

BRIGHT FUTURES HANDOUT ► PATIENT

15 THROUGH 17 YEAR VISITS

Here are some suggestions from Bright Futures experts that may be of value to you and your family.



✓ HOW YOU ARE DOING

- Enjoy spending time with your family. Look for ways you can help at home.
- Find ways to work with your family to solve problems. Follow your family's rules.
- Form healthy friendships and find fun, safe things to do with friends.
- Set high goals for yourself in school and activities and for your future.
- Try to be responsible for your schoolwork and for getting to school or work on time.
- Find ways to deal with stress. Talk with your parents or other trusted adults if you need help.
- Always talk through problems and never use violence.
- If you get angry with someone, walk away if you can.
- Call for help if you are in a situation that feels dangerous.
- Healthy dating relationships are built on respect, concern, and doing things both of you like to do.
- When you're dating or in a sexual situation, "No" means NO. NO is OK.
- Don't smoke, vape, use drugs, or drink alcohol. Talk with us if you are worried about alcohol or drug use in your family.

✓ YOUR DAILY LIFE

- Visit the dentist at least twice a year.
- Brush your teeth at least twice a day and floss once a day.
- Be a healthy eater. It helps you do well in school and sports.
 - Have vegetables, fruits, lean protein, and whole grains at meals and snacks.
 - Limit fatty, sugary, and salty foods that are low in nutrients, such as candy, chips, and ice cream.
 - Eat when you're hungry. Stop when you feel satisfied.
 - Eat with your family often.
 - Eat breakfast.
- Drink plenty of water. Choose water instead of soda or sports drinks.
- Make sure to get enough calcium every day.
- Have 3 or more servings of low-fat (1%) or fat-free milk and other low-fat dairy products, such as yogurt and cheese.
- Aim for at least 1 hour of physical activity every day.
- Wear your mouth guard when playing sports.
- Get enough sleep.

✓ YOUR FEELINGS

- Be proud of yourself when you do something good.
- Figure out healthy ways to deal with stress.
- Develop ways to solve problems and make good decisions.
- It's OK to feel up sometimes and down others, but if you feel sad most of the time, let us know so we can help you.
- It's important for you to have accurate information about sexuality, your physical development, and your sexual feelings toward the opposite or same sex. Please consider asking us if you have any questions.

✓ HEALTHY BEHAVIOR CHOICES

- Choose friends who support your decision to not use tobacco, alcohol, or drugs. Support friends who choose not to use.
- Avoid situations with alcohol or drugs.
- Don't share your prescription medicines. Don't use other people's medicines.
- Not having sex is the safest way to avoid pregnancy and sexually transmitted infections (STIs).
- Plan how to avoid sex and risky situations.
- If you're sexually active, protect against pregnancy and STIs by correctly and consistently using birth control along with a condom.
- Protect your hearing at work, home, and concerts. Keep your earbud volume down.

15 THROUGH 17 YEAR VISITS—PATIENT



STAYING SAFE

- Always be a safe and cautious driver.
 - Insist that everyone use a lap and shoulder seat belt.
 - Limit the number of friends in the car and avoid driving at night.
 - Avoid distractions. Never text or talk on the phone while you drive.
- Do not ride in a vehicle with someone who has been using drugs or alcohol.
 - If you feel unsafe driving or riding with someone, call someone you trust to drive you.
- Wear helmets and protective gear while playing sports. Wear a helmet when riding a bike, a motorcycle, or an ATV or when skiing or skateboarding. Wear a life jacket when you do water sports.
- Always use sunscreen and a hat when you're outside.
- Fighting and carrying weapons can be dangerous. Talk with your parents, teachers, or doctor about how to avoid these situations.

Consistent with *Bright Futures: Guidelines for Health Supervision of Infants, Children, and Adolescents*, 4th Edition

For more information, go to <https://brightfutures.aap.org>.

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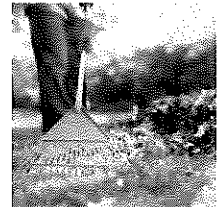
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CELEBRATING 10 YEARS

Helping Teens Connect With Their Community

Teens can—and do!—improve the communities they live in. While families provide the love and support needed for teens to become more independent, teens active in their community will:

- Do better in school.
- Find it easier to stay out of trouble.
- Be less likely to become depressed or suicidal.



Why Should Teens Be Involved In Their Community?

- Participating in community activities gives more opportunities to become an independent and successful adult.
- It provides a group of friends who can help a teen learn more about themselves and help him make better decisions.
- By connecting with the community, a teen is never alone. He has a place to go and people to talk with when he needs it.
- The more a teen helps others, the better he feels and the more likely that someone will be there for him.

How Your Teen Can Make Community Connections

Helping Others

- Ask about service projects. Check with your child's school or where you worship about volunteering at homeless shelters, soup kitchens, nursing homes, or child care centers.
- Get involved in a political campaign.
- Tutor children at the library or become a coach.
- Help clean up the neighborhood.

Doing What They Love

- Encourage your teen to try different things until he discovers his passion. Art, music, writing, drama, or sports are just some examples.

Keeping in Touch with Family Members

- Teach your teen about her family—both near and far. Get her to ask about family stories and history. Get in touch with family your teen has not met or has not seen for a while or plan a family reunion.

Getting to Know Neighbors

- Have your teen talk with people who have different cultural backgrounds, religious or spiritual beliefs, and political values.

Nobody Succeeds Alone— Everyone Needs Help

There are many people in your community who can help your child succeed.

- A teacher, coach, or counselor at school can help point your child in the right direction.
- A neighbor, relative, friend's parent, or your boss can give your child the advice he needs to make decisions.
- A spiritual leader or an adult at an after-school activity or club can help your child through a hard time.

Remember, being involved in the community will help your child become independent, develop new skills, and help others.

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Teaching Teens to Respect Diversity

Respecting diversity involves understanding and valuing the perspectives, behaviors and needs of people from all backgrounds.

Respecting diversity involves understanding and valuing the perspectives, behaviors and needs of people from all backgrounds. The world is a great tapestry of different cultures, abilities, beliefs, genders and preferences, and the ability to respect others sets the tone for the way a person approaches their interactions and relationships. As society becomes more diverse, your adolescent will most likely be exposed to people from various backgrounds, and it is good to teach her about the value of respecting differences.

Expose your middle-schooler to different cultures and backgrounds. You are a great influence in your child's life, and by having diverse friendships and being respectful of people's views and backgrounds, you will be providing her with a valuable lesson in tolerance. You can also help build your child's ability to respect differences by encouraging her to participate in activities that promote diversity and nurture tolerance. Find local cultural events, like parades or celebrations, and bring the whole family to enjoy the festivities. These types of events can be a fun way to introduce your adolescent to new cultures and help her gain awareness of the diverse history of our country. You may also want to sign her up for summer camp, an art workshop or a peer program that includes people from all backgrounds and abilities. For example, there are many programs out there that allow children to mentor or become "buddies" with children with special needs. You can contact your local children's hospital to learn more about which programs exist in your community as well.

Teach your adolescent about the need to be open-minded. People all have different experiences, backgrounds, customs, opinions, points of view, genders and preferences, and it's good to talk to your child regularly about the importance of being accepting of others. Neurologist Judy Willis says that helping your adolescent become open-minded about differences can build her mental flexibility, problem-solving abilities and sense of tolerance. Willis suggests that you talk to your middle-schooler about the beliefs of those involved in social problems and ask her to consider what historical figures would think about these current issues.

Talk about bullying. Bullying is a growing concern for children at this age, and by teaching your child about respecting and honoring differences, you are also helping to prepare her to respond to bullying in an assertive way. Bullying is often linked to prejudice, as the targets of bullies are often people who are considered “different” by their peers. Name-calling, physical harassment, hurtful comments online and being left out of cliques are some of the most common ways middle-school students are exposed to bullying. Education consultant Jennifer Miller recommends that you prepare your adolescent with responses to bullying behavior. Often young people are caught off-guard and don’t know how to respond to bullying. Miller suggests that you work together on what your child can say to stop the harassment and allow her to remain respectful of herself and others. Sometimes, it’s as simple as saying, “Stop, you know you’re wrong,” with some assertion. Or she can say, “You know you are out of line,” if the bully is harassing another person, and then she can leave the area and tell an adult who can help the victim. By reminding your adolescent that others’ opinions and feelings are valid even when they are different from her own, you are helping to raise an open-minded child who has the courage and skills needed to stand up against bullying.

40 Developmental Assets® for Adolescents (ages 12-18)

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets**®—that help young people grow up healthy, caring, and responsible.

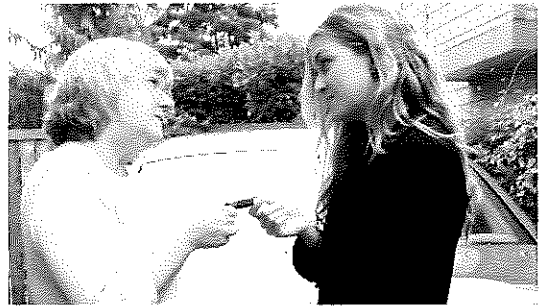


External Assets	Support	<ol style="list-style-type: none"> 1. Family support—Family life provides high levels of love and support. 2. Positive family communication—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents. 3. Other adult relationships—Young person receives support from three or more nonparent adults. 4. Caring neighborhood—Young person experiences caring neighbors. 5. Caring school climate—School provides a caring, encouraging environment. 6. Parent involvement in schooling—Parent(s) are actively involved in helping young person succeed in school.
	Empowerment	<ol style="list-style-type: none"> 7. Community values youth—Young person perceives that adults in the community value youth. 8. Youth as resources—Young people are given useful roles in the community. 9. Service to others—Young person serves in the community one hour or more per week. 10. Safety—Young person feels safe at home, school, and in the neighborhood.
	Boundaries & Expectations	<ol style="list-style-type: none"> 11. Family boundaries—Family has clear rules and consequences and monitors the young person's whereabouts. 12. School Boundaries—School provides clear rules and consequences. 13. Neighborhood boundaries—Neighbors take responsibility for monitoring young people's behavior. 14. Adult role models—Parent(s) and other adults model positive, responsible behavior. 15. Positive peer influence—Young person's best friends model responsible behavior. 16. High expectations—Both parent(s) and teachers encourage the young person to do well.
	Constructive Use of Time	<ol style="list-style-type: none"> 17. Creative activities—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts. 18. Youth programs—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community. 19. Religious community—Young person spends one or more hours per week in activities in a religious institution. 20. Time at home—Young person is out with friends "with nothing special to do" two or fewer nights per week.

Internal Assets	Commitment to Learning	<ol style="list-style-type: none"> 21. Achievement Motivation—Young person is motivated to do well in school. 22. School Engagement—Young person is actively engaged in learning. 23. Homework—Young person reports doing at least one hour of homework every school day. 24. Bonding to school—Young person cares about her or his school. 25. Reading for Pleasure—Young person reads for pleasure three or more hours per week.
	Positive Values	<ol style="list-style-type: none"> 26. Caring—Young person places high value on helping other people. 27. Equality and social justice—Young person places high value on promoting equality and reducing hunger and poverty. 28. Integrity—Young person acts on convictions and stands up for her or his beliefs. 29. Honesty—Young person "tells the truth even when it is not easy." 30. Responsibility—Young person accepts and takes personal responsibility. 31. Restraint—Young person believes it is important not to be sexually active or to use alcohol or other drugs.
	Social Competencies	<ol style="list-style-type: none"> 32. Planning and decision making—Young person knows how to plan ahead and make choices. 33. Interpersonal Competence—Young person has empathy, sensitivity, and friendship skills. 34. Cultural Competence—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds. 35. Resistance skills—Young person can resist negative peer pressure and dangerous situations. 36. Peaceful conflict resolution—Young person seeks to resolve conflict nonviolently.
	Positive Identity	<ol style="list-style-type: none"> 37. Personal power—Young person feels he or she has control over "things that happen to me." 38. Self-esteem—Young person reports having a high self-esteem. 39. Sense of purpose—Young person reports that "my life has a purpose." 40. Positive view of personal future—Young person is optimistic about her or his personal future.

Behind the Wheel: How to Help Your Teen Become a Safe Driver

A driver's license used to be a rite of passage for most teenagers. The license was a key to growing independence from adults and new worlds of possibilities. But, the image of the shiny convertible cruising down the open road no longer reflects typical driving conditions today, in which the high costs of insurance, fuel, and cars, coupled with challenging traffic jams, make other transportation options and/or living options more appealing choices for teens and adults.



A 2016 study (<http://www.umich.edu/~umtriswt/PDF/UMTRI-2016-4.pdf>) looked at the percentage of persons with a driver's license as a function of age.

- In 1983, 46.2% of 16 year olds had a license. In 2014, just 24.5% of 16 year olds had a license—a 47% decrease from 1983.
- In 1983, 87.3% of 19 year olds had a license. In 2014, 69% of 19 year olds had a license—a 21% decrease from 1983.

Nevertheless, the majority of teens will still choose to drive, and for some, getting that license can't come too soon. Or can it?

Some Teens Are Not Developmentally Ready to Drive Safely

In 2013, young people ages 15-19 represented only 7% of the U.S. population. But, they accounted for 11% (\$10 billion) of the total costs of motor vehicle injuries.

According to the Insurance Institute for Highway Safety, teen drivers ages 16 to 19 are nearly three times more likely than drivers aged 20 and older to be in a fatal crash. The chief reason for adolescents' poor safety record is their lack of experience in handling a car and sizing up and reacting appropriately to hazardous circumstances such as merging onto a highway, making a left-hand turn at a crowded intersection, or driving in poor weather conditions ([/English/ages-stages/teen/safety/Pages/Bad-Weather-Dangerous-for-All-Drivers.aspx](#)).

Additionally, teens may not yet have developed some of the motor coordination and judgment needed to perform many of the complex physical maneuvers of ordinary driving. For example, driving may be one of the first skills where teens have to coordinate their eyes, hands, and feet. Teens also more likely to miscalculate a traffic situation and are more easily distracted than older drivers and more likely to speed, tailgate, text, not use seat belts ([/English/safety-prevention/on-the-go/Pages/Seat-Belts-for-Older-Children-Adults.aspx](#)), and make critical decision errors that result in accidents. Teens, particularly males, are also more likely succumb to peer pressure, overestimate their abilities, and have emotional mood swings, leading to crashes.

What parents can do:

- Give your teen extra practice behind the wheel. School driver's-ed programs and private driving instruction typically provide a total of six hours on-the-road training when the experience actually needed to become reasonably proficient is closer to fifty hours (two hours a week spread over six months). "Practice makes better," so provide as much driver education as possible.
- After a teen acquires a learner's permit, by passing a vision test and taking a written exam, he or she may drive when accompanied by a licensed driver aged twenty-one or older. You can start with basic skills, then introduce other scenarios such as driving at night, on country roads, in bumper-to-bumper traffic, on freeways, at dusk, in rainy weather and so on. It's a good idea to ask your child's drivers-ed instructor which areas have been mastered and which ones need more training. You can get into the habit of handing your teen the car keys when you're out running errands together. There is no substitute for experience.
- Institute a graduated licensing program (GDL) ([/English/ages-stages/teen/safety/Pages/Graduated-Driver-Licensing-Laws-Information-for-Parents.aspx](#)). Although many states allow boys and girls as young as sixteen to obtain a license, the American Academy of Pediatrics (AAP) policy statement, *The Teen Driver* (<http://pediatrics.aappublications.org/content/118/6/2570.full>), recommends that teens not receive an unrestricted license until age eighteen or until they have been driving under adult supervision for at least two years. The CDC reports that more comprehensive GDL programs have been associated with reductions of in fatal crashes and reductions in overall crashes among 16-year-old drivers.
- A number of states have also added a middle step as part of a graduated licensing system. Passing the road test gains novice drivers aged sixteen or older (the minimum age varies according to state, as do the restrictions) a provisional license. For the next year, they may take the wheel independently during the day. But after dark, they must have one licensed adult in the vehicle with them. At the end of their probationary period, they are awarded a full license—provided that their record is free of moving violations and car crashes. Research has shown that accidents are more common when teen drivers carry teen passengers ([/English/ages-stages/teen/safety/Pages/Teen-Passengers-What-Parents-Need-to-Know.aspx](#)); some graduated programs limit the ages of passengers for new drivers under age 18.
- You don't need to wait for your state to pass a graduated-licensing law to institute a program of your own for your teen and family. Depending on how your teen is driving, you can set the probation period at six months instead of twelve; or, you could prolong the learner's-permit stage for your teen from the usual period of six months to twelve months. Extend driving privileges at a pace that you feel your teenager can handle.
- Spend an afternoon teaching your child how to perform routine car maintenance such as checking the air pressure in the tires, the water level in the battery, oil and transmission fluid, and the windshield-wiper fluid. Also show him or her how to change a flat tire. If you can afford it, consider enrolling in an automobile club that provides road service.
- See to it that your child's car meets all safety standards. While it's an admirable goal for a teenager to want to save up to buy his or her own car, "beaters" may not be as safe as newer models with modern safety features.
- Ideally, adolescents should be driving midsize or full-size cars equipped with air bags ([/English/safety-prevention/on-the-go/Pages/Air-Bag-Safety.aspx](#)). Larger cars offer more crash protection. Avoid sleek, high-performance vehicles that may tempt teens to speed ([/English/ages-stages/teen/safety/Pages/High-Speeds-High-Speed-Road-Dangers.aspx](#)). Sport utility vehicles are generally frowned upon for teens as well; their higher centers of gravity make them less stable and more likely to roll over. Having a heavy-duty roll bar installed will greatly enhance their safety.
- Set a good example. As a parent, you are a powerful role model. No speeding, no weaving in and out of traffic, no drinking and driving ([/English/ages-stages/teen/substance-abuse/Pages/Drug-Abuse-Prevention-Starts-with-Parents.aspx](#)), no texting ([/English/tips-tools/ask-the-pediatrician/Pages/How-can-I-get-the-dont-text-and-drive-message-through-to-my-teen.aspx](#)) at the wheel, no fiddling with your smartphone to stream a favorite song, no fits of road rage because the car in front is poking along, and seat belts at all times. Many states today ban handheld phones and other distractions while driving.

Teaching Your Teen to Drive (*Without Driving the Two of You Crazy*)

Here are valuable tips for productive driving lessons:

- Before getting started, discuss the route you'll be taking and the skills you'll be practicing.
- In an even tone of voice (please, no barking like a drill sergeant), give clear, simple instructions: *"Turn right at this corner."* *"Brake."* *"Pull over to the curb."*
- If your teen makes a mistake, ask him or her to pull over, then calmly talk about what went wrong and how the situation might be handled differently next time.
- Encourage your teen to talk aloud about what he or she is observing while driving.
- After each session, ask, *"How do you think you drove today?"* Let your child point out any lapses in judgment or other gaffes. Then evaluate his or her progress together. Ask what he or she might do differently next time. Be sure to offer praise (</English/healthy-living/emotional-wellness/Building-Resilience/Pages/When-to-Give-Your-Child-Praise-Video.aspx>) where appropriate.
- Keep a log in which you enter the hours in the car, the route taken, and your critique of each skill practiced.

Rules of the Road

Even after teens receive their license, they are still in the process of learning how to drive. A number of clear safety guidelines and appropriate penalties for non-compliance should be developed with your child's input before he or she starts to drive. These "rules of the road" can include:

- No driving or riding with others under the influence of alcohol (</English/ages-stages/teen/substance-abuse/pages/Alcohol-The-Most-Popular-Choice.aspx>) or other drugs (</English/ages-stages/teen/substance-abuse/Pages/Helping-Teens-Resist-Pressure-to-Try-Drugs.aspx>), including marijuana. The National Institute for Drug Abuse reports that drivers with the active ingredient of marijuana (</English/ages-stages/teen/substance-abuse/Pages/Marijuana-Cannabis.aspx>) (THC) in their blood were twice as likely to cause a fatal accident than drivers who had not used drugs or alcohol. Marijuana can be detectable in body fluids for days to weeks after use—higher THC levels are found in accident-involved drivers.
- Because teens are easily distracted, insist that they have no more than two friends in the car at a time (if allowed by the license). Consider implementing a no-friends rule for the first few months of licensed driving.
- No eating or drinking while driving.
- Music must be kept at low to moderate volume, and its delivery should not be a distraction during driving. Smartphones, radios, CD players, and MP3 players shouldn't be "fiddled with" while driving.
- Everyone in the vehicle must wear a seat belt at all times. Failure to use seat belts more than triples the risk of injury in a serious crash.
- No nighttime driving (</English/ages-stages/teen/safety/Pages/Nighttime-Driving-Dangerous-for-Teens.aspx>). Driving when it's dark is inherently more demanding, especially for adolescents, who are four times as likely to die in a car crash at night than during daylight hours. In cities that have instituted curfews for young people, the teenage fatality rate has gone down by ¼.
- No driving when tired, angry, or upset (</English/ages-stages/teen/safety/Pages/Drivers-Edge.aspx>).
- No driving beyond a certain distance from home. If your teen wants to travel beyond the boundaries you've established, he or she must ask permission.
- No talking on a phone when the vehicle is in motion. Inexperienced drivers (teens) should not even use hands-free options and voice recognition technology while driving.
- No texting when the vehicle is in motion.

- Be extremely careful when checking online GPS via displays and smartphones, to avoid distractions. Better to pull over safely to a protected area to check location and directions.
- No picking up hitchhikers, unless it is someone they know well, and no hitchhiking themselves.

Breaking any of these rules constitutes grounds for some form of penalty. Minor offenses call for a stern warning. Repeated violations and serious infractions will cost him or her the keys. For how long is up to you.

Parents have the obligation—and *the liability*—to help their children grow, in this case by stepping in and teaching them responsibility when driving.

Additional Information & Resources:

- Graduated Driver Licensing Laws: Information for Parents (</English/ages-stages/teen/safety/Pages/Graduated-Driver-Licensing-Laws-Information-for-Parents.aspx>)
- How to Connect with Your Teen about Smart & Safe Media Use (</English/family-life/Media/Pages/Points-to-Make-With-Your-Teen-About-Media.aspx>)
- Ask the Pediatrician: How can I get the "don't text and drive" message through to my teen? (</English/tips-tools/ask-the-pediatrician/Pages/How-can-I-get-the-dont-text-and-drive-message-through-to-my-teen.aspx>)
- The Teen Driver (<http://pediatrics.aappublications.org/content/118/6/2570.full>) (AAP Policy Statement)
- Insurance Institute for Highway Safety (IIHS) (<http://www.iihs.org/>)
- Governor's Highway Safety Association (GHSA) (<http://www.ghsa.org/>)

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[Back to Top](#)



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CELEBRATING 10 YEARS

Parent-Teen Driving Agreement

I, _____, will drive carefully and cautiously and will be courteous to other drivers, bicyclists, and pedestrians at all times.

I Promise:

I promise that I will obey all the rules of the road.

- Always wear a seat belt and make all my passengers buckle up.
- Obey all traffic lights, stop signs, other street signs, and road markings.
- Stay within the speed limit and drive safely.
- Never use the car to race or to try to impress others.
- Never give rides to hitchhikers.

I promise that I will make sure I can stay focused on driving.

- Never text while driving (writing, reading or sending messages)
- Never talk on the cell phone---including handsfree devices or speakerphone---while driving.
- Drive with both hands on the wheel.
- Never eat or drink while driving.
- Drive only when I am alert and in emotional control.
- Call my parents for a ride home if I am impaired in any way that interferes with my ability to drive safely, or if my driver is impaired in any way.
- Never use headphones or earbuds to listen to music while I drive.

I promise that I will respect laws about drugs and alcohol.

- Drive only when I am alcohol and drug free.
- Never allow any alcohol or illegal drugs in the car.

Our Safe Driving Agreement



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Be a passenger only with drivers who are alcohol and drug free.

I promise that I will be a responsible driver.

Drive only when I have permission to use the car and I will not let anyone else drive the car unless I have permission.

Drive someone else's car only if I have parental permission.

Pay for all traffic citations or parking tickets.

Complete my family responsibilities and maintain good grades at school as listed here:

Contribute to the costs of gasoline, maintenance, and insurance as listed here:

Restrictions:

I agree to the following restrictions, but understand that these restrictions will be modified by my parents as I get more driving experience and demonstrate that I am a responsible driver.

For the next ____ months, I will not drive after ____ pm.

For the next ____ months, I will not transport more than ____ teen passengers (unless I am supervised by a responsible adult).

For the next ____ months, I won't adjust the stereo, electronic devices, or air conditioning/heater while the car is moving.

For the next ____ months, I will not drive in bad weather.

I understand that I am not permitted to drive to off-limit locations or on roads and highways as listed here:

Additional restrictions:

Penalties for Agreement Violations:

Drove while texting (composed, read or sent message or email with phone).

◦ NO DRIVING FOR ____ MONTHS

Drove while talking on the cell phone (including handsfree or speakerphone).

◦ NO DRIVING FOR ____ MONTHS

Drove after drinking alcohol or using drugs.

◦ NO DRIVING FOR ____ MONTHS

Got ticket for speeding or moving violation.

◦ NO DRIVING FOR _____ MONTHS

Drove after night driving curfew.

◦ NO DRIVING FOR _____ MONTHS

Drove too many passengers.

◦ NO DRIVING FOR _____ MONTHS

Broke promise about seat belts (self and others).

◦ NO DRIVING FOR _____ MONTHS

Drove on a road or to an area that is off limits.

◦ NO DRIVING FOR _____ MONTHS

Signatures:

Driver Pledge

I agree to follow all the rules and restrictions in this agreement. I understand that my parents will impose penalties, including removal of my driving privileges, if I violate the agreement. I also understand that my parents will allow me greater driving privileges as I become more experienced and as I demonstrate that I am always a safe and responsible driver.

Driver:

Date:

Parent Promise

I also agree to drive safely and to be an excellent role model.

Parent (or guardian):

Date:

Parent (or guardian):

Date:

WATCH FOR SIGNS – Stop Youth Suicide

“If a young person you know seems depressed or gloomy and has been spending a lot of time questioning why life is worth the bother, it’s time to pay attention.” Anonymous Parent (son lost to suicide)



THE FACTS:

- ❖ Between 2003 and 2007, 539 Washington State youths completed suicide – an average of two youth suicides each week.
- ❖ Youth suicides outnumber youth homicides in Washington State.
- ❖ Between 2003 and 2007, 4,269 Washington State youths were admitted to the hospital for non-fatal suicidal behavior – an average of 16 admissions per week.
- ❖ Boys and young men are significantly more likely to complete suicide – this is partly a result of using more lethal means – while girls and young women are more likely to make suicide attempts that result in hospitalization.
- ❖ 30% of Washington State 10th graders reported feeling so sad or hopeless in the past year that they stopped doing their usual activities.
- ❖ 26% of all 10th graders indicated that it was unlikely that they would seek adult help if they were feeling depressed or suicidal. More than 30% indicated that they did not have adults they could turn to if they were feeling sad or depressed.

Youth suicide is a significant problem in our state. There are warning signs you can watch for – and specific actions you can take – to help prevent young people from taking their own lives.

Learn how to recognize these warning signs, the “clues” that a young person might be considering suicide, and how to let them know you care.

Youth of all races, creeds, incomes, and educational levels attempt or complete suicide. There is no typical suicide victim. About 80% of the time people who kill themselves have given definite signals or talked about suicide. The key to prevention is knowing what the warning signs are, and what to do to help.

WARNING SIGNS:

Most suicidal young people don’t really want to die – they just want their pain to end. There are several signs to watch for that may indicate someone is thinking about suicide. The more signs, the greater the risk.

- A previous suicide attempt.
- Current talk of suicide, or making a plan.
- Strong wish to die, preoccupation with death, giving away prized possessions.
- Signs of serious depression, such as moodiness, hopelessness, withdrawal.
- Increased alcohol and/or other drug use.
- Recent suicide attempted by a friend or family member.

There are other key “risk factors” to keep in mind that increase the likelihood of suicide attempts by young people. Again, the more signs observed, the greater the risk.

- Readily accessible firearms.
- Impulsiveness and taking unnecessary risks.
- Lack of connection to family and friends (no one to talk to).

PREVENTION STEPS:

If you’re worried about a young person and suicide has crossed your mind as a concern, trust your judgment. Do something now! Here’s what you might say to a young person who is thinking about suicide:

1) SHOW YOU CARE: Let the person know you really care. Talk about your feelings and ask about his or hers. Listen carefully to what they have to say.

- “I’m concerned about you ... about how you feel.”
- “Tell me about your pain.”
- “You mean a lot to me and I want to help.”
- “I care about you, about how you’re holding up.”
- “I don’t want you to kill yourself.”
- “I’m on your side ... we’ll get through this.”

2) ASK THE QUESTION: Don’t hesitate to raise the subject. Talking with young people about suicide won’t put the idea in their heads. Chances are, if you’ve observed any of the warning signs, they are already thinking about it. Be direct in a caring, non-confrontational way. Get the conversation started.

- “Are you thinking about suicide?”
- “Are you thinking about harming yourself, ending your life?”
- “What thoughts or plans do you have?”
- “How long have you been thinking about suicide?”
- “Have you thought about how you would do it?”
- “Do you have _____?” (insert the lethal means they have mentioned)
- “Do you really want to die? Or do you want the pain to go away?”

3) CALL FOR HELP: The first steps toward instilling a sense of hope are: showing your concern, raising the issue, and listening to and understanding the young person’s feelings. Keep moving forward, together. Call for help.

- “Together I know we can figure something out to make you feel better.”
- “I know where we can get some help.”
- “Let’s talk to someone who can help... let’s call the crisis line, now.”
- “I can go with you to where we can get help.”
- “You’re not alone. Let me help you.”

If the young person has expressed an immediate plan, or has access to a gun or other potentially deadly means, do not leave him or her alone: **GET HELP IMMEDIATELY!**

Please call your local **CRISIS LINE** at 360-425-6064 or 1-800-273-TALK
TEEN TALK: call 360-397-2428 or text 360-984-0936



Marijuana

Know the Facts

Marijuana is not harmless.

Marijuana impairs coordination and perception, affects learning and memory, and can increase anxiety, panic and paranoia. Research shows one in eight youth who use marijuana by age 14 become dependent.

Some of the risks of smoking marijuana vs. consuming marijuana-infused foods are different.

Inhaling any kind of smoke harms your lungs. Consuming marijuana-infused foods can also be dangerous because it takes longer to feel the effects. It's easier to have too much because the effects are delayed.

Recreational marijuana use has age restrictions.

Only those 21 and older can possess marijuana, with a limit of 1 ounce of useable marijuana, 16 ounces in solid form, 72 ounces in liquid form, and 7 grams of concentrate.

Where you can use marijuana is limited.

Marijuana cannot be used in view of the public. It is also not allowed on federal and most tribal lands.

The penalties for marijuana use for those under 21 can be severe.

If you are under 21, you can be charged with Minor in Possession. If you have more than 40 grams, it is a Class "C" felony (\$10,000 fine and/or 10 years in jail).

It's not okay for parents to share marijuana with their kids.

It is a felony to provide marijuana to any minor.



Marijuana

What Parents Should Know

Most youth choose not to use marijuana. However, some will try it, and some will continue to use it.

Brain development continues through age 25. The use of any drug, including marijuana, can impair brain development.

Marijuana use increases risk of academic problems. Marijuana's effect on learning, memory, and motivation can lead to difficulties in school.

Talk Early. Talk Often

- You are the number one influence in your child's life.
- Talk early and talk often about making the right choices.
- Set expectations.
- Discuss rules and enforce consequences.

For more information about marijuana:

www.LearnAboutMarijuanaWA.org
or www.StartTalkingNow.org



To contact the WSLCB email:
prevention@lcb.wa.gov

If someone you know is struggling with substance use, call:

Washington Recovery Helpline at 1.866.789.1511.

To obtain this publication in an alternative format, contact the agency ADA coordinator at (360) 664-1783.



Washington State
Department of Social
& Health Services

Transforming lives



Avoid Becoming a Victim of Human Trafficking!

By *Robin Rossmanith* | Submitted On August 11, 2010



No one wants to be a victim of human trafficking. Human trafficking is when a person is forced, coerced, or tricked into doing work against their will. There are many forms of human trafficking, also known as modern day slavery, which exist in the world today. Two main categories are forced labor, as in the making of goods or working in agriculture fields against your will or because of indebtedness to the employer, and sex trafficking, or forced prostitution and pornography. No one wants to be a slave, yet there are 27 million people enslaved in the 21st century.

Unlike the transatlantic slave trade, modern slavery is not the backbone of western civilization or in something easily recognized. But those who hold others captive and force them to work against their will are making profits off this crime. In fact, human trafficking is estimated to be a 32 billion dollar industry.

Some schemes that may seem legitimate, but are used to lure people into captivity include seasonal farm workers, hotel and restaurant work, domestic servants, nannies, and student travel programs. There are many reputable organizations that provide these types of employment and educational programs. However, traffickers routinely use the lure of paying jobs and an education to separate their victims from their money (for travel visas and recruiting fees) and family. Once separated a trafficker may sell the individual to another or force them to work off "travel debt" such as transportation, food, and housing. This debt is at astronomical interests rates, which accumulate daily, and can never be paid off.

Victims of human trafficking come from all walks of life and all financial status. But there are some factors that make a person more vulnerable to the false lies of a human trafficker. Some factors of vulnerability are:

- Being a female
- Being a child
- Coming from a marginalized population
- Poverty
- Growing up in an abusive home
- Running away from home
- Little or no education.

Protect yourself from becoming a victim of human trafficking.

Although changing the above vulnerability factors is difficult, there are some things to do to avoid becoming a human trafficking victim. Be aware of how traffickers recruit people. Traffickers make false promises of a better life. They paint unrealistic pictures of what life could be like with lots of money. They quickly befriend a person showering them with gifts and displays of affection, particularly recruiters who will later force a girl into prostitution.

Do not make decisions under the influence of substances and do not be the company of people you do not fully know and trust while intoxicated. Traffickers, looking to put someone into prostitution, will take advantage unconscious people or someone who cannot fight being transported elsewhere. Traffickers will also attempt to take advantage of those with addictions or attempt to create drug dependency.

If someone, whether stranger or acquaintance, promises something that seems too good in return for sex or free work, wait. Listen to the intuitive voice inside your head, check with family and friends for advice. Do internet searches or background checks on the person wanting you to go with them. Say no and see how they react. Look for signs of abusive or possessive behaviors. Is the person trying to isolate or turn you against family and friends? If so, avoid that person.

Runaways are at particular risk for being forced into prostitution. If leaving home because of abuse try to find a safe place; Forsaken Generation has resources to locate shelters. Or call the runaway switchboard at 1800-Runaway for help. If you are already on the streets try to find a safe place like Children of The Night.

If coming from a life of poverty the lure of a better income or education is hard to resist. Check and double check if the agency or recruiters are reputable. Do they have references from people living where they want to send you? Make sure all contracts signed are in your native language, to understand all the details. Ask lots of questions. Find out, from another source, what a reasonable travel and recruiting expense would be. Ask for pictures of housing and names of people, companies, or schools that can be contacted. Human traffickers will typically avoid those who are asking too much, they want easy targets. Someone looking for a legitimate employee or student will honor the questions, knowing that you would be a valuable employee or student.

Protect your children from becoming victims of human trafficking.

Be aware of your child's online friends. Sex traffickers have been documented using social media like Facebook and MySpace, in addition to others. Love your children unconditionally. Sometimes awful problems exist between parents and kids; seek help through counseling, mentor programs, and rehab if necessary. Traffickers prey on runaways and throwaways. Do not make your child one. Life on the streets is extremely dangerous.

None of the above suggestions are foolproof. However, if these suggestions are implemented then fewer people would become victims of human trafficking. Evil exists in the world. Protect yourself and family.

Robin Rossmanith created the website, [<http://www.ShopToStopSlavery.com>] to empower consumers to fight human trafficking. She operates Shop To Stop Slavery and is also the co-chair of the Northeast Florida Human Trafficking Task Force.

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