

# The Laws They Are a Changing: Powdered Alcohol, Vaping & Other Nicotine Products

## Powdered Alcohol

Last October, SCIP reported on a new alcohol product called Palcohol that was seeking federal approval. Palcohol is an alcoholic beverage sold in small pouches in powdered form that is mixed with water or another beverage mixer.

Recently, amid much controversy, Palcohol gained approval from the Federal Alcohol and Tobacco Tax and Trade Bureau, receiving the green light to be sold. The four products that have been approved include a cosmopolitan, a margarita, vodka and rum; Lemon Drop is expected to be approved shortly.

Concerns surrounding Palcohol include abuse by minors (each pouch holds the equivalent of one shot of alcohol), the potential to snort the powder, and whether its small package makes it easier for underage drinkers to conceal their drinking or sneak it into school by mixing it with another beverage such as soda.



“Potential for abuse isn’t grounds for us to deny a label,” bureau spokesman Tom Hogue said. However, individual states can regulate alcohol sales, which has led several states, including Nebraska, to take steps to ban powdered alcohol, or regulate it like liquid alcohol.

For more information on Palcohol, click [here](#) to access the SCIP October newsletter article.

## Tobacco, Vapor Products or Alternative Nicotine Products

Concern about the increased use of vaping products by youth helped prompt an update in Nebraska laws, which went into effect April 2014, regarding its use and sale to minors, as well as other tobacco products. While many schools have changed their policy manuals to address use by students, confusion still seems to remain about the actual legal penalties involving youth usage and the sale to minors. Following are the legal definitions which should help with clarification.



## Use by Minors

Whoever, being a minor under the age of eighteen years shall smoke cigarettes or cigars, use vapor products or alternative nicotine products, or use tobacco in any form whatever, in this state, shall be guilty of a Class V misdemeanor. Any minor charged with a violation of this section may be free from prosecution if he or she furnishes evidence for the conviction of the person or persons selling or giving him or her the cigarettes, cigars, vapor products, alternative nicotine products, or tobacco.



(Source: Laws 1911, c. 181, §§ 1, 2, 3, p. 561; R.S.1913, § 8846; C.S.1922, § 9847; C.S.1929, § 28-1021; R.S.1943, § 28-1020; Laws 1977, LB 40, § 103; R.R.S.1943, § 28-1020, (1975); Laws 2014, LB863, § 16.)

## Sale to Minors

Whoever shall sell, give, or furnish, in any way, any tobacco in any form whatever, or any cigarettes, cigarette paper, vapor products, or alternative nicotine products, to any minor under eighteen years of age, is guilty of a Class III misdemeanor for each offense.

(Source: Laws 1885, c. 105, §§ 1, 2, p. 394; Laws 1903, c. 138, § 1, p. 643; R.S.1913, § 8847; C.S.1922, § 9848; C.S.1929, § 28-1022; R.S.1943, § 28-1021; Laws 1977, LB 40, § 104; R.R.S.1943, § 28-1021, (1975); Laws 2014, LB863, § 18.)

# Interactive Families

Children from birth to adulthood need time and attention from their parents. Sometimes as parents we become so busy that we overlook the importance of spending time and interacting personally. This does not mean rushing from school to extracurricular activity to supervising homework. Interactive time is time that is spent with both child and parent fully engaged in an activity together. This time spent together allows the child to feel important and loved. It also provides an opportunity for the parent to model behaviors, provides parents with the opportunity to observe and learn their child's strengths, and ultimately strengthens the bonds between the parent and the child.

Here are some ideas on how to increase your family's interactive time:

- Family meal time. This could become a family event from the selection of the menu, preparing the food and table, serving, eating together, and cleaning up.
- Sports. Whether it is playing catch in the yard, going to the gym, or watching the child play or perform, active and positive involvement is rewarding.
- Hobbies such as drawing or crafts
- Board games and cards allow for the family to relax and enjoy each other's company.
- Extracurricular activities such as Girl/Boy Scouts or 4-H can be a great opportunity for bonding.
- Religious activities.
- Shopping with the family can make a simple chore an event.
- Attend a concert or show together.
- Go to the theater, watch television, or rent movies. By watching some shows your child enjoys, you will learn more about him/her and can use the topics brought up for more interesting discussions.
- Outdoor activities such as hiking, walks, bicycling, picnics, or camping.
- Attend school events together.
- For younger children, get in the habit of reading to them. For the adolescent, ask what book they are reading and then read it yourself or together.

SCIP has an opportunity for you to increase your family interactive time by attending **Hop, SCIP, Jump to the Golden Ticket!** On Saturday, June 6th, 500 children and their parents will Hop, SCIP and Jump (and participate in other fun, physical activities) as they make their way along a path around Haymarket Park. At the end of the course, each child will choose a candy bar. All of the candy bar wrappers will be wrapped in prize-winning tickets, including the **GRAND PRIZE GOLDEN TICKET**.

- The Golden Ticket Prize: One Winner will receive one-night's lodging in a Family Suite at Great Wolf Lodge in Kansas City plus a \$319 gift card to be used for another night's stay, or within the Lodge. This prize also includes 4 Kansas City Royals tickets, gas gift cards, and food/restaurant gift cards.
- Silver Ticket Prizes: Multiple winners of prizes valued at \$100 or more.
- Bronze Ticket Prizes: Multiple winners of prizes with values under \$100.



For more information about the event, please visit our website at [www.lmep.com/SCIP.aspx](http://www.lmep.com/SCIP.aspx), find us on Facebook at [www.Facebook.com/SCIP.HELP](http://www.Facebook.com/SCIP.HELP), or call 402.327.6843.

(Source: Child Development Institute, [www.childdevelopmentinfo.com](http://www.childdevelopmentinfo.com))



# GOT SCIP?!?!

SCIP (School Community Intervention & Prevention) is a school support program designed to help bring families, schools and communities together to help promote and support the behavioral and emotional health of students.

Our mission is to provide an effective prevention and early intervention process for youth to address possible behavioral health concerns so that students may achieve and lead healthy, productive lives.

While not all the student concerns that have been brought to the SCIP team's attention result in a parent/guardian meeting, at times it becomes necessary, and is quite helpful, to involve the parents to share and express the concerns surrounding the student's behavior. Together, parents/guardians and school personnel explore options and seek possible solutions that may help improve the student's ability to be more successful in and out of school. When appropriate, the SCIP Team may offer or suggest some additional school resources to the student and their family. Below are a few examples of some in-school services that the team may offer:

- SAT/504/SPED
- Skills and Support Groups
- Mentoring Programs
- One-on-one meeting time with a specific school staff member (guidance counselor, school psychologist, mentor, teacher etc.)

In addition to offering school-based programs to a family, schools with SCIP have the great benefit of offering a family the ability to receive a free mental/behavioral health or substance use screening of their child at one of the SCIP cooperative, community agencies that has the expertise to assess issues affecting youth.

The willingness of our partnering SCIP agencies to provide the initial screening free of charge, can eliminate a major financial barrier that often prevents some families from seeking these services. Providing families with access to treatment agencies allows the trained professionals to address any possible behavioral health issues, while allowing the schools to focus on teaching.

SCIP currently has 32 behavioral health service providers throughout the state, with some agencies providing satellite offices in multiple counties within the state. To access the list of agencies that provide SCIP screenings to families, click [here](#).

We would like to take this opportunity to thank each and every one of the agencies that so generously offer the SCIP screenings and support the well-being of youth and families all across Nebraska.

**We greatly appreciate your time and commitment, and your continued support of the SCIP program!**



When you think about the word “assets,” what comes to mind? For many people, their first thought is financial resources. When 40 Developmental Assets are discussed, the word assets means a different kind of valuable resource. These assets are 40 values, experiences, relationships, and qualities that bring benefits to the young people who have them.

So, why do assets matter? Studies have shown that when young people have more of those 40 assets, they are more likely to do well in school, be leaders and make healthy choices. The below chart depicts the percent of change in healthy (success in school, exhibiting leadership) and unhealthy (drug use, violence, underage drinking, etc.) choices a student makes based on the number of personal assets they have in their lives.

To learn more about the 40 Developmental Assets visit <http://www.talkaboutalcohol.org/toolkit-resources/fourty-developmental-assets>.

	0–10 Assets	11–20 Assets	21–30 Assets	31–40 Assets
Problem Alcohol Use	45%	26%	11%	3%
Violence (bullying and other)	62%	38%	18%	6%
Illicit Drug Use	38%	18%	6%	1%
Sexual Activity	34%	23%	11%	3%
Exhibits Leadership	48%	66%	78%	87%
Maintains Good Health	27%	48%	69%	88%
Values Diversity	39%	60%	76%	89%
Succeeds in School	9%	19%	34%	54%

(Source: *Developmental Assets: A Profile of Your Youth* Minneapolis, MN: Search Institute, 2003)

<b>External Assets</b>	<b>Support</b>	<p>1. <b>Family support</b>—Family life provides high levels of love and support.</p> <p>2. <b>Positive family communication</b>—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.</p> <p>3. <b>Other adult relationships</b>—Young person receives support from three or more nonparent adults.</p> <p>4. <b>Caring neighborhood</b>—Young person experiences caring neighbors.</p> <p>5. <b>Caring school climate</b>—School provides a caring, encouraging environment.</p> <p>6. <b>Parent involvement in schooling</b>—Parent(s) are actively involved in helping young person succeed in school.</p>	
	<b>Empowerment</b>	<p>7. <b>Community values youth</b>—Young person perceives that adults in the community value youth.</p> <p>8. <b>Youth as resources</b>—Young people are given useful roles in the community.</p> <p>9. <b>Service to others</b>—Young person serves in the community one hour or more per week.</p> <p>10. <b>Safety</b>—Young person feels safe at home, school, and in the neighborhood.</p>	
	<b>Boundaries &amp; Expectations</b>	<p>11. <b>Family boundaries</b>—Family has clear rules and consequences and monitors the young person's whereabouts.</p> <p>12. <b>School boundaries</b>—School provides clear rules and consequences.</p> <p>13. <b>Neighborhood boundaries</b>—Neighbors take responsibility for monitoring young people's behavior.</p> <p>14. <b>Adult role models</b>—Parent(s) and other adults model positive, responsible behavior.</p> <p>15. <b>Positive peer influence</b>—Young person's best friends model responsible behavior.</p> <p>16. <b>High expectations</b>—Both parent(s) and teachers encourage the young person to do well.</p>	
	<b>Constructive Use of Time</b>	<p>17. <b>Creative activities</b>—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.</p> <p>18. <b>Youth programs</b>—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.</p> <p>19. <b>Religious community</b>—Young person spends one or more hours per week in activities in a religious institution.</p> <p>20. <b>Time at home</b>—Young person is out with friends "with nothing special to do" two or fewer nights per week.</p>	
	<b>Internal Assets</b>	<b>Commitment to Learning</b>	<p>21. <b>Achievement Motivation</b>—Young person is motivated to do well in school.</p> <p>22. <b>School Engagement</b>—Young person is actively engaged in learning.</p> <p>23. <b>Homework</b>—Young person reports doing at least one hour of homework every school day.</p> <p>24. <b>Bonding to school</b>—Young person cares about her or his school.</p> <p>25. <b>Reading for Pleasure</b>—Young person reads for pleasure three or more hours per week.</p>
		<b>Positive Values</b>	<p>26. <b>Caring</b>—Young person places high value on helping other people.</p> <p>27. <b>Equality and social justice</b>—Young person places high value on promoting equality and reducing hunger and poverty.</p> <p>28. <b>Integrity</b>—Young person acts on convictions and stands up for her or his beliefs.</p> <p>29. <b>Honesty</b>—Young person "tells the truth even when it is not easy."</p> <p>30. <b>Responsibility</b>—Young person accepts and takes personal responsibility.</p> <p>31. <b>Restraint</b>—Young person believes it is important not to be sexually active or to use alcohol or other drugs.</p>
		<b>Social Competencies</b>	<p>32. <b>Planning and decision making</b>—Young person knows how to plan ahead and make choices.</p> <p>33. <b>Interpersonal Competence</b>—Young person has empathy, sensitivity, and friendship skills.</p> <p>34. <b>Cultural Competence</b>—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.</p> <p>35. <b>Resistance skills</b>—Young person can resist negative peer pressure and dangerous situations.</p> <p>36. <b>Peaceful conflict resolution</b>—Young person seeks to resolve conflict nonviolently.</p>
		<b>Positive Identity</b>	<p>37. <b>Personal power</b>—Young person feels he or she has control over "things that happen to me."</p> <p>38. <b>Self-esteem</b>—Young person reports having a high self-esteem.</p> <p>39. <b>Sense of purpose</b>—Young person reports that "my life has a purpose."</p> <p>40. <b>Positive view of personal future</b>—Young person is optimistic about her or his personal future.</p>