

# Protecting Our Children 2018

A back-to-school guide for kids and parents to keep our community safe

**BULLYING  
HURTS**

Page 8-9

Parents and kids: roll the dice and play the

**school security game!**

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# Prescription drug abuse



"Oregon has one of the highest rates of prescription opioid misuse in the nation; more drug poisoning deaths involve prescription opioids than any other type of drug, including alcohol, methamphetamines, heroin and cocaine," the Oregon Health Authority states clearly on its website. Three Oregonians die every week from prescription opioid overdose, it says.

Overdose deaths involving prescription opioids have quadrupled since 1999, and so have sales of these prescription drugs. From 1999 to 2015, more than 183,000 people have died in the U.S. from overdoses related to prescription opioids. Opioid prescribing continues to fuel the epidemic. Today, nearly half of all U.S. opioid overdose deaths involve a prescription opioid. In 2015, more than 15,000 people died from overdoses involving prescription opioids. (Centers for Disease Control and Prevention.)

The most common drugs involved in prescription opioid overdose deaths include: Methadone, Oxycodone (such as OxyContin®, Percocet), and Hydrocodone (such as Vicodin®). Other types of opioids often prescribed are Oxymorphone (such as Opana),

Morphine, Codeine and Fentanyl. Among those who died from prescription opioid overdose between 1999 and 2014: Overdose rates were highest among people aged 25 to 54 years. Overdose rates were higher among non-Hispanic whites and American Indian or Alaskan Natives, compared to non-Hispanic blacks and Hispanics. Men were more likely to die from overdose, but the mortality gap between men and women is closing.

There is also risk of misuse, abuse and opioid use disorder (addiction) that are potential dangers. In 2014, almost 2 million Americans abused or were dependent on prescription opioids. As many as 1 in 4 people who receive prescription opioids long term for non-cancer pain in primary care settings struggles with addiction. Every day, over 1,000 people are treated in emergency departments for misusing opioids.

Every day, over 300 children in the United States ages 0 to 19 are treated in an emergency department, and two children die, as a result of being poisoned. It's not just chemicals in your home marked with clear warning labels that can be dangerous to children.

Everyday items in your home, such as household cleaners and medicines, can be poisonous to children as well. Medication dosing mistakes and unsupervised ingestions are common ways that children are poisoned. Active, curious children will often investigate—and sometimes try to eat or drink—anything that they can get into.

*Continued on Page 3*

## What's Your Message?

*Tips to help you raise healthy children in a culture of alcohol or drug use*

### ♦ How often do you open a beer or a bottle of wine when you get home from work?

While these can be relaxing, they also send a message to your children that alcohol is an important part of daily living. Think about replacing this with exercise, meditation or other activities that don't involve alcohol or drugs.

### ♦ How often do your kids feel powerful and successful?

Teens in recovery said they wish they had more control over their lives when they were younger. You can foster this by giving them self-esteem and confidence boosting activities such as hiking, learning a new skill and making simple choices. It's often the kids that feel lonely or lost that drift towards alcohol or drugs.

### ♦ Do you use teachable moments?

It's awkward to have "the talk", however it's easy to talk while watching TV. Saying, "Do you really think she would have made that bad decision if she hadn't been using drugs?" "That crash is exactly why I will never drink and drive and expect you not to either "can make your values and rules very clear on an ongoing basis and your child will be less likely to use alcohol or drugs.

### Stop

Take inventory of your child's well-being, activities, and sense of self

### Look

At who your child spends time with and what influences s/he is exposed to.

### Listen

To him or her/ Talk often.

### Call

For advice, support, and assistance.

### ♦ Do you talk yourself out of being worried?

The warning signs of teen alcohol and drug use can easily be credited to other things. "He's been working so hard, no wonder he can't stay awake." "I swear I had a \$20 bill on my dresser, but maybe I spent it and forgot." "I guess I make her friends uncomfortable because they never want to hang out at our house." Could you be in denial? **Have you noticed these warning signs?**

- ⇒ Skipping classes or not doing well in school
- ⇒ Anger or lack of cooperation
- ⇒ Physical changes (red eyes, runny nose)
- ⇒ Asking for money or suddenly having extra cash
- ⇒ Lack of interest in activities
- ⇒ Major mood changes
- ⇒ Loss of interest in own appearance
- ⇒ Change in friends
- ⇒ Heightened secrecy about actions or belongings

### ♦ Do your actions reflect your values?

It's tough knowing when to be a friend and when to be a parent. Local teens report that 77% of their parents have clear rules. What you say and do matters! Before you think about providing alcohol or hosting an underage drinking party, learn about our Social Host Law (ORS 471.410(3) and your liability, leading to large fines and possible jail time.

### ♦ Are you part of a faith community or other network to lend support when times get tough?

Young adults recovering from alcohol or drug use said they wish they had other things to turn to during difficulties, rather than isolating themselves even further by using alcohol or drugs to avoid their problems.



For more information call Hood River County Prevention Department at (541) 386-2500

## ¿Cual es Su Mensaje?

*Consejos para ayudarle a criar niños sanos en una cultura de consumo de alcohol o drogas*

### ♦ ¿Con qué frecuencia abre una cerveza o una botella de vino cuando llega a casa del trabajo?

Aunque esto pueda ser relajante, también envían un mensaje a sus hijos de que el alcohol es una parte importante de la vida diaria. Piense en reemplazar esto con ejercicio, meditación u otras actividades que no involucren alcohol o drogas.

### ♦ ¿Con qué frecuencia sus hijos se sienten poderosos y exitosos?

Los adolescentes en recuperación dijeron que desearían tener más control sobre sus vidas cuando eran más jóvenes. Usted puede promover esto al impulsar actividades como caminatas, el aprendizaje de una nueva habilidad y la toma de decisiones sencillas que impulsen su autoestima y la confianza. A menudo son los niños los que se sienten solos o perdidos que se inclinan hacia el alcohol o las drogas.

### ♦ ¿Utiliza momentos de enseñanza?

Es incómodo tener "la charla", sin embargo es fácil hablar mientras ve la televisión. Diciendo, "¿de verdad crees que habría tomado esa mala decisión si no hubiera estado usando drogas?" "ese accidente es exactamente por lo que nunca bebo y manejo y espero que usted tampoco lo haga" puede hacer que sus valores y reglas sean muy claros en forma continua y que su hijo será menos propenso de consumir alcohol o drogas.

### ♦ ¿Se convence de no preocuparse?

Las señales de advertencia de adolescente tomando alcohol y el uso de drogas se pueden ser fácilmente a otras cosas. "él ha estado trabajando tan duro, no es extraño que no pueda permanecer despierto." "te juro que tenía un billete de \$20 en mi vestido, pero tal vez lo gasté y se me olvidó." "supongo que hago que sus amigos se sientan incómodos porque nunca quieren pasar el rato en nuestra casa". ¿Podría negarse a aceptar? **¿Ha notado estas señales de advertencia?**

- ⇒ Salirse de la escuela o bajas calificaciones
- ⇒ Enojo o falta de cooperación
- ⇒ Cambios físicos (ojos rojos, moquillo)
- ⇒ Pide dinero o de repente tiene dinero extra
- ⇒ Falta de interés en las actividades
- ⇒ Cambios en el estado de ánimo
- ⇒ Pérdida de interés en su propia apariencia
- ⇒ Cambio de amigos
- ⇒ Secretos sobre acciones o pertenencias

### ♦ ¿Sus acciones reflejan sus valores?

Es difícil saber cuándo ser un amigo y cuándo ser padre. Los adolescentes locales informan que el 77% de sus padres tienen reglas claras. ¡Lo que dicen y hacen importa! Antes de pensar en proveer alcohol o en ser anfitrión de una fiesta para beber a menores de edad, aprenda acerca de nuestra ley de recepción social (ORS 471.410 (3) y su responsabilidad, llevando a grandes multas y posible tiempo de cárcel.

### ♦ ¿Es usted parte de una comunidad de fe u otra red para prestar apoyo cuando los tiempos se hacen difíciles?

Los jóvenes que se están recuperan del consumo de alcohol o drogas dijeron que desearían tener otras cosas a las que recurrir durante las dificultades, en lugar de aislarse aún más con el uso de alcohol o drogas para evitar sus problemas.

**Alto**  
Haga un inventario del bienestar, las actividades y el sentido de sí mismo de su hijo

**Mire**  
Con quién pasa tiempo su hijo y a qué influencias está expuesto.

**Escuche**  
A él / ella. Hablen seguido

**Llame**  
Para obtener consejo, apoyo y asistencia.



Para mas información llamen al Departamento de Prevención del Condado de Hood River (541) 386-2500

Thankfully, there are ways you can help poison-proof your home and protect the children you love.

Opioid medications are very powerful. They are very effective in treating acute pain, managing cancer pain, and managing end of life pain care. However, in Oregon and across the nation, there has been a dramatic increase in overdose deaths and hospitalizations due to prescription opioid pain medications. Long term use of opioids has some very serious side effects and is not as helpful as many other treatments. Unused opioid medications in the home may be misused. Taking too much opioid pain medication at once can stop a person's breathing and lead to death. Taking opioids together with alcohol or other sedatives increases this risk.

If your doctor prescribes you opioid pain medication, talk to your doctor about the benefits, risks and limitations of prescription pain medications, and other options to manage your pain. Be sure to tell your doctor about



other medications you are taking. Let your doctor know if you have a history of substance use disorder or a mental health disorder. Use the smallest amount of medication for the fewest number of days. Do not drive or operate machinery while taking opioids for pain. Store prescription pain medications in a SAFE, SECURE place, out of reach of others. Be aware of how much medication you have, and monitor the quantity. Use prescription pain medications only as instructed by your doctor. To help prevent misuse, do not sell or share your medication. Never use another person's prescription pain medication. Make a plan with your doctor for when and how to

stop, if a choice is made to use prescription pain medications. Make sure any unused medication is properly disposed of once it is no longer needed.

*Provided by David Skakel, Tri-County Hazardous Waste & Recycling Program*

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## Key Prevention Tips

### Don't keep it if you don't need it.

Safely dispose of unused, unneeded, or expired prescription drugs and over the counter drugs, vitamins, and supplements.

• DO take your pharmaceuticals to a Drug Take Back drop site for unwanted prescriptions:

- ✓ Hood River County - Courthouse, 309 Street, Hood River
- ✓ Wasco County - The Dalles Police Department, 401 Court Street, The Dalles
- ✓ Sherman County - Sheriff's Office, 500 Court Street, Moro.

• DON'T flush medicines down the drain or toilet. Flushing meds pollutes the water supply and wildlife.

• DON'T burn unwanted or expired medicines. Heat can dangerously alter the chemicals and release them into the air.

• If a drop site is not available, please DO follow these simple steps:

1. Empty any pills and liquid medications into a ziplock bag.
2. Add approximately 1-2 cups of fresh cat litter or used coffee grounds.
3. Add enough liquid to make the mate-

rial mushy. Mix the material together.

4. Press out any excess air & seal the bag.

5. Place the ziplock bag in a grocery bag, coffee can or other container.

6. Bury the container in your garbage.

### Lock medicine up and away.

Keep medicines and toxic products, such cleaning solutions and detergent pods, in their original packaging where children can't see or get them.

### Know the number.

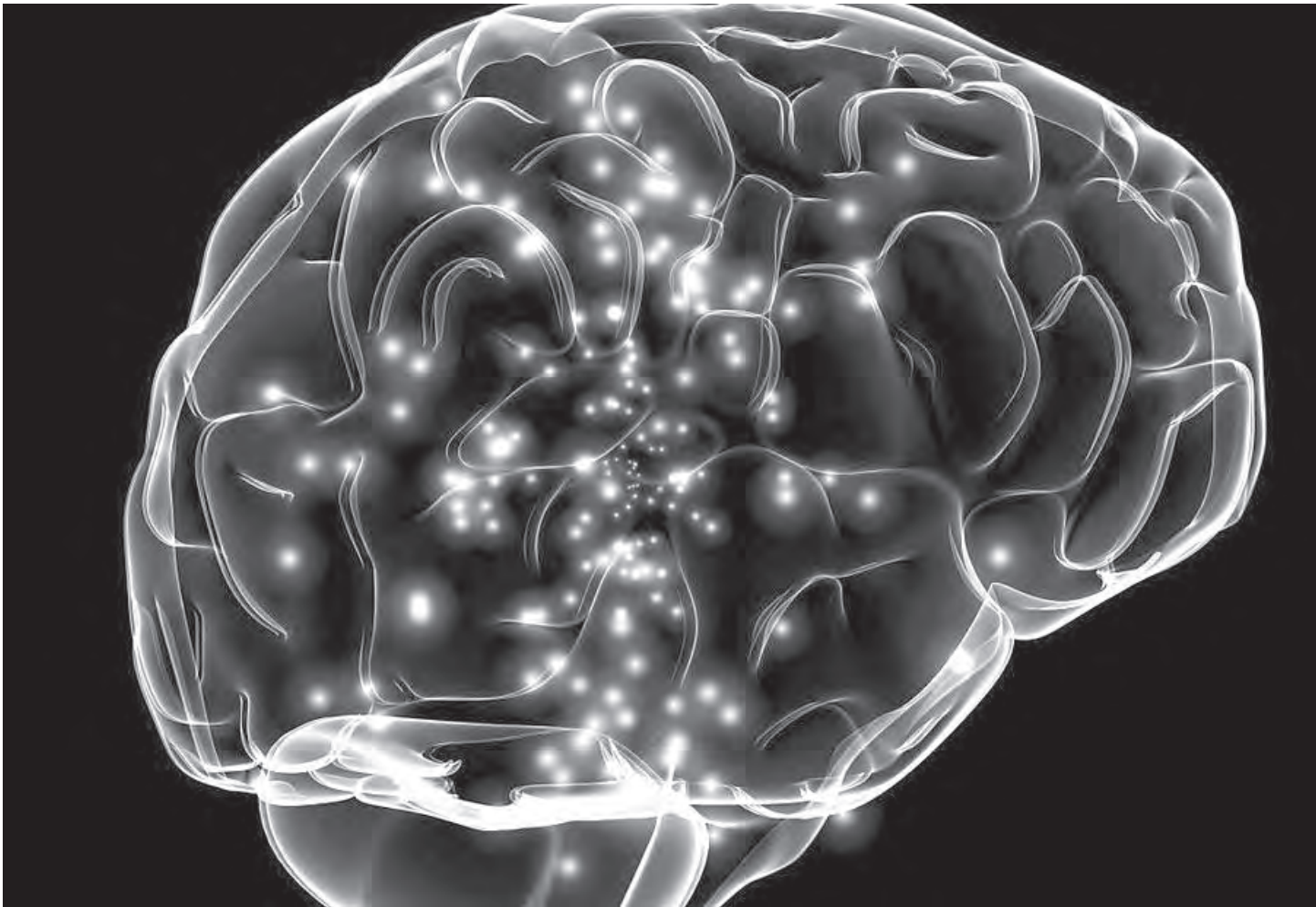
Put the nationwide poison control center phone number, 1-800-222-1222, on or near every telephone in your home and program it into your cell phone. Call the poison control center if you think a child has been poisoned but they are awake and alert; they can be reached 24 hours a day, seven days a week. Call 9-1-1 if you have a poison emergency and your child has collapsed or is not breathing.

### Read the label.

Follow label directions carefully and read all warnings when giving medicines to children.



# Protecting brain function in children



The brain is, well, amazing.

It has more than a billion cells. It helps us process information, it stores information. It helps us regulate our bodies and simply allows us to exist.

As parents, we want to do everything we can to help our children's brains grow and develop. It is an overwhelming task to say the least.

It is a task we begin tackling before our children are even born. During pregnancy, we are talking to the baby, listening to music and eating the right food for brain development.

Once baby is here, the work really starts. In the first year of a child's life, his or her brain doubles in size. As it grows, parents can find different ways to help develop the brain and strengthen it.

Find ways to introduce language to your child. Talk to him or her — even when they are infants. You may just talk out loud, describing what you are doing. It may feel strange at

first but it will have a huge impact on a child's language development.

As your baby grows, respond to their efforts to communicate. It reinforces those developing skills.

Reading is always a great way to introduce language. Most parenting organizations and experts recommend reading to your child daily. And as your child goes from baby to student, the daily reading will be a way to build reading skills. The National Education Association recommends reading daily with your child, especially as you are getting him or her ready for school because it gives you an opportunity to talk about the story.

Developing your child's brain goes beyond just language skills. At an early age, you will want to think about enriching their sensory experiences. This idea of sensory integration is important for integrating the whole body. Hands-on activities that will help your child explore sounds, touch, smells, movement and

vision.

The sensory system helps us organize our bodies and make sense of the world, including using the right amount of pressure when writing or shaking a hand, filtering out distracting sounds, tolerating different textures, coordinating our eyes. The senses help us put

on a shoe, brush our teeth, catch a ball and write.

Sensory-rich play can help your child make important brain connections, allowing them to learn how to respond to outside stimuli without it being overwhelming causing them to overreact.

A National Institute of Health article summed up play nicely. Playing is a kid's job. Through play, a child learns to problem solve, gets to make decisions, must cooperate with peers and even learns how to play by themselves.

As we talk about developing our children's brains, we also should consider food and how they could affect brain development.

Eggs, for instance, can help with concentration. Greens like spinach and kale can help brain cells grow and may help with memory issues in adulthood. Fats found in Greek yogurt can help maintain brain cells, ensuring they are sending messages.

Fish like salmon can help protect brain from declining mental skills. Nuts, including nut spreads, have essential fatty acids and can help with mood and help keep the nervous system working. Oatmeal is a good source of fiber and can help keep arteries clear. According to WebMD, children who ate oatmeal instead of a sugary cereal performed better on memory-related activities.

And don't forget the fruit. Apples and plums have the antioxidant quercetin that can help fight decline in mental skills.

As we talk about developing the brain and preparing children for school — and life — we need to talk about screen time. Screens are everywhere and it is challenging to not expose children to iPads, phones, TVs and even games.

*Continued on Page 5*

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#### Technology Use Guidelines for Children and Youth

Developmental Age	How Much?	Non-violent TV	Handheld devices	Non-violent video games	Violent video games	Online violent video games and or pornography
0-2 years	none	never	never	never	never	never
3-5 years	1 hour/day	okay	never	never	never	never
6-12 years	2 hours/day	okay	never	never	never	never
13-18 years	2 hours/day	okay	okay	limit to 30 minutes/day	never	never

© Zone'in Programs Inc. 2014

So no one really wants to talk about screen time. Screens are everywhere and trying to not engage or expose our children to ipads, phones, TV and games seems overwhelming.

According to Zone'in Workshops, an organization dedicated to sensory processing, children are using four to five times the amount of technology recommended by experts. This attachment to screens is linked to developmental delays, obesity, attention deficit as well as behavioral disorders.

But it is hard to just take away access, especially since it is part of how we communicate and work. It does come down to finding balance. As a parent, you can set limits on screen time, enforce those limits, teach children to prioritize activities over screen time and set an

example.

The American Association of Pediatrics has screen-time kit that families can fill out. It can be found at [www.healthychildren.org/English/media/Pages/default.aspx#home](http://www.healthychildren.org/English/media/Pages/default.aspx#home).

Zone'in Workshop has a chart on their website, [www.zoneinworkshops.com](http://www.zoneinworkshops.com), that can help you find the right amount of screen time. Generally, children 0 to 2 should not get screen time. Children 3 to 5 years old can have about one hour a day of TV time. Six to 12 years old can have about two hours a day, while 13 to 18 years old can have about two hours a day and limited time with video games.

*Provided by Annette Broddie, OTR/L, Kidsense*

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# A disturbing trend among young people

Are you aware of a hot new trend with young people?

It is time to go back to school, and as a parent or guardian you might be focused on school supplies, the bus schedule, or how to handle lunches. You may think the hot new trends just apply to clothes, shoes or backpacks. Likely you are not even thinking about your youth being exposed to e-cigarettes, also known as vaping.

E-cigarette use among youth has gone up dramatically in the past few years across the nation, and Hood River is not exempt from this trend. E-cigarettes can be addictive, can harm brain development, and can lead to other risky behavior.



E-cigarettes come in small devices that are easily disguised. Some look like thumb drives, and plug into a computer to charge. Most of the fluids used in these devices contain either nicotine or marijuana.

Most kids do not smoke or vape. So, it is important to let your child know: not everyone is trying it, it is dangerous, and you do not want them to try it. Kids hear adults, even if they pretend to not to be listening.

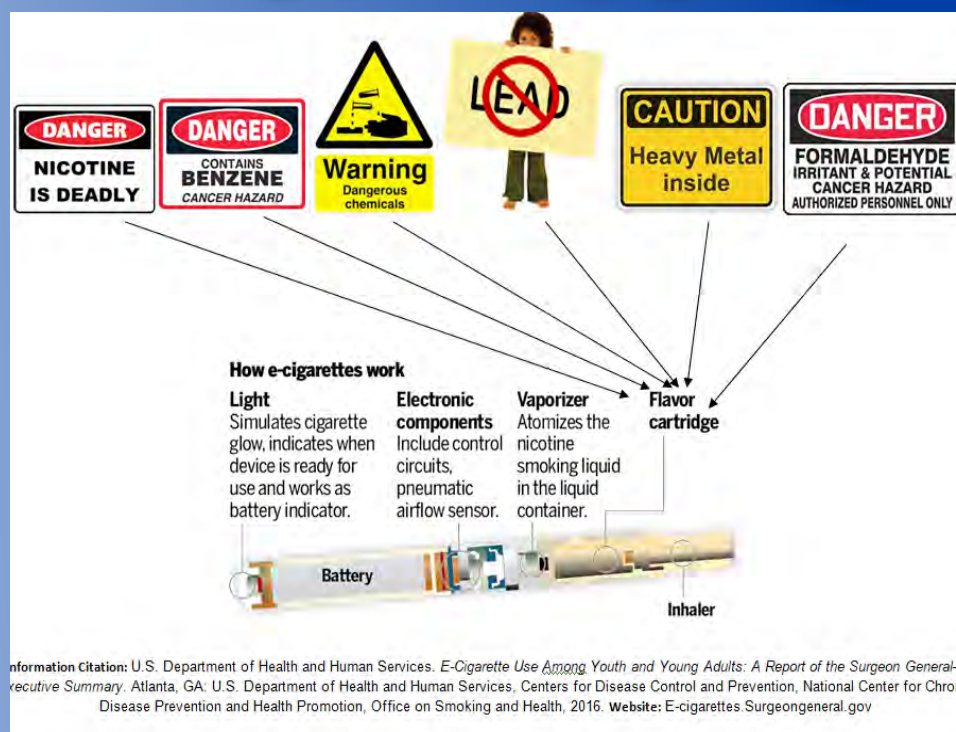
For a great resource on e-cigarettes go to: [e-cigarettes.surgeongeneral.gov](http://e-cigarettes.surgeongeneral.gov).

To get information in Spanish click on the resources tab.

On this website you will get the facts, learn about the risks, get suggestions on how to take action, get a parent tip sheet about how to talk to your youth and find out more about e-cigarettes.

Protect your young people by talking to them about the hazards of e-cigarettes and vaping.

For more information contact the Hood River County Prevention Department at 541-386-2500.



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# Child Care Partners

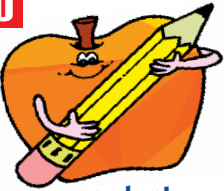










CCR&R of Gilliam, Hood River, Sherman, Wasco, and Wheeler Counties

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Parents and kids: roll the dice and play the

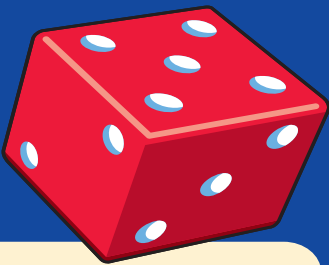
# school security



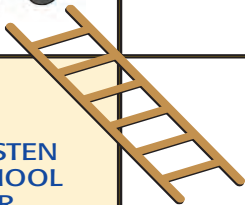

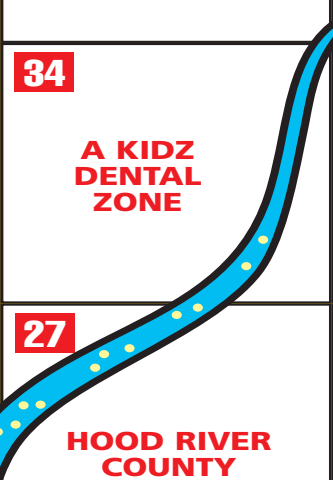



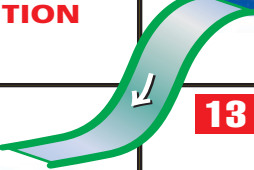


<b>60</b>  Congratulations!	<b>59</b> I DROVE PAST A SCHOOL BUS THAT WAS STATIONARY WITH ITS LIGHTS FLASHING. <b>LOSE POINTS!</b>	<b>58</b> <b>ROSAUERS &amp; HUCKLEBERRY'S</b>	<b>57</b> I never hold onto the back of the bus.	<b>56</b> 	<b>55</b> <b>PACIFIC NORTHWEST FEDERAL CREDIT UNION</b>
<b>41</b> 	<b>42</b> <b>RACHEL'S CORNER</b>	<b>43</b> I slow down on icy roads.	<b>44</b> 	<b>45</b> <b>JEANNE SREENAN, AMERICAN FAMILY INSURANCE</b>	<b>46</b> Before crossing in front of a school bus, I take ten steps to assure enough distance.
<b>40</b> 	<b>39</b> I remain seated when the bus is in motion.	<b>38</b> I make sure the driver has clearly seen me before crossing in front of the bus.	<b>37</b> <b>CASCADE EYE CENTER</b>	<b>36</b> 	<b>35</b> I stop at least 15 feet from a bus with its flashers on.
<b>21</b> <b>HOOD RIVER SHERIFF'S OFFICE</b>	<b>22</b> 	<b>23</b> When I see a bus with its lights flashing, I slow down.	<b>24</b> 	<b>25</b> <b>CHILD CARE PARTNERS</b>	<b>26</b> I keep my head, arms and legs inside the bus.
<b>20</b> I don't distract the driver.	<b>19</b> <b>PROVIDENCE HOOD RIVER MEMORIAL HOSPITAL</b>	<b>18</b> I get onto the bus in an orderly fashion.	<b>17</b> 	<b>16</b> <b>PIETRO'S PIZZA &amp; GALLERY OF GAMES</b>	<b>15</b> I ALWAYS LISTEN TO THE SCHOOL MONITOR.
<b>1</b>  <b>START HERE</b>	<b>2</b> I clean my car's windows for better visibility.	<b>3</b> 	<b>4</b> <b>TRI-COUNTY HAZARDOUS WASTE &amp; RECYCLING PROGRAM</b>	<b>5</b> I NEVER DRIVE PAST A BUS THAT IS STATIONARY WITH ITS LIGHTS FLASHING.	<b>6</b> I stand in single file on the sidewalk and patiently wait for the bus.



# game!

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54 As the driver, I frequently inspect my vehicle.	53 	52 I keep the bus aisle clear, and never place anything in it.	51 <b>PAPA MURPHY'S TAKE-N-BAKE PIZZA</b>
47 	48 I DIDN'T LISTEN TO THE SCHOOL MONITOR. <b>LOSE POINTS!</b>	49  <b>HOOD RIVER EMERGENCY MANAGEMENT</b>	50 I am more careful in school zones in the winter.
34 <b>A KIDZ DENTAL ZONE</b>	33 	32 I move away from the bus after getting off.	31 <b>POINT S TIRES</b>
27  <b>HOOD RIVER COUNTY PREVENTION</b>	28 	29  <b>HOOD RIVER NEWS</b>	30 In a school zone I never drive faster than 20 mph.
14 	13  <b>MID-COLUMBIA CENTER FOR LIVING</b>	12 If I drop something under the bus, I inform the driver and wait for instructions.	11 <b>KIDSENSE</b>
7 <b>SIX RIVERS DISPUTE RESOLUTION CENTER</b>	8 	9 When getting ready to board the bus, I wait for it to come to a complete stop before approaching it.	10 

## Safe'n Sound!

They're so small, but already we must let them try their own wings, or at least their own school bus! Even though the school year is half over, it's important to remind them about school bus safety. The dangers are even greater in the winter when children are wearing cumbersome winter clothes.

A child under the age of 10 that takes a bus alone at the corner of a street, or along a country road, should always be accompanied by an adult, especially if there's no sidewalk. Older children should follow vital security precautions: always look left and right before crossing the street; as the bus approaches, the child must take five steps back; once inside the bus, the child should go to his place and sit as quickly as possible, without running, and remain seated until the bus arrives at its destination and makes a complete stop.

Remind your child of the three danger zones around a bus: the front, the back and the sides. If the child drops something near the bus, he should ask the driver permission to retrieve it. To avoid this type of situation, ensure that the child has his backpack closed tightly and his hands free.

Finally, pay particular attention to the clothing worn by your child. Although a long, multi-coloured scarf adds a touch of fun, it presents a great danger of suffocation, even for older children. The scarf can be caught on all sorts of objects and tighten around the neck of the child, preventing him from breathing. Instead, choose neck-warmers or ski-masks.



Once the bus arrives, get your child used to stepping back at least five paces so he can be seen by the driver at all times.



# Creating a community without violence

## ***Creating a community without violence starts with how we teach children consent and empathy for others.***

***These messages can be practiced with children from birth, and impact children's development and relationships with others. Here are some examples of messages to kids by age group.***

### **For Children Ages 1-5**

Teach children to ask permission before touching or embracing a playmate. Use language such as, "Sarah, let's ask Joe if he would like to hug bye-bye." If Joe says "no" to this request, cheerfully tell your child, "That's ok, Sarah! Let's wave bye-bye to Joe and blow him a kiss!"

Help create empathy within your child by explaining how something they have done may have hurt someone. Use language like, "I know you wanted that toy, but when you hit Mikey, it hurt him and he felt very sad. And we don't want Mikey to feel sad because we hurt him."

Teach kids to help others who may be in trouble. Talk to kids about helping other children, and alerting trusted grown-ups when others need help. Ask your child to watch interactions and notice what is happening. Use the family pet as an example, "Oh, it looks like the kitty's tail is stuck! We have to help her!" Praise your child for assisting others who need help, but remind them that if a grown-up needs help with anything, that it is another? grown-up's job to help. Praise your child for alerting you to people who are in distress, so that the appropriate help can be provided.

Teach your kids that "no" and "stop" are important words and should be honored. Also teach your child that their "no's" are to be honored. Explain that just like we always

stop doing something when someone says "no", that our friends need to always stop when we say "no" too.

Encourage children to read facial expressions and other body language: Scared, happy, sad, frustrated, angry, and more. Charade-style guessing games with expressions are a great way to teach children how to read body language.

Never force a child to hug, touch or kiss anybody, for any reason. If Grandma is demanding a kiss, and your child is resistant, offer alternatives by saying something like, "Would you rather give Grandma a high-five or blow her a kiss, maybe?" You can always explain to Grandma later what you're doing and why.

Model consent by asking for permission to help wash your child's body. Keep it upbeat and always honor the child's request to not be touched. "Can I wash your back now? How about your feet? How about your bottom?" If the child says "no" then hand them the washcloth and say, "Cool! Your booty needs a wash. Go for it!"

Give children the opportunity to say yes or no in everyday choices too. Let them choose clothing and have a say in what they wear, what they play, or how they do their hair. Obviously there are times when you have to step in (when your child wants to wear a sundress in the dead of winter would be one of those times!), but help them understand that you heard their voice and that it mattered to you, but that you want to keep them safe and healthy.

Allow children to talk about their body in any way they want, without shame. Teach them correct words for their genitals, and make yourself a safe place for talking about bodies and sex. Say, "I'm so glad you asked me that!" If you don't know how to answer their questions the right way just then, say, "I'm glad you're asking me about this, but I want to look into it. Can we talk about it after dinner?" And make sure you follow-up with them when you say you will.

Talk about "gut feelings" or instincts. Sometimes things make us feel weird, or scared, or yucky and we don't know why. Ask your child if that has ever happened with them and listen quietly as they explain. Teach them that this "belly voice" is sometimes correct, and that if they ever have a gut feeling that

is confusing, they can always come to you for help in sorting through their feelings and making decisions.

"Use your words." Don't answer and respond to temper tantrums. Ask your child to use words, even just simple words, to tell you what's going on.

### **For Children Ages 5-12**

Teach kids that the way their bodies are changing is great, but can sometimes be confusing. The way you talk about these changes — whether it is loose teeth or pimples and pubic hair — will show your willingness to talk about other sensitive subjects.

Encourage them to talk about what feels good and what doesn't. Do you like to be tickled? Do you like to be dizzy? What else? What doesn't feel good? Being sick, maybe? Or when another kid hurts you? Leave space for your child to talk about anything else that comes to mind.

Remind your child that everything they're going through is natural, growing up happens to all of us.

Teach kids how to use safewords during play, and help them negotiate a safeword to use with their friends. At this age, saying "no" may be part of the play, so they need to have one word that will stop all activity. Maybe it's a silly one like "Peanut Butter" or a serious one like, "I really mean it!" Whatever works for all of them is good.

Teach kids to stop their play every once in a while to check in with one another. Teach them to take a time out every so often, to make sure everyone's feeling okay.

Encourage kids to watch each other's facial expressions during play to be sure everyone's happy and on the same page.

Help kids interpret what they see on the playground and with friends. Ask what they could do or could have done differently to help. Give them big props for talking to you about tough subjects.

Don't tease kids for their boy-girl friendships, or for having crushes. Whatever they feel is okay. If their friendship with someone else seems like a crush, don't mention it. You can ask them open-ended questions like, "How is your friendship with Sarah going?" and be prepared to talk — or not talk — about it.

Teach children that their behaviors affect

others. Ask them to observe how people respond when other people make noise or litter. Ask them what they think will happen as a result. Will someone else have to clean up the litter? Will someone be scared? Explain to kids how the choices they make affect others and talk about when are good times to be loud, and what are good spaces to be messy.

Teach kids to look for opportunities to help. Can they pick up the litter? Can they be more quiet so as not to interrupt someone's reading on the bus? Can they offer to help carry something or hold a door open? All of this teaches kids that they have a role to play in helping ease both proverbial and literal loads.

### **For Teens and Young Adults**

Education about "good touch/bad touch" remains crucial, particularly in middle school. This is an age where various "touch games" emerge: butt-slapping, snapping bra straps, boys hitting one another in the genitals, and pinching each other's nipples to cause pain. When kids talk about these games, a trend emerges where boys explain that they think the girls like it, but the girls explain that they do not. We must get kids talking about the ways in which these games impact other people.

Build teens' self-esteem. In middle school, bullying shifts to specifically target identity, and self-esteem starts to plummet around age 13. By age 17, 78% of girls report hating their bodies. Remark to them regularly about their talents, their skills, their kindness, as well as their appearance. Even if they shrug you off with a, "Dad I know!" It's always good to hear the things that make you great.

Continue having "relationship talks" with middle schoolers, but start incorporating information about consent. Ask questions like, "How do you know whether your partner is ready to kiss you?" and "How do you think you can tell if someone is interested in you?" This is a great time to explain enthusiastic consent. About asking permission to kiss or touch a partner. Explain only "yes" means "yes". Don't wait for your partner to say "no" to look for consent.

Nip "locker room talk" in the bud. Middle school is the age where sex-talk begins in

*Continued on Page 11*



gender-segregated environments, like locker rooms and sleep overs. Crushes and desire are normal and healthy, but we need to model how to talk about our crushes as whole people. If you overhear a kid say, "She's a hot piece of a\*\*!" You could say, "Hey, I think she's more than just an a\*\*!" You can keep it jokey, they'll roll their eyes at you, but it sinks in.

It's common, and perfectly okay, to be overwhelmed or confused by new hormonal feelings. Tell your kids that no matter what they're feeling, they can talk to you about it. But their feelings, desires and needs are not one's responsibility but their own. They still need to practice kindness and respect for everyone around them.

Mentor teenage and college-aged boys and young men about what masculinity is. Ask what hasn't been so good about our culture of masculinity in the past. How can we build a more inclusive form of masculinity that embraces all identities and types of guys and men: from jocks to theater folks to everyday you-and-me? These conversations can encourage a non-violent form of masculinity for the future.

Talk honestly with kids about partying. Make it clear that you don't want them drinking or using drugs, but that you know kids party and you want your kids to be informed. Ask them questions about how they are going to keep themselves and others safe. Be careful about

the language you use with your kids about partying. The responsibility is never on the victim to have prevented his or her assault. It is always on the perpetrator to make the right decision and not harm anyone.

Keep talking about sexuality and consent with teens as they start having serious relationships. Yeah, they'll tell you they know it all, but continuing the conversation about healthy consent, respecting our partners and healthy sexuality shows them how important these themes and your family values are to you. It also normalizes talking about consent, so talking openly and respectfully with partners becomes second nature to teens.

Teens are curious and eager to have more information about sexual assault, consent, and healthy sexuality. They want to learn, and they will find a way to get information about sex. If you are the one providing that information — lovingly, honestly, and consistently — they will carry that information and the values you want to provide out into the world with them. Having good information encourages kids to be UPstanders, not bystanders. Not only does the world need more UPstanders, but kids really want to be a force for good. And we can give them the tools to do so.

*Provided by HAVEN,  
adapted from The Good Men Project*

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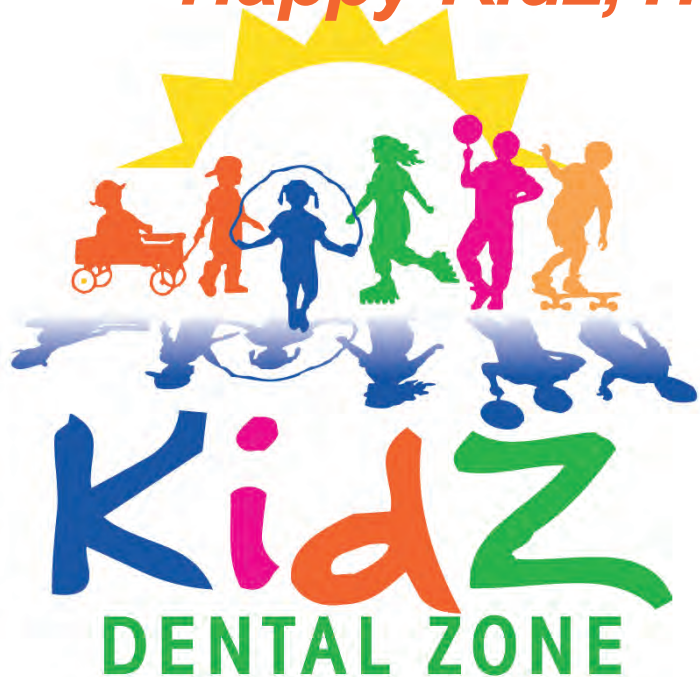
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# Talking about drug use is never easy

Why do young people use marijuana? Young people start using marijuana for many reasons. Curiosity, peer pressure, and the desire to fit in with friends are common ones. Those who have already begun to smoke cigarettes or use alcohol — or both — are at increased risk for marijuana use as well. And people who have untreated mental health disorders (such as depression, anxiety, conduct disorder, or ADHD) or who have experienced trauma are at increased risk of using marijuana and other drugs at an early age.

For some, drug use begins as a means of coping with anxiety, anger, depression, boredom, and other unpleasant feelings. But, in fact, being high can be a way of simply avoiding the problems and challenges of growing up. Research also suggests that family members' use of alcohol and drugs plays a strong role in whether a young person starts using drugs. Parents, grandparents, and older siblings are models that children follow. Indeed, all aspects of a teen's environment — home, school, and community — can influence whether he or she will try drugs.

How can I prevent my child from using marijuana? There is no magic bullet for preventing teen drug use. But research shows parents have a big influence on their teens, even when it doesn't seem that way. Talk openly with your children and stay actively engaged in their lives. To help you get started, the next section provides some key points about marijuana research findings that you can share with your kids to help them sort out fact from myth and help them make the best

decisions they can. These key points address the types of questions and comments that we receive from teens every day on our NIDA for Teens website and blog. Following that brief section, the FAQs and additional resources will equip you with even more information.

Did you know that marijuana is addictive? Despite common belief, repeated marijuana use can lead to addiction, which means that people can have trouble quitting, even if it is having a negative impact on their lives. Research suggests that about 30 percent of people who use marijuana have some level of marijuana use disorder even if they are not yet addicted.

1. People who begin using marijuana before the age of 18 are more likely to develop a marijuana use disorder than adults.

2. Among youth receiving substance use disorder treatment, marijuana accounts for the largest percentage of admissions — almost 50 percent among those 12 to 17 years old.

Marijuana is unsafe if you're behind the wheel. Marijuana impairs judgment and many other skills needed for safe driving: alertness, concentration, coordination, and reaction time. Marijuana use makes it difficult to judge distances and react to signals and sounds on the road. Marijuana is the most commonly identified illegal drug in deadly crashes, sometimes in combination with alcohol or other drugs. By itself, marijuana is thought to roughly double a driver's chances of being in a crash,

and the combination of marijuana and even small amounts of alcohol is even more dangerous — more so than either substance alone.

Marijuana is linked to school failure, lower income, and poorer quality of life. Marijuana has negative effects on attention, motivation, memory, and learning that can persist after the drug's immediate effects wear off — especially in people who use regularly. Someone who uses marijuana daily may be functioning at a reduced intellectual level most or all of the time. Compared with their nonsmoking peers, students who use marijuana are more likely to drop out of high school. People who use marijuana regularly for a long

time report decreased overall life satisfaction, including poorer mental and physical health, memory and relationship problems, lower salaries, and less career success.

Marijuana is linked to some mental illnesses. Although scientists don't yet fully understand how the use of marijuana might impact

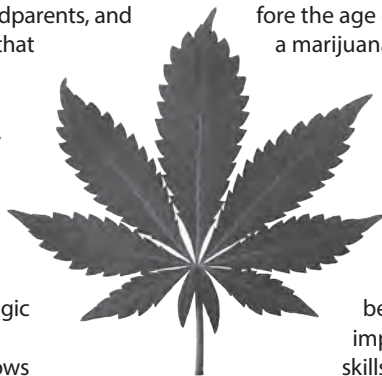
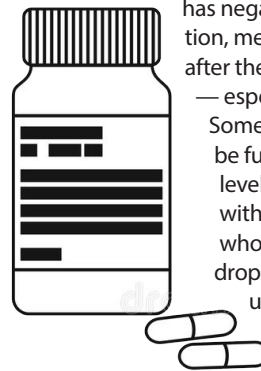
the development of mental illness, high doses can bring on a panic attack or even acute psychosis — thinking that is detached from reality, sometimes including hallucinations. In people who already have the severe mental illness schizophrenia (involving symptoms such as hallucinations, paranoia, and disorganized thinking), marijuana use can worsen its symptoms. Also, evidence suggests that early marijuana use may increase the risk of psychotic disorders among those at higher genetic risk for these disorders.

If you would like a copy of the complete booklet, call the Hood River County Prevention Department at 541-386-2500 or go online to the link below.

NIDA. (2016, June 29). Marijuana: Facts Parents Need to Know.

<https://www.drugabuse.gov/publications/marijuana-facts-parents-need-to-know>

*Provided by Nora D. Volkow, M.D.  
National Institute on Drug Abuse*



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# Take steps to prevent underage drinking

Why should we try to prevent underage drinking?

History shows that underage drinking physically hurts youth, and hurts communities financially and emotionally. Science has also proven that underage alcohol use alters the developing brain which can contribute to addiction and other drug use disorders.

According to a 2013 report, Underage Drinking cost Oregonians \$0.6 billion a year, from effects such as youth violence, youth traffic crashes, high-risk sex (ages 14-20 years old), property and public order crime, youth injury, poisonings and psychoses, fetal alcohol syndrome among mothers aged 15-20 years, and youth alcohol treatment.

Each of these financial

costs also involve pain and suffering which takes a toll on the health of individuals and the community.

Underage drinking can be prevented, and according to The Substance Abuse Mental Health Service Administration-

tion (SAMHSA), one of the best methods is for parents and adults to talk to kids about underage drinking. They give 5 tips for talking to youth about underage drinking:

1. Show you disapprove of underage drinking.
2. Show you care about your child's happiness and well being.
3. Show you're a good source of information about alcohol.
4. Show you're paying attention and you'll notice if your child drinks.
5. Build your child's skills and strategies for avoiding underage drinking.

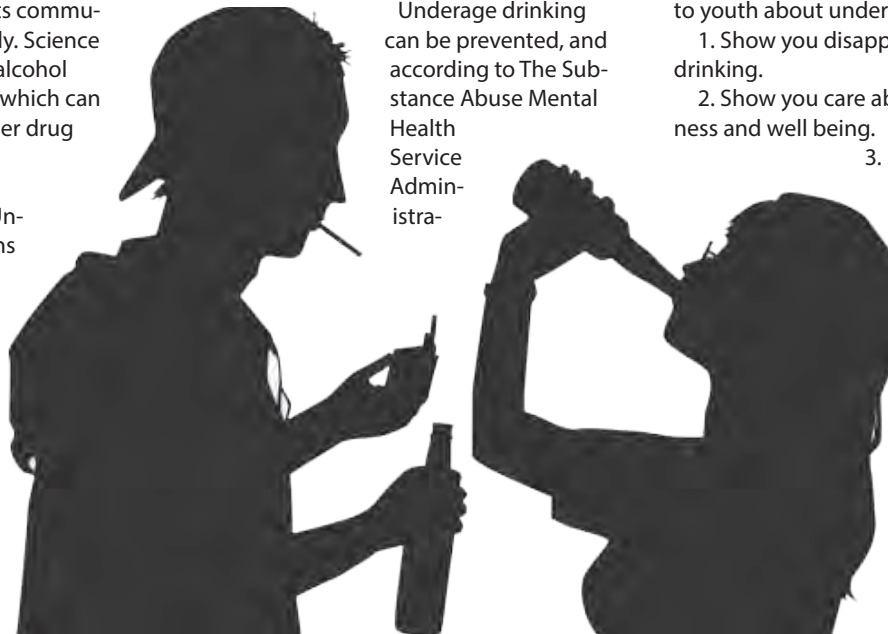
In addition to talking to youth we can create, promote and enforce laws that

minimize youth exposure to alcohol. We can also educate youth and the community about the adverse effects of underage alcohol use and prevention strategies.

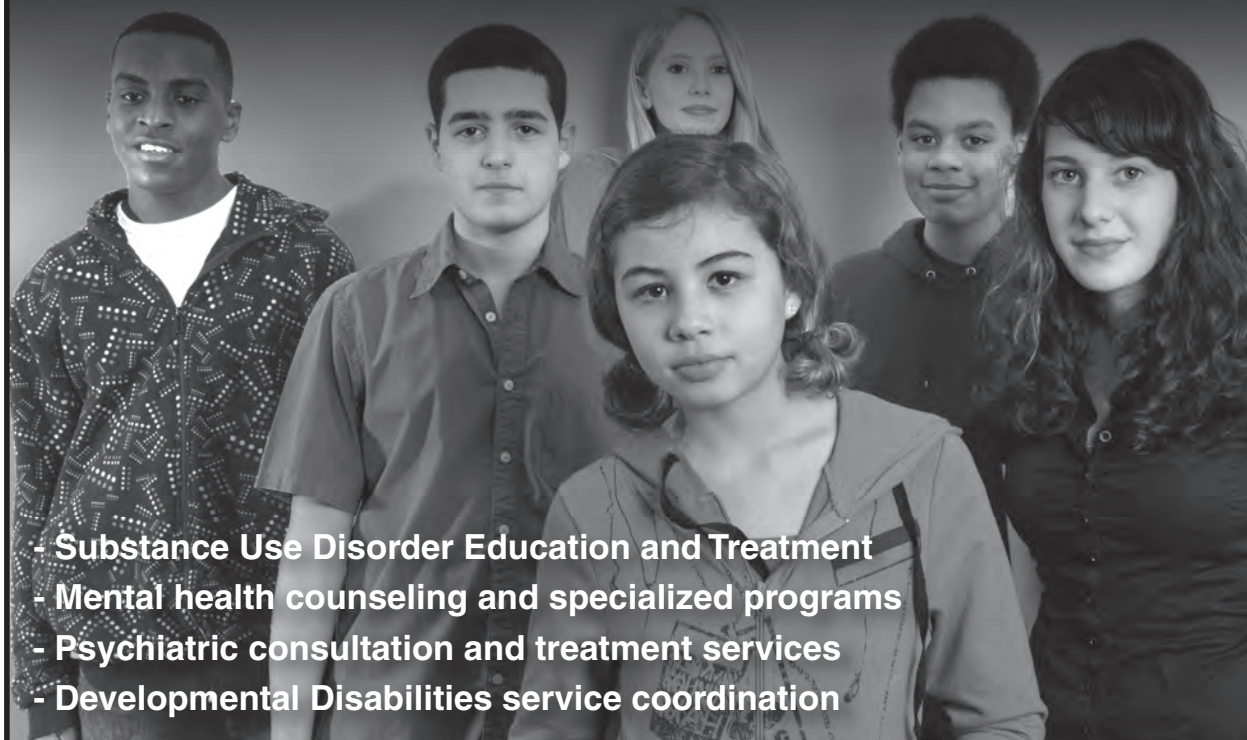
Armed with knowledge about why it is important to promote a culture that protects our youth and strategies to prevent underage drinking, we can foster a financially, socially and emotionally sound community.

For more information about underage drinking prevention contact Ilea Bouse at the Hood River County Prevention Department at 541-387-7030.

- Adverse Effects of Alcohol on Teens' Brains, The SCOPE, The University of Utah Health Radio, Oct. 30, 2014 [https://healthcare.utah.edu/the-scope/shows.php?shows=0\\_jklqvdt](https://healthcare.utah.edu/the-scope/shows.php?shows=0_jklqvdt)
- Pacific Institute for Research and Evaluation (PIRE), with funding from the Office of Juvenile Justice and Delinquency Prevention (OJJDP), March 2015
- <https://www.samhsa.gov/underage-drinking/parent-resources/five-conversation-goals>



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# BULLYING HURTS

"Everyone should be treated like they matter. Many people have so many insecurities that the only way they know how to feel good is to bring others down. If only the parents knew the things their children were saying to others, imagine how different things would be." These are the words of "C", a young person who has experienced bullying and who is ready to make change happen.

October is National Bullying Prevention Month, a campaign founded by PACER, a Minnesota-based parents' organization. "The culture of bullying won't end until people across the country take action and show children and teens that they care," says Julie Hertzog, director of PACER's National Bullying Prevention Center. "This is a very real and painful issue that kids are facing, but they don't have

to face it alone. Bullying can be prevented if we all work together to change the culture."

What if bullying is a part of your or your child's life? Bullying can destroy a child's self-esteem and make school and social activities anxiety-filled daily events, no matter what age they are. Although children and teens with disabilities or who of a visible minority are common targets, bullies choose their

victims with little rhyme or reason. PACER recommends responding to the bullying of your child by working with him or her to protect themselves and record incidents, working with the child's teacher to recruit support and to get the problem in hand, and, if need be, working with the school district administration to bring the gravity of the problem to light.

## Keep me safe

with these **5** simple tips

**1.** Rule #1: Keep household chemicals stored UP and safely away from babies.

**2.** Read the label: Avoid products with the words "poison" or "danger". Buy the least toxic product that will do the job.

**3.** Buy chemical products only when necessary. There are many non-toxic cleaners you can make yourself. Go to "Create a Healthy Home" section on our website for recipes.



for purchasing  
household cleaners!

**4.** Skip aerosol sprays. Aerosols may cause air pollution. Instead, choose solid or gel products, or pump sprays.

**5.** Drop off any unwanted chemicals at our regular hazardous waste collection events. Go to [www.tricountyrecycle.com](http://www.tricountyrecycle.com) for our schedule and what we accept.

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## PREPAREDNESS TIPS



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**EMERGENCY  
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# GET READY GORGE

## Fall is on the Way | Stay Safe

**SEPTEMBER IS NATIONAL PREPAREDNESS MONTH • GET READY!**

**Make a family emergency plan –  
What's on your evacuation list?**

### **EMERGENCY SUPPLIES**

- Build a Go-Kit. Start with your camping or travel box
- Stock up – 3 days to 3 weeks of emergency supplies.
- Use the Go-Kit checklist here: <https://www.ready.gov/build-a-kit>
- Have a Go-Kit in your car year 'round

### **COMMUNICATIONS**

- Cellular networks can be a problem in a disaster. Text may be more reliable than calls
- Business point of sale systems are also reliant on cellular - i.e. Square

- Have a backup communication plan that doesn't rely on cell or internet
- Opt-in to Hood River County Citizen Alerts: [www.HoodRiverSheriff.com/events/emergency-alerts](http://www.HoodRiverSheriff.com/events/emergency-alerts)

### **FAMILY EMERGENCY PLANS**

- Think about your family evacuation plans – an out of state contact you all call to check in; safe meeting places; how you would reconnect if separated.
- Practice it – talk through as a family over dinner.

### **WILDFIRE PREVENTION AND RESPONSE**

- During a wildfire, there are three levels of evacuation:
  - Level 1 – READY: Pack & prepare for evacuation.
  - Level 2 – SET: Ready to leave at a moment's notice
  - Level 3 – GO: Evacuate immediately

- Know the risks and respect fire restrictions, such as campfire bans and safe lawn mowing
- Don't hesitate- evacuate. Prepare to go early. Then you'll have more time to help your neighbors.

### **EVACUATION**

- Think about where you'd go, and how you'd get there if roads are full or closed.
- A trailer or motorhome is a great evacuation home base.
- Animals and livestock smell fire long before you do. Act early to get them into a smaller place, where you can more easily load them into trailers or crates later for evacuation.
- Make an evacuation list of the top 5 things you'd take if you had to leave in 5 minutes.

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