade) attended the Community Intervention workshop held here in June. They presented an overview of the workshop to the faculty and staff. Both felt they benefitted from understanding the kinds of chemical abuse our community is coping with, the impact it is having on families, and from gaining an insight to problems some of the children may be experiencing.

A chemical awareness curriculum is being incorporated in the kindergarten through third grade classrooms. Project Decide curriculum is used in grades 4-8.

Parent networking continues as a top priority; several parents attended the parent networking workshop in October.

MIDDLE SCHOOL

The Drug-Alcohol Intervention Policy is distributed to parents in fall; its Philosophy Statement reads:

"Basic responsibility for educating children about the hazards of drug use, as well as establishing and enforcing a no-drug-use standard, begins at home and rests with the parents. Barrington Middle School addresses the issue of chemical use in our society by emphasizing prevention through educational awareness.

"It is during these critical middle school years that our students, some of whom may be starting to experiment with chemicals, must understand that their school will not tolerate the use of drugs and alcohol. If intervention is necessary, BMS has established procedures that sets clear consequences regarding a student's use of chemicals. Suspension and participation in an Insight Program are required for those students who violate the school's commitment to drug-free youth."

High School

INSIGHT: In '87-'88 56 students were in 11 Insight Groups as an alternative to suspension. Most had violated the Co-curricular code or the school's rule against use at school-sponsored events. Several participated at their parents' request and one was a self-referral.

LEADERSHIP: Over 50 students participated in 7 Leadership Groups composed of captains of all varsity teams.

CONCERNED PERSONS: Four Concerned Persons Groups met with 40 participants. Students worked on ways to avoid enabling friends or family members who are addicted; issues they face as a result of the relationship were discussed. These groups continue to meet.

AFTER-CARE: Twenty students met daily as a support group after treatment for chemical dependency and/or beginning an Alcoholics or Narcotics Anonymous program. This may expand to 2 groups in '88-'89.

OTHER GROUPS: Groups provide support for students with special needs, e.g., those affected by divorce, those returning from psychiatric hospitalization. Freshmen who had trouble adjusting to high school were assigned to small study halls where teachers helped with study skills. One day a week a Core Team facilitator held a support group session.

PFC'S: After training, PFC's worked with Middle School students in small groups during Chemical Awareness month, met with groups of sixth graders to discuss the transition to Middle School, and led discussion groups of seventh graders in a "Movin' on to Eighth Grade" program. The peer counseling program is jointly sponsored by BHS and Barrington Youth Services.

ELEMENTARY

The Elementary Drug and Alcohol Advisory Committee, comprised of parent and staff representatives from each elementary school, meets regularly. Its purpose is to increase awareness and educate staff, parents and students to prevent the use and abuse of alcohol and other drugs by elementary age students.

There is a referral process in each elementary school when chemical use is suspected. Parental concerns may be directed to the classroom teacher or the building principal. If it is deemed appropriate, students will be referred to specially trained building staff.

Credits

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New problems

In the "good ol' days" of the '40s, a teacher or school administrator was dealing with discipline problems that revolved around talking, chewing gum, making noise, running in the halls, staying in line, wearing improper clothing, and not putting paper in the wastebaskets.

According to statistics from the Fullerton (CA) Police Dept. and Calif. Dept. of Education, these are the problems schools face in the '80s: alcohol and other drug abuse; pregnancy; suicide; rape; robbery; assault; burglary; arson; bombings; murder; absenteeism; vandalism; extortion; gang warfare; abortion; venereal disease.

ABCDE GOALS:

PURPOSE

ABCDE is a community action group made up of concerned citizens including social service representatives, parents, school personnel, students, clergy and other interested people organized for the purpose of preventing the use of alcohol-drugs among the youth in the Barrington area communities.

To this end we shall promote awareness of the problem, inform parents and students of the potential dangers and symptoms of alcohol and other drug abuse, and support those who take the position that the use of alcohol-drugs among school age children is inappropriate.

FINANCES

Individuals and group donations have provided funds for ABCDE workshops, CHOICES, parent networking training workshops, and other educational activities. Increased support from area villages has been gratifying and allows ABCDE to continue educational efforts. Many thanks to all donors.

Any group may request a Board Member to explain the task force approach of ABCDE.



March May 12

Watch the Just Say No March on the afternoon of May 12. It is important to the 4th, 5th, and 6th grade students to have YOU at curbside.

INFORMATION

Public awareness and education are the purposes of the ABCDE newsletter CHOICES; it is mailed to almost 14,000 households and businesses in School District 220. The Chamber of Commerce and Welcome Wagon distribute copies to new homeowners as well. The content gives drug prevention and intervention information, suggestions, and resources for help which brings together all residents, police, church and school personnel in the common community goal: to fight drug use by school age youth.

The Barrington Area Public Library provides books and pamphlets as well as film information specifically related to alcohol and other drugs. Some church libraries have a drug information collection.



ALTERNATIVE ACTIVITIES

All agencies and organizations which serve youth and their families are encouraged to provide and publicize activities which are not oriented to alcohol and other drugs. This gives support to young people who do not use drugs, provides healthy alternative activity opportunities to those recovering from chemical dependency, and to those trying to stop their pattern of alcohol-drug use.

ABCDE
PO BOX 768 Barrington, IL 60011

I WOULD LIKE TO HELP FIGHT DRUG USE BY SCHOOL-AGE YOUTH

Enclosed is a tax deductible donation
 Send program suggestions for my organization
 Have a parent networking rep. call me

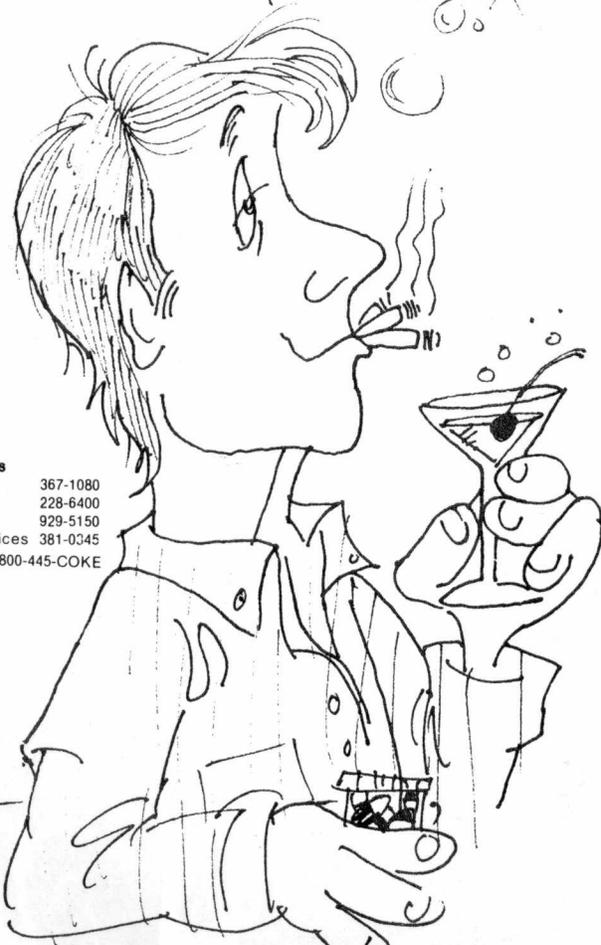
Name: _____ Address: _____

City: _____ State: _____ Zip: _____

Home Phone: _____ Office Phone: _____

**MEMBER: National Federation of Parents for Drug-Free Youth
Illinois Drug Education Alliance**

my friend has a problem



24-Hour Crisis Hotlines
 CONNECTION 367-1080
 Talk Line 228-6400
 Metro Help 929-5150
 Barrington Youth Services 381-0345
 IL Cocaine Hotline 1-800-445-COKE

... where can he get help?

MAKE SURE THE HELP YOU SEEK MATCHES THE NEED

Individual and-or Family Counseling
 Barrington Youth Services (fee on sliding scale) 381-0345
 Family Services of South Lake County (fee on sliding scale) 381-4981

Private Counselors, see Yellow Pages under "Psychologist"

In-Patient and-or Out-Patient Care for Chemical Use, Abuse, Dependency
 Addiction Recovery Corp. (ARC) Hoffman Estates 882-0070

Alexian Brothers Medical Center 981-3524
 Forest Hospital, Des Plaines 635-4100
 Good Shepherd Hospital, Barrington 381-9600
 Interventions-Contact Youth Clinic, Wauconda 526-0404
 Lake County Health Dept., Substance Abuse, Waukegan 689-6770
 Lovellton, Elgin 695-0077
 Lutheran General Hospital Alcoholism Treatment Center, Park Ridge 696-7715
 Northern Illinois Council on Alcoholism & Substance Abuse 244-4434
 Parkside Lodge, Mundelein 634-2020
 Renz Addiction Counseling Center, Elgin 742-3545
Other care facilities, see Yellow Pages under "Alcoholism Information and Treatment" or Drug Abuse and Addiction Information..."

Support Groups for Persons with Chemical Dependency Problems

Alcoholics Anonymous* (Person with problem must make the call):
 Barrington 359-3311
 Carpentersville 741-5445
 Cary, Fox River Grove, Wauconda (815) 455-3311
 Hoffman Estates, Bartlett 893-2300
 AA Hearing Impaired 635-4100
 Cocaine Anonymous 583-4433
 Narcotics Anonymous 346-9043
 Self-Help Group, 115 Lincoln, Barrington before 6 p.m. 381-0524
 after 6 p.m. 639-1667

Support Groups for Family and Friends of Persons with Chemical Dependency

Al-Anon (family), Al-Atteen (teen relatives, friends) 358-0338
 Families Anonymous (family and friends of drug abusers) 848-9090
 Adult Children of Alcoholics 929-4581
 New Wine Christian Club (family and chemical abusers) 526-5200 or 381-2986

Parent Support Group for families in crisis because of unacceptable adolescent behavior

Tough Love 577-3733
 Carpentersville Day, 428-3602 P.M., 428-2302
 Crystal Lake (815) 455-3213
 Elgin 695-4606
 Glencoe 835-4805
 Hoffman Estates 843-2000
 Parental Stress 427-6644

*There are at least sixteen AA groups in the Barrington area, while numerous Al-Anon groups meet here or nearby daily, day or evening. To learn more about AA or Al-Anon, attend an opening meeting at Langendorf Park, Barrington, EVERY SATURDAY, 8 p.m. 381-9824, or attend an open meeting at Still Waters Club, Pepper Lake Road, Barrington EVERY SATURDAY at 8 p.m.

This educational material is sent through the courtesy of School District 220, postage paid for by ABCDE

Barrington Community Unit School District 220
 310 E. James Street
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