

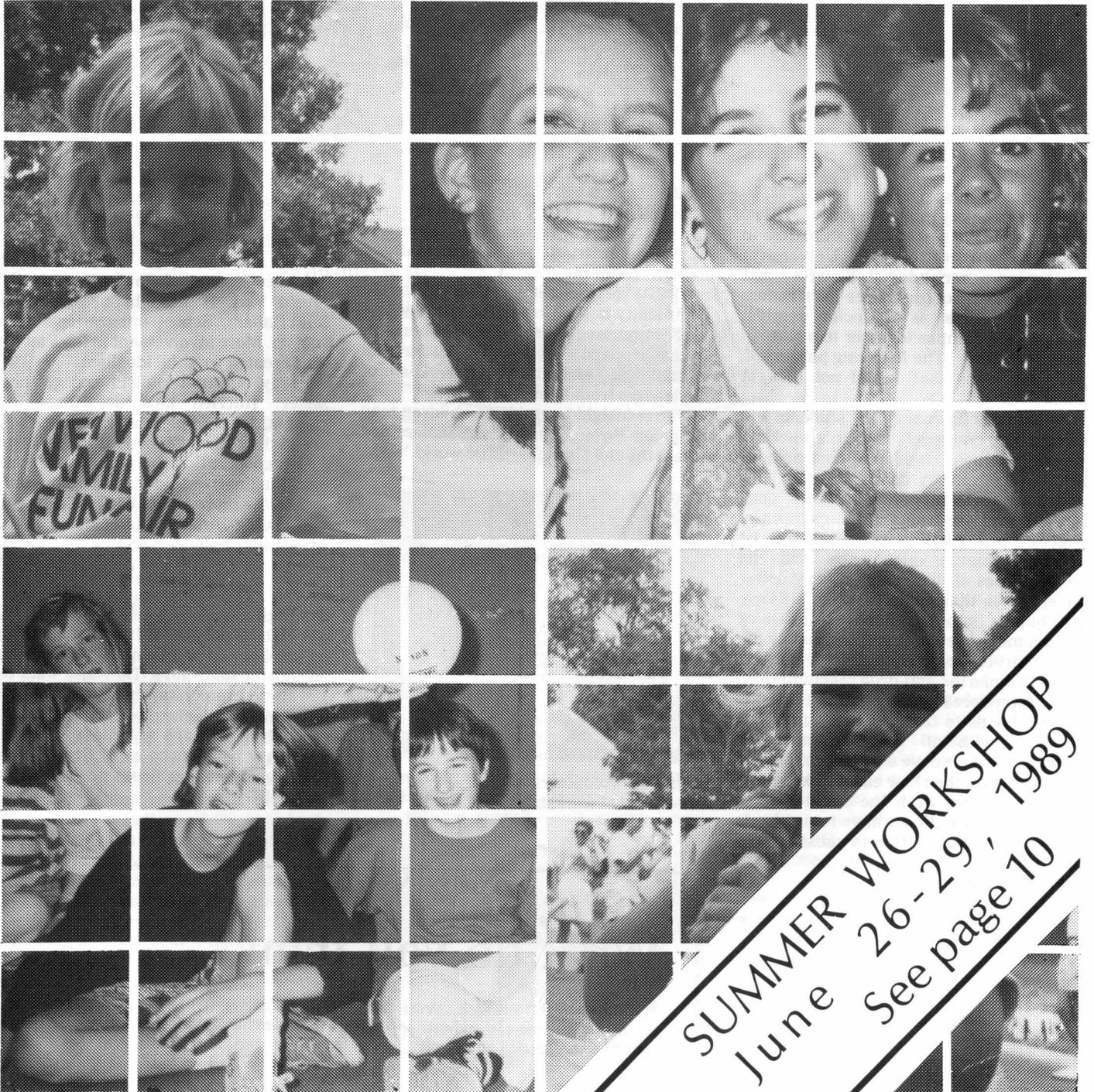
INSIDE

- Building Self-Esteem Today
- Smokeless Tobacco
- BHS Insight Group Feedback

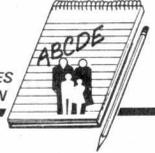
CHOICES

Fall 1988

A publication of ABCDE
 Alliance of Barrington Communities for
 Drug Education



SUMMER WORKSHOP
 June 26-29, 1989
 See page 10



LETTERS TO THE EDITOR

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



ALL KINDS OF PEOPLE WRITE US

A NU Student Responds

...I was extremely impressed with a fellow student's (L.B.) response to an article in the Daily Northwestern (University) concerning a party day. L.B. wrote that the article rhapsodized "over the wonders of illegal drugs as a social catalyst bringing the campus together in a state of bleary oneness." The following paragraph gave me ideas that I had not thought about:

"What does the money NU students will be spending on illegal drugs this weekend support? It helps fund the most heinous criminal conspiracy known to man...Our drug bucks will support murderers, drug pushers who are trapping the children of America in the hell of addiction, corrupt officials, thieves, kidnapers and the worst abuses of drug rings. Every dollar we spend on that social catalyst will help put bullets into our hardworking drug enforcement agents. It will add fuel to the fire of street-gang crime...Finally, it will serve to make the anti-drug proclamations of our future presidents hollow rhetoric...It is time for us to take a stand! If we NU students, with all the education and affluence that we have enjoyed, cannot say "no" to drugs, then how can we expect the child of poverty from the South Side to resist them? We do not have to use funds meant for our education to subsidize the drug trade!"

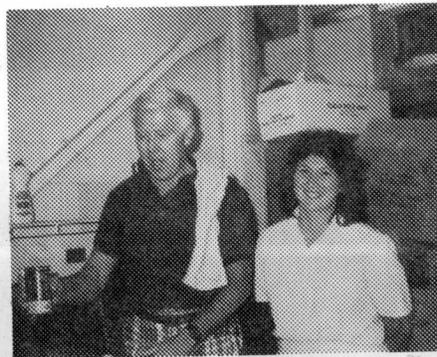
Food for thought!-LF

You're Welcome!

...I would like to thank the people involved in putting together the summer workshop...it truly was a fine learning experience for me.-LL

...ABCDE provides a great service to the community in sponsoring the workshop...I was impressed with the numbers of educators and community leaders in attendance...(and) the professionalism of the leaders from Minn.-JH

...it gave insight to problems children may be going through...helps one understand where the child is in his "little world."-GM



Thanks to volunteers who prepared and served food at workshop break times

Trends

...Kids are not different today, but growing up in today's world is different. A generation responds to the world around it. Raised in the 30's? Solutions to the Depression were followed by idealism. World War II brought prosperity and materialism. School integration fostered racism. More involvement in the Viet Nam War created youthful idealism.

Today, it's materialism and get ahead faster. Hurried kids are forced into competition, comparison, cheating, lack of creativity. What happens if in the 90's we foster cooperation, helpfulness, learning, and imaginative solutions to problems? Is it possible there would be less fun-seeking and coping through use of alcohol, other drugs, sex, violence?-AS

Sex High

...A high school girl told me that being high on alcohol and-or other drugs is not high enough for some guys. They also want sex. Yet there are adults who think that some kids have sex in place of drinking or using other drugs. I have to believe that there are young people who can enjoy activities that include neither drugs nor sex...aren't there?-SG

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.

JUST SAY NO:

A piece of prevention

Let there be no misunderstanding that Just Say No Clubs are "the answer" to drug prevention among children. Just Say No efforts are part of a COMPREHENSIVE approach to helping children develop understanding, skills, and support in ANY situation which asks them to take part in an unhealthy, unwise activity. A JSN Club may include a variety of programs or activities.

Here, the elementary school Just Say No Parade puts the finishing touch to a health curriculum unit about drugs as well as gives children the opportunity to feel support from each other and the adult community. Child involvement also gives parents the opportunity to openly communicate with their children as well as with other parents.

A Just Say No Club is a good place where children can learn the difference between assertive and

aggressive behavior. Assertive behavior is not rude; it deals with saying "no" nicely. It takes practice and leads to self confidence. Role-play offers good practice.

Some helpful hints are:

- say "no" as soon as possible
- make no apologies
- be firm and calm
- speak up clearly, loud enough to be heard
- look directly at the person
- be honest and brief; "no" or "no thank you" is enough
- know all counter-arguments
- change the subject
- if pressured, walk away
- seek support of parent or friend who agrees
- avoid situations where alcohol and other drugs are likely to be used
- find other ways to have fun



MICHAEL JORDAN'S MESSAGE

At a prevention workshop in Chicago, ABCDE representative Suzy Palmer heard Chicago Bulls' star Michael Jordan tell his own story of saying "no" and walking away. She said that Jordan's message to students is about making a decision to NOT use alcohol or other drugs and that saying "no" often means having to walk away. He believes kids use drugs when they don't have the support of others in winning or losing, joy or pain.

Jordan related this story. Once when he was a rookie on the Bulls, he walked into the hotel room of some of the players. They were doing lines of cocaine and urged him to stay. Because of the promise he had made to himself not to use or be around "that stuff," he walked out. It was hard because he wanted to be around the "stars." He felt alone and needed the support of others; he called home and found support from his family.

PREVENTION PROCESS

IF ONLY the prevention of alcohol and other drug use by school-age youth could be a process of vaccination! It is not, and the old approach of combined facts and scare tactics is not effective. Research shows that the development of an individual's life skills is a basic component in a prevention program. Goals are to help an individual develop:

- self-awareness, self-esteem, self-

discipline

- decision-making and independent thinking skills
- coping skills to deal with stress, anxiety
- the ability to empathize, cooperate, communicate, avoid or resolve conflict
- social skills which deal with shyness, conversation, boy-girl relationships
- assertiveness when necessary
- a sense of being part of a larger group than self--family, neighborhood, community, country

For a rounded prevention approach, add:

- a concept of health and wellness
- accurate information about drugs, including "not everybody uses"
- knowledge of the use, techniques, and effects of advertising
- alternative activities
- a consistent message that use of alcohol and other drugs by school-age youth is unacceptable.



BUILDING SELF-ESTEEM IN TODAY'S WORLD

From a talk by Steven M. Julius, Ph.D.

TODAY'S TEENS

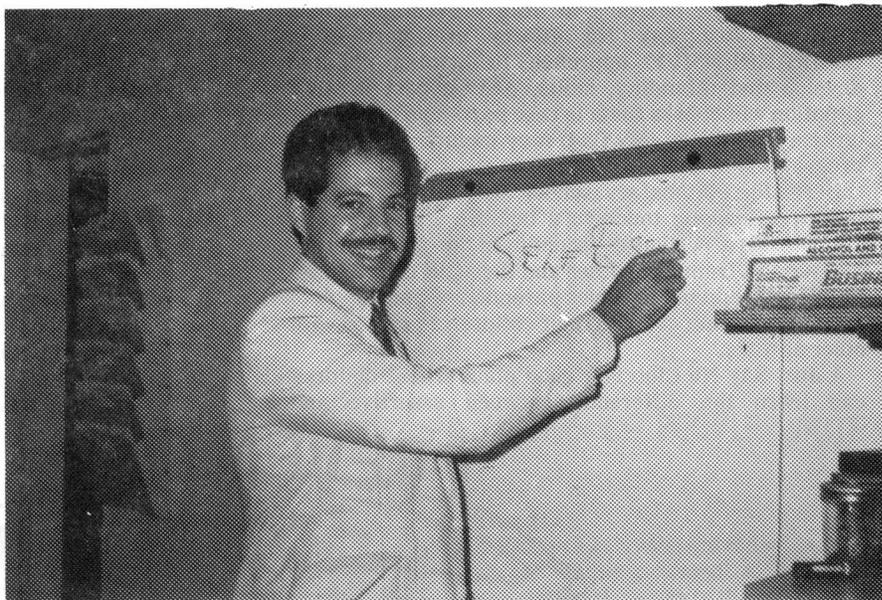
Not long ago, teenagers were known as the "next generation" or the "future leaders" of America. Their occasional foibles and excesses were excused as an expression of youthful spirit—something necessary before assuming adult responsibility and behavior. Thus, our teens received the time needed to adapt and make the transition from childhood to adulthood.

Today our youth are expected to confront life and its challenges with the maturity once expected only of adults, without the time for preparation. This imposition of premature adulthood affects today's youth in two different, but closely related, ways. First, the absence of a protected period of time impairs the formation of a substantive self-definition. Having an abiding sense of self brings together and gives meaning to the teen's past while at the same time gives him or her direction for the future. This secure sense of self allows the young person to deal both with the inner and outer demands of life with consistency and efficiency. By impairing this ability to construct a secure self image, our society leaves the teen more vulnerable and less competent to meet challenges.

The second effect of premature adulthood is inordinate stress, which comes in three varieties. Teens are faced with more freedoms, e.g., alcohol, other drugs, sex. They are experiencing more losses to their basic sense of security and expectations for the future, e.g., more divorces, more moving. And, they must cope with the frustration of trying to prepare for their life's work in settings that often hinder rather than facilitate this goal, e.g., inordinately high expectations, stiff competition, and being taken out of the "mainstream" if they are different. Thus, our society has rendered our children more vulnerable to stress while at the same time exposing them to new and more powerful stressors!

WHAT CAN WE DO?

It is important to acknowledge that we cannot go back to an earlier, less complex time when there was no computerization, knowledge explosion, threat of nuclear war, and pollution. But, in our homes and schools we do have a more immediate control over events. Here we can prevent or lessen the pressures on our teens by strengthening their self-esteem and self-control. And, parents carry the primary responsibility.



First, and most basic, parents must learn to say no! We have to differentiate between what our children want and what they need. When I talk to parents about saying no, I often hear "It won't do any good, they'll only do what they want anyway." Just because we don't have total control, doesn't mean we have no control. For example, if a youth is caught smoking, a firm "You may not smoke around the house" does not give approval to smoking but gives parents authority at home.

Be persistent. Don't give up when your teen ignores you. In fact, expect resistance at first and view it as a sign that you are regaining control. Don't fall prey to doing a job that you asked your teen to do. Some parents want to avoid confrontation—it's easier to give in. My experience with kids tells me that the louder they disagree, the more they are yelling for parental structure and control.

Be a role model. Deal with principle and not with pressure. Don't go with the crowd if you don't believe in their values, especially concerning use of alcohol at teen parties.

There is nothing so stale as warmed-over emotions. When your teen says or does something to hurt or anger you, say how you feel immediately, clearly, and directly, not sarcastically. A teen needs to know how his or her behavior affects others so he or she can adjust accordingly.

Don't understand too much. When it comes to raising kids, you don't

necessarily help them if you over-interpret bad manners or hurtful comments. Teens need to experience at home the standards and values they can face in society at large.

Finally, one of the most effective strategies for helping young people acquire a constructive sense of self is conversation. Talking out loud about any topic can help clarify thoughts and feelings and allows a teen to reflect upon his or her experiences. It is only experience that has been reflected upon that is really of value in understanding ourselves and others.

All of these tactics grow naturally out of a more overriding parental strategy—parental authority. Authority is often confused with power. A thief with a gun has power, but a skilled parent or teacher with superior knowledge and wisdom has authority. The exercise of authority seems the hardest parental task of all. To be able to set parameters within which we allow our children to learn through trial and error, rather than pushing them or doing for them out of parental need, allows our children to develop the skills and self-esteem to face the pressure that awaits them.

Follow three rules of thumb: (1) start when your children are young; (2) if you err, err on the conservative side when it's easier to ease up on limits than the reverse; (3) keep or find a sense of humor. (Dr. Julius is a psychologist and consultant to Barrington Youth Services.)

LEARNING TO FEEL GOOD ABOUT MYSELF

Being able to do things according to my values and not someone else's depends on how I feel about myself.

IT'S OKAY IF I:

NEED THINGS. What do I want? a hug, praise, special time with someone?

TELL PEOPLE WHAT I NEED. Tell Dad you need to spend some time with him; tell your friend you need some space; tell your folks you need to know exactly what jobs you are expected to do.

TELL PEOPLE HOW I FEEL. The feelings are mine; it's okay to have them.

AM GOOD TO MYSELF. Practice good health habits. Work some, play some; avoid too much of one thing.

PAT MYSELF ON THE BACK. Make a list of things you need to do; cross it off when it's finished, then feel good about it.

THINK POSITIVELY. Write a list of good things



about yourself, especially at times when you feel low or on the "outside."

DEVELOP A DECISION MAKING PROCESS. Identify a problem or project, list all phases and choices, then choose one and go for it!

TAKE RISKS. Sometimes you have to do things you haven't done before. Use your imagination to solve an old problem in a new way. Develop a plan of action, name concerns-gains and losses-about the risk, decide how to minimize losses or find an alternative with no or lesser risk.

IT'S OKAY IF I'M NOT PERFECT!

AN EXERCISE IN SELF-ESTEEM

Every member of a family is special! Here is a family activity in which each family member can show off his or her greatness.

First, each person makes a list of everything that he likes about himself--or ask other family members what they like best about each other. Use virtues like patience, fairness, etc., not only athletic or intellectual prowess!

Next, create individual advertisements. Each person's ad should include: 2 or 3 things from his list; a headline that grabs the reader's attention; some description of his special advantages; artwork or photos.

Then, create an advertisement for the whole family. Post the ads and remind family members of them when they are discouraged about something.



MAKE A FUN LIST

CHOICES will award prizes to ten persons eighteen and under who send the longest list of activities that are fun and can be done without the use of alcohol and other drugs. Be sure to include simple activities that can be enjoyed alone, with

one or more friends, family, an older or younger person. Send us your list by January 15, 1989 and include your name, address, age and name of school you attend: **CHOICES FUN**, P.O. Box 768, Barrington, IL 60011.

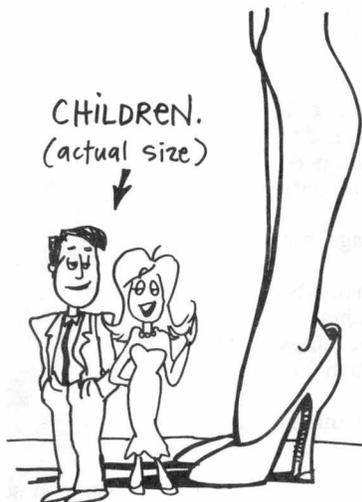
EFFECTIVE MODELING

Prevention specialists advise that role modeling is important. In the booklet, "Developing Capable Young People," the authors point out that children learn more from what they see and experience than from what they are told. Three ways to help parents, adult leaders, and grandparents become effective role models for children are suggested.

(1) Always treat a child as if he is capable. Children will view themselves in the way they think others see them. Avoid calling a child "shy" or "clumsy" etc. so he doesn't see himself as shy or clumsy. Avoid negative statements such as, "Why can't you ever...?" so that a child doesn't think she NEVER does anything right. When correcting a child, avoid saying "You are a bad girl." Rather, focus on the deed, "That was a bad thing to hit Jane. You surprise me because you usually are nice to your friends."

(2) Always remember that a child is not just a short adult. A child cannot view things from the values and perspectives of an adult; he has a different perspective,

different conceptual abilities, and is still in the middle of developmental tasks that are not those of an adult. If expected to behave as an adult, children can feel powerless



and inferior for not living up to adult expectations.

(3) Help young people understand what happens to them in their lives and how they can gain control over what happens. The authors use an EIAG process: Experience, Identify, Analyze, Generalize. Take any EXPERIENCE in a child's life such as a party, grade or fight. Be careful to view the experience at the child's level. IDENTIFY the significant element or outcomes of the event. What happened? What was important? What did you like about it? ANALYZE why the aspects of the event were important. Be careful that only the child's view is used. Next, take the experience and derive a GENERAL learning that can be used in other similar situations. How can you use this? How can you do it differently next time?

Be sure you use this process, too. That's role modeling.

Glenn, H. Stephen, Warner, Joel W., Developing Capable Young People, Humansphere, Inc., Hurst, Texas, 1982.

THE HIDDEN CONNECTION:

Family violence and substance abuse

Alcohol or substance abuse is a family disease. When an individual suffers from the disease of chemical dependency all family relationships are adversely affected, because all family members are struggling to cope with the disease.

Family violence is often a consequence of alcohol or drug abuse, and the most helpless victims of family violence are children. Child abuse can be physical, sexual, or emotional. The abuse has drastic effects on a child's self-esteem, and it can contribute to the perpetuation of substance abuse and violence in the victim's own adult life. The Illinois Dept. of Children and Family Services (DCFS) received 55,052 reports of child abuse in fiscal year 1988. Lake County accounted for 2,056 of these reports.

The Child Abuse and Neglect Reporting Act requires psychiatrists, psychologists, social workers, ministers, teachers and numerous other professionals to report "suspicion" of child abuse. All reports are presumed to be made in good faith so that any concerned individual can initiate an investigation of child abuse without fear of libel. The DCFS maintains a 24 hour hotline to receive calls (1-800-25A-BUSE).

It is easy to think of violent parents as "bad people," but the fact is that abusive parents do not wish to be violent. Their violence is frequently a symptom of alcohol or substance abuse. Parents who desire help in controlling their anger can choose from these or other resources: Family Service of South Lake County (381-4981); Barrington Youth Services (381-0345); Parental Stress Hotline (427-6644); Alcoholics Anonymous (359-3311).

By: Larry Wiczorek, Coordinator of the Barrington Office of Family Service of South Lake County

DRUG USE AND LEARNING

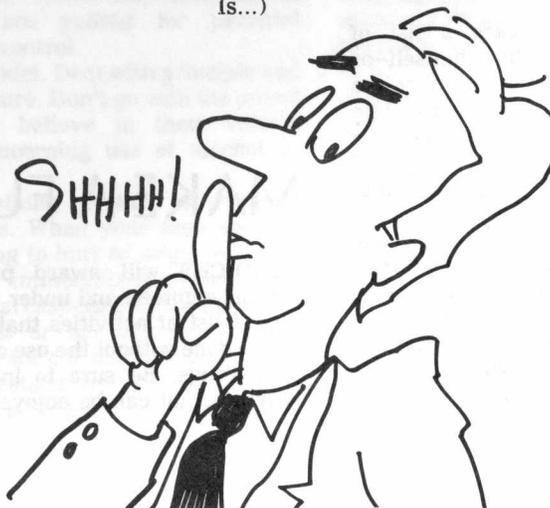
A Weekly Reader survey showed that children take drugs to:

- ...fit in with others
- ...feel older (especially in grades 4-5)
- ...have a good time (especially in grades 6-12)

Because childhood, preadolescence, and adolescence are such formative years, the use of alcohol and other drugs is especially destructive then. According to the Dept. of Education, drug use may affect learning in these ways:

- ...erode the self-discipline and motivation necessary to learning
- ...closely tied to truancy, dropping out of school, crime, and misconduct
- ...retard intellectual and social growth and provide an escape from the challenges that foster growth.

(U.S. Office for Substance Abuse, MS 349, The Fact Is...)



SERIOUS PROBLEMS

Some national figures tell us the magnitude of the problems in the world of today's teen:

Over 10,000 teens DIE a year as a result of substance abuse.

Although other drug use has leveled off after a threefold rise in the last 15 years, ALCOHOL USE is more widespread and appearing in younger age groups. 1.3 million teens have a serious drinking problem; more than 3 million have had problems at home, school, or on the road, as a result of drinking.

SEXUAL ACTIVITY among teenage girls has tripled over the last 20 years. In 1960's, 10 percent of teen girls experienced intercourse at least once; now the figure is over 50 percent and reaches 70 percent by age 18. The pregnancy rate for these girls is four out of 10-- 1.3 million babies a year who are at risk of strong vulnerability to pressures of growing up too soon.

5,000 teens commit SUICIDE each year and for each of these, 50-100 make an attempt. Many "accidental" deaths may be suicide and-or drug related.

Every month high schools' experience 2.4 million thefts, 300,000 assaults, and 100,000 robberies; the crime rate peaks a 17-20 years of age. One million children run away from home each year. How many are forced into prostitution or pornography?

GET TESTED BEFORE YOU GET PREGNANT

Almost all babies with AIDS have moms who shoot up or who slept with men who have shot up. Babies with AIDS can't live very long.

Warnings from the National Institute on Drug Abuse state, "If you or your partner ever shot drugs, even if it was only once, you probably shared needles or works...if the needle or cooker has been contaminated you could be infected. You can't tell if the AIDS virus is on the needle just by looking. You can't tell if a person has the AIDS virus just by looking. If you want a baby...have the AIDS test first, before you get pregnant."

DRINKING AND SEX

"Lechery, sir, it (alcohol) provokes, and unprovokes; it provokes the desire, but it takes away the performance."

"Macbeth" Act 3, Scene 2

As the pregnancy rate among teens increases, adults are asking WHY? One of the many possible answers is teenage drinking. Alcohol acts fast; it moves directly into the bloodstream from the stomach and small intestine and within minutes is on its way to the brain. Alcohol is a "downer"; it depresses the central nervous system. It works first on the part of the brain that controls inhibitions and judgment; reasoning and values are diminished. People may talk more, get rowdy, or do foolish, unplanned things which may result in embarrassment and-or pregnancy.

Many biological studies have been conducted, chiefly with males, to determine the affect of alcohol on sexual function. While low doses of alcohol "may provoke the desire," long term use can lead to impotency and low sperm count. There is increased interest in studies of hormone changes in females.

Normal young relationships are also affected. The process of becoming acquainted may be deterred, and the inability to form intimate relationships may be one of the worst sexual problems related to alcohol.

In her column, Ann Landers printed a 1978 Sex Test, which was prepared by 5

FUTURE MOMS

There are risks to mother and baby if the pregnant woman:

—SMOKES. Smoking slows the growth of the baby in the womb; there is greater chance of miscarriage or stillbirth.

—DRINKS ALCOHOL. Effects on a pregnant woman could include malnutrition, increased risk of spontaneous abortion, and increased rate of stillbirth. Effects on baby include Fetal Alcohol Syndrome (low birth weight, small head size, congenital malformations), neonatal withdrawal symptoms and behavioral problems with possible mild to moderate retardation.

—USES COCAINE. During first 3 months of pregnancy, there is an increased risk of spontaneous abortion; during last 3 months increased fetal movements, increased blood pressure and heart rate may occur. Intravenous cocaine use



teens, and asked for a revision that reflected the '80s. The '78 version included 15 questions about intimacy, while 6 concerned drug use. Most of the '80s versions "were not fit for a family newspaper" and she was able to print just 5 questions. One was, "Ever had sex in your parents' bedroom to get back at them for being too strict?" Another, "Ever play Scramble Pills? (You collect all the pills from the medicine cabinet, put them in a bowl and take turns gulping down six at a time.)"

Not every teen is involved with alcohol or other drugs or sexual activity, but his or her world is affected by peers who are involved. Just ask them.

Chicago TRIBUNE, 5-30-88; Chicago TRIBUNE, 8-11-88.

increases risk of exposure to AIDS virus; the newborn experiences withdrawal symptoms, and there is increased risk of Sudden Infant Death Syndrome (crib death).

—USES MARIJUANA. Problems in the newborn include withdrawal symptoms, low birthweight, increased risk of crib death.

—USES HEROIN and other narcotics. Serious problems in the pregnant woman can develop. Problems in the infant: low birthweight and length; small head size; difficulty responding to the human voice and touch; withdrawal symptoms; increased risk of crib death.

(Sources: March of Dimes; The Perinatal Center for Chemical Dependence, Chicago; UPDATE, Fetal Alcohol Syndrome and other Drugs, Jan. 1988)

SMOKELESS TOBACCO

An American Dental Association brochure warns that using smokeless tobacco is not a "safe" alternative to smoking cigarettes. Snuff dipping and tobacco chewing can harm your health and lead to:

—Leukoplakia, a pre-cancerous condition, which is damage to oral tissues by the direct contact with tobacco and its juice.

—Increased risk of cancer of oral cavity, pharynx, larynx, and esophagus due to high concentration of cancer-causing agents.

—Damage to gum and bone which support and anchor teeth.

—Erosion of teeth biting surfaces due to high content of abrasive grit and sand.



M.D. CONCERN

A call to regulate a proposed "smokeless cigarette" under the Federal Food, Drug and Cosmetic Act has come from the American Medical Society on Alcoholism and Other Drug Dependencies. The Society's letter to FDA states that the device "is not a cigarette; its purpose is to deliver the drug nicotine to the user in a dose sufficient to maintain a nicotine dependence." In addition, teenagers, "the group in which virtually all new tobacco use occurs", would be vulnerable to the marketing of the product, and it would "promote denial" among current smokers. There is a concern that the device could be modified to deliver drugs other than nicotine. The Society's letter endorses the petition filed with the FDA by the American Medical Association in April.

(Prevention Pipeline, Vol.I. 5, July 1988)

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MARIJUANA TODAY

Marijuana produced today includes some varieties that are 5-20 times stronger than that generally available 10 years ago. Research has shown that severe psychological damage, including paranoia and psychosis, can occur when marijuana contains 2 percent delta-9-tetrahydrocannabinol (THC). Since the early 1980's, most marijuana has contained 4-6 percent THC, 2-3 times the amount capable of causing serious damage.

TOBACCO DEPENDENCE

"Tobacco shares important similarities with prototype dependence producing drugs such as morphine and cocaine. These commonalities not only cluster tobacco with these other drugs of abuse, but also distinguish it from other substances (such as food) and distinguish its use from other habitual behaviors, such as television watching and exercise...studies show that nicotine meets the same rigorous experimental criteria for abuse liability and dependence potential as other abused drugs."

(Drug Abuse and Drug Abuse Research, Report to Congress, 1986, DHHS Pub. (ADM)87-1486)

TOBACCO LAW

Illinois Revised Statutes, chapter 23, Section 2357: "No minor under eighteen years of age shall buy any cigar or cigarette or tobacco in any of its forms, unless upon the written order of the minor's parent or guardian. No person shall sell, buy for or furnish any cigar or cigarette or tobacco in any of its forms, to any minor under eighteen years of age, unless upon the written order of the minor's parent or guardian or unless sold in the presence of such parent or guardian."

NICOTINE INFO

Need to know more facts about nicotine? If you have a Touch Tone telephone, dial Insta-mation, 382-3988, 311, "Cigarettes, Pipes, and Snuff...It's All the Same."



If you don't start,
You won't have to quit.

TRY THE 4 Ds

Nicotine is a drug used often in combination with alcohol or caffeine. Each drug used alone can cause health problems; in combination the possible hazard is enhanced.

Judith Funkhouser of the Nat'l Inst.on Alcohol Abuse and Alcoholism suggests 4 Ds to practice when trying to stop smoking:

DELAY, DEEP BREATHING, DRINK WATER, DO SOMETHING ELSE.

(Alcohol Health & Research World, 10:3, 1986, p. 52)

COACHES RECOMMEND NON-USE

Among the standards developed at the First National Symposium to Develop Standards for Youth Sports was one against the use of ANY tobacco, alcohol, or other drugs by ANYONE when engaged in youth sports, including after-game activities, such as a get-together at a pizza parlor. This message will be disseminated to parents of some 20 million young athletes.

The Barrington High School Athletic Code, revised for school year 1988-89, now includes tobacco. The Code was explained to parents and athletes at a meeting with coaches and other school staff. A copy of the Athletic Code and Student Activities Code is available by sending a stamped self-addressed envelope to CHOICES-code, P.O.Box 768, Barrington, IL 60011.



A person can die from drinking alcoholic beverages, too much, too fast (chugalugging). It's called overdose.

ALCOHOL STUNTS GROWTH

Children who drink alcohol run a risk of having their growth stunted and their sexual development retarded, according to Texas A&M University researchers. Alcohol fed to young female rats, who were equivalent in age to children 11 to 14 years old, reduced their levels of growth hormone and of hormones that regulate the development of reproductive organs.

Dr. W. Les Dees, an endocrinologist, said these findings are worrisome because of (other) studies indicating that 185,000 children had used hard liquor at least once a week by the time they were 10 years old. (Chicago TRIBUNE, 6-26-88, Sec. 5, p. 7)

ALCOHOL AND NUTRITION

Heavy or prolonged use of alcohol can have a disastrous impact on health; it exerts a direct toxic effect on the brain, heart, bone marrow, gastrointestinal tract, and especially the liver. Because the liver processes everything we eat, liver damage profoundly affects nutrition. Tissue damage disrupts the normal storage of vitamins and minerals, and the synthesis of protein and glucose. And, at the same time, it causes fat to accumulate in the liver.

Alcohol causes the loss of calcium, magnesium, and zinc. It impairs the body's overall ability to absorb many of the B vitamins, leading to anemia and problems with the central nervous system. The extra calories can contribute to obesity.

ALCOHOL ADS

Total advertising for alcoholic beverages in the US reached almost \$1.4 billion in 1986. Beer companies represented over 60 percent of the total dollars spent, which is a 100 percent increase over 1980. Fifty-six percent of the total wine ad money was spent on wine coolers.

Beer ads are chiefly on radio and TV while liquor companies, with a self-imposed ban on broadcast advertising, rely heavily on magazines.

(Prevention Forum, 8:4, July 1988)

ALCOHOL FACTS

ALCOHOL: a chemical, ethyl alcohol or Ethanol; medically, a depressant narcotic drug, potentially addicting both mentally or physically; absorbed directly into the bloodstream through tissue lining of stomach and small intestine; 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
- 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

WHAT DO I DO

A teen asks, "What do I DO when I'm with a friend who drinks and tries to drive?"

Your friend will probably feel that he or she can drive with no problem. Alcohol sometimes causes a dangerous feeling of having more power or control than usual.

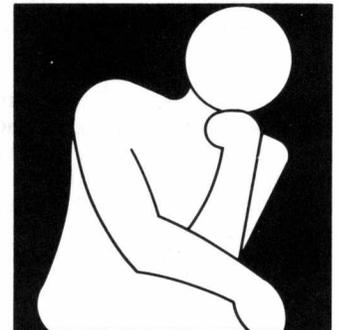
So don't be fooled by what your friend says about being able to drive. It may seem easier to go along, but both your safety and your friend's safety are at stake.

Take the car keys, if you have to. If nothing works and your friend insists on driving, don't go along for the ride. Get a ride with someone else. Or call another person who is sober. There's always another way to get where you're going. Riding with a drinking driver isn't loyal or daring; it's just plain dangerous.

The other part of the question is, "Why did I STAY there when they brought out the alcohol?"

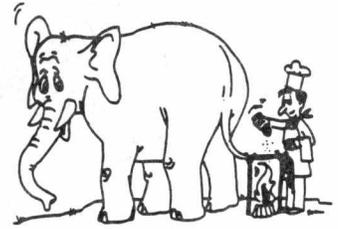
THINK.

You Don't Have To Drink.



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).

SUMMER '88 WORKSHOP

In June 84 Barrington area representatives took part in an ABCDE sponsored four day workshop concerned with preventing the use of alcohol and other drugs by school age youth. An additional seven participants were from Bensenville Fenton High School. Nine staff members from Community Intervention, Inc., Minneapolis, covered all phases of chemical dependence and its effects on families, schools and community.

Among Barrington area participants were more than 40 parents including 3 parent-couples, 2 physicians, youth volunteers, police, paramedics, church workers, 2 St. Anne teachers, and school district 220 personnel.

The 84 participants received full



From Community Intervention: President Jim Crowley and Summer workshop team leader, Jerry Burg

scholarships from funds contributed to ABCDE by the villages of Barrington, Barrington Hills, North Barrington, South Barrington, Deer Park, Tower Lakes; Barrington Township; Junior Woman's Club; Welcome Wagon; Rotary Club;

Lions Club; Lutheran Church of the Atonement; St. Mark's Episcopal Church; Barrington United Methodist Church; women's groups from Presbyterian Church and Community Church; Francis Chapin Foundation; Parent-Teacher Organizations from Woodland, Grove, Roslyn Road, Lines, North Barrington, Hough Schools; and individual donors.

To-date, nearly 400 persons have received ABCDE sponsored workshop training and have initiated or taken part in community, school, or organization prevention or intervention programs. One participant summarized his experience:

"Tell me and I'll forget.

Show me and I'll remember.

Involve me and I'll understand."

LEARNING TO NETWORK

Parent Networking is a concept that was brought to the Barrington community five years ago by ABCDE as a tool for prevention of drug use among school age children. Since that time, the concept has become more far-reaching, into many areas of prevention: enhancing communication skills; building self-esteem; developing decision making and problem solving skills. It has become a way for parents to explore, evaluate, and find support for the tough job of parenting today.

Parent Networking groups are now active in our elementary, middle and high schools, as well as in groups such as teams, scouts, and church groups. Some parents with pre-school children have begun getting those parents together, while many individuals use the networking concept in individual peer groups of parents of their children's friends.

In October, Dr. Barbara Holliday, Faith Semla, Suzy Palmer, and Connie LeBeau conducted another half-day workshop for those who wanted to learn the why, how, and when to networking, as well as the practical experience of how a group discussion can be held with confidentiality and sharing, and without judging other people's values or discussing school issues.

NETWORKING COUNCIL

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

LIBRARY RESOURCES

You're a single parent, working mom, traveling dad? Can't make community meetings which help in parenting? Check the Barrington Area Public Library!

Available are VHS video cassettes which focus on family problems, solutions and positive steps to consider. Check these out:

FAMILY SURVIVAL, a set of 4 tapes by Jim Crowley, Community Intervention, Inc.

DRUG FREE KIDS: A PARENTS' GUIDE, originally appeared on TV

A book clearly written and full of information, available in the Adult section and also in the Parenting Collection in the Youth section, is **GETTING TOUGH ON GATEWAY DRUGS, A Guide for the Family**, by Robert L. DuPont, Jr., M.D., published by the American Psychiatric Press, Inc.

Dr. DuPont gives suggestions for answering tough questions, information about prevention and treatment, and advice—all at an understandable, practical level. Of particular note, because it is seldom found, is "A Personalized Alcohol-Use Policy for Adults: How Much is Too Much?" along with "Four Protective Boundaries" (pp 126-128).

NOTE: While CHOICES and ABCDE do not make recommendations about individual or family values, some books and tapes which represent the views and opinions of the authors, make excellent discussion starters.

VALUE MESSAGES

Alcoholism and drug dependence is strongly affected by values. Value messages to children need to be repeated the same way every time they are spoken or role modeled in order for children to adopt and practice those values.

Parents' attitudes toward drinking are reflected in their children's attitude toward drinking. Because radio, television and print media advertising of alcohol is prevalent, children need a strong sense of what their parents' attitude is when they are quite young. Parents can use those media messages to make their own

message clear.

Subtle messages can be a "mixed message" trap for parents. For example, what message does a young child receive if he/she wears a T-shirt which advertises beer while it is illegal and unhealthy for him/her to drink that beer? If the T-shirt is worn to school, what message does a teacher or peer group receive?

Consistent childhood messages about values will help with later decisions and give a frame-of-reference when peer group, co-workers, and others may give a different message.



INSIGHTS FROM INSIGHT

The Alternative to Suspension program at Barrington High School begins its fifth year in 1988-89. Over the past four years several issues which concern parents have arisen time and again in each Insight Group. Here are some of the most common:

1. "There's nothing to do in 'Boring-ton' on weekends except drink." Many kids don't see alternatives. A party isn't a "party" if drugs aren't available. Parents who can steer kids toward non-drinking activities or who offer suggestions can expand kids' horizons.
2. "My parents don't care if I drink; they just don't want me to use drugs." The good drug-bad drug message is repeated by kids and even by some parents. Not only is alcohol the drug of choice of majority and the cause of a great many problems, but many of the kids whose parents condone drinking are using marijuana, cocaine, and hallucinogens as their form of rebellion.
3. "If I want to get drunk, I don't go home." There has been a lot of publicity about sleep-overs as a first place for experimenting among younger kids, but the threat doesn't decrease as kids get older. Many arrange to sleep at a friend's house so their parents won't see them intoxicated. Most dangerous are the times when parents leave kids home alone. Saying no is tough at any time, but without adult supervision it sometimes becomes impossible.
4. "My parents say they don't want me to use, but..." Kids learn the strength of parent convictions from consequences. The kid who has his car keys taken away or missed some social event after being caught is more likely to avoid use in the future than the kid who "gets the lecture" and experiences no negative consequences. Parents who can express their fears as



When baby sitting, does your child know what to do if the ride home is "under the influence?"

an explanation for the consequences provide additional impact.

5. "My parents can't tell when I'm drunk or high." Some parents are not aware of use and not familiar with drug paraphernalia, but it seems that some parents notice but do not confront using behavior. Kids take this silence as a sign that parents don't care or that they approve.
6. "We call each other to find out what's happening on a Friday or Saturday night." The telephone is the life line for teens. They know what their friends are doing, where their friends are, whose parents are away, etc. They network. Here's an instance where parents can learn something from their kids. A phone call to the parents of a kid's friends can keep parents informed and often can make them more secure about what kids are doing.

The bottom line in preventing chemical abuse and dependency is parental involvement. Although the Insight Program can educate kids and help them to see alternatives, only parent vigilance and communication can give kids the reasons for and the strength to say no. Barbara Gordon, BHS Chemical Health Coordinator

SOCIAL SERVICE NETWORK



The Social Service Network meets on the first Wednesday of each month October-May at St. Anne Parish Center, 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 the contact and cooperation between human services providers (agencies, private practitioners, police, school,

church personnel). Some of the '88-'89 topics include: attention deficit disorders; occult issues; psychosomatic signs and symptoms; spirituality, a belief system in coping; birth order in families; an update on substance abuse research; and a family violence seminar. The public is invited. For information call Larry Wiczorek (381-4981) or Lois Coldeway (381-0243).

ITI: A MEMORABLE EXPERIENCE

BHS students Rob Ard, Jim Lewis, Michele Molitor, and Sabrina Siciliano attended a week-long session of Illinois Teenage Institute (ITI). Barrington Youth Services counselor John Jarczyk was a co-director and former BHS students Pam Barrett and Christine Claypoole served as adult intern staff members. BHS senior Andres Traversa was on the teen Leadership Council.

Approximately 750 young people attended one of the three summer sessions designed to enhance self-confidence, insight, leadership and responsibility. The program emphasizes positive peer pressure, helps teens and adults join together to promote healthy lifestyles and reinforce responsible decision making. ITI is a nationally recognized, award winning prevention program of the Illinois Alcoholism and Drug Dependence Association.

Student scholarships were offered through BYS due to the fund raising efforts of students in Operation Snowball via Christmas wreath sales and appeals to individuals and organizations. Among organizations contributing to the Scholarship Fund: Barrington Area Development Council; BHS Home-School Committee; Kiwanis Club of Barrington; Barrington Womans Club; Town and Countryites of Barrington.

For information about next year's summer sessions at Camp Allerton in Monticello, IL, call John Jarczyk, BYS, 381-0345.



BHS Peers-Friends-Counselors (PFCs) help with "Movin' on to Eighth Grade"

PEER SUPPORT

The Barrington Chapter of Operation Snowball meets at Barrington Youth Services every FIRST and THIRD Monday at 7 p.m. Operation Snowball is a peer-to-peer prevention program designed by teens to promote personal and interpersonal growth, leadership skills, and to reinforce responsible decision-making on a variety of life issues including alcohol and other drug use. It does NOT provide individual or group treatment.

All teens are invited. For further information contact John Jarczyk at 381-0345.



HELP YOURSELF BY HELPING SOMEONE ELSE

ABCDE LEADERSHIP

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Parent
Vice-Chairman Barbara G. Holliday
Psychologist
Immediate Past Chair. Clyde W. Slocum
School District 220
Secretary Sharon Siciliano
Parent
Treasurer Randall E. Brubaker
Parent

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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.



HEALTH CLASS

Do you have a 6th grade student in your home? Drug awareness units are part of the health curriculum from grade 1, and by 6th grade your student will have touched on the difference between drugs and medicines, their effect on the human body, and some background of the prevention of misuse.

In 6th grade a student learns that a drug is any substance that if taken into the body causes change. Discussion centers on why they are used, the difference between prescription, over the counter, street, or other drugs. There will be talk about dependence. Questions such as "Why do people start to drink and continue to drink?" will be raised in the study of alcohol and its physical and social effects. Smoking and the cigarette industry will be included. This could be an interesting time for family discussions on the subject!

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."

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.

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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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.

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.

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.



COMMUNITY EFFORT

The 1988 Gallup Poll of education issues identifies drug use as the number one school problem. About the same time the results of the Gallup Poll were made public, a report was submitted to Congress by the Department of Education containing an important message for parents, educators, and policy makers. That message, which is based upon evaluation of many drug programs across the country, concluded that coordinated school and community efforts hold the most promise for lasting results in drug prevention. That is precisely the goal of ABCDE - to bring about broad and continuous community involvement in the task of convincing youth that drug use is wrong and harmful.

I believe that ABCDE has had a considerable degree of success in generating community support for this task, but I know that renewed commitment by all segments of the community is essential if our efforts are to be effective in the long run. On behalf of the Board of Directors, I solicit your continued support and participation in such activities as the summer workshop, parent networking, and other prevention programs.

Clyde W. Slocum

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
 Alcoholism Drug Dependence Program (A.D.D.) Rolling Meadows 394-9797
 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-Ateen (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.

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 Barrington, IL 60010

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