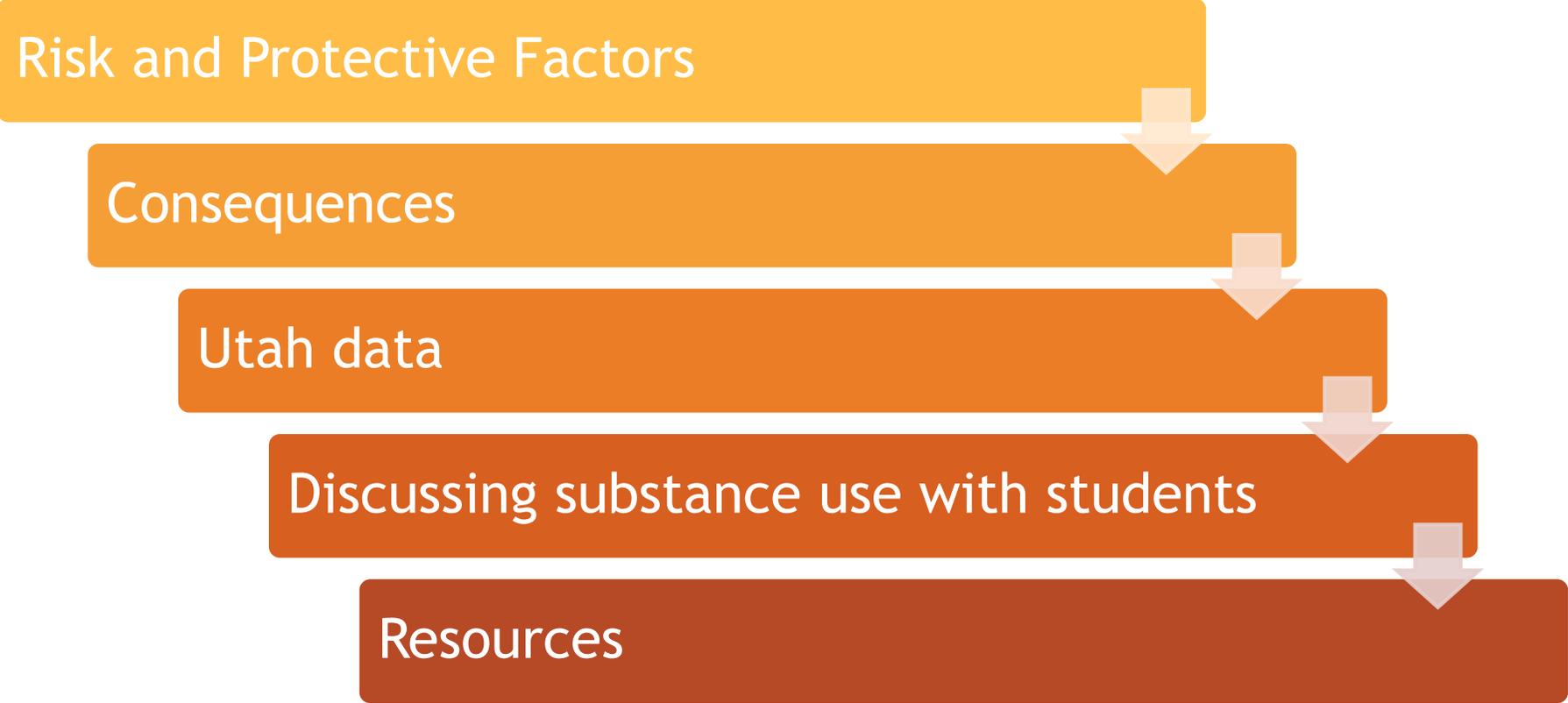


# Substance Use Prevention

How mentors can make a big difference

# Agenda

Risk and Protective Factors



```
graph TD; A[Risk and Protective Factors] --> B[Consequences]; B --> C[Utah data]; C --> D[Discussing substance use with students]; D --> E[Resources];
```

Consequences

Utah data

Discussing substance use with students

Resources

# Substance Use Risk & Protective Factors



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# Risk Factors for Adolescent Substance Use



## Community

- Availability of drugs
- Community laws & norms favorable to drug use
- Transitions & mobility
- Extreme economic deprivation
- Low neighborhood attachment & community disorganization



## Family

- Family history of substance use
- Family management problems
- Family conflict
- Favorable parental attitudes towards substance use



## School

- Academic failure beginning in late Elementary school
- Lack of commitment to school



## Individual/Peer

- Early & persistent anti-social behavior
- Rebelliousness
- Gang involvement
- Friends who engage in substance use
- Favorable attitudes towards substance use
- Early initiation of substance use
- Constitutional factors

# Protective Factors Against Adolescent Substance Use



## Community

- Rewards for prosocial involvement



## Family

- Family attachment
- Opportunities for prosocial involvement
- Rewards for prosocial involvement



## School

- Opportunities for prosocial involvement
- Rewards for prosocial involvement



## Individual/Peer

- Belief in the moral order
- Interaction with prosocial peers
- Prosocial involvement
- Rewards for prosocial involvement

# Mentors Can Enhance Protective Factors

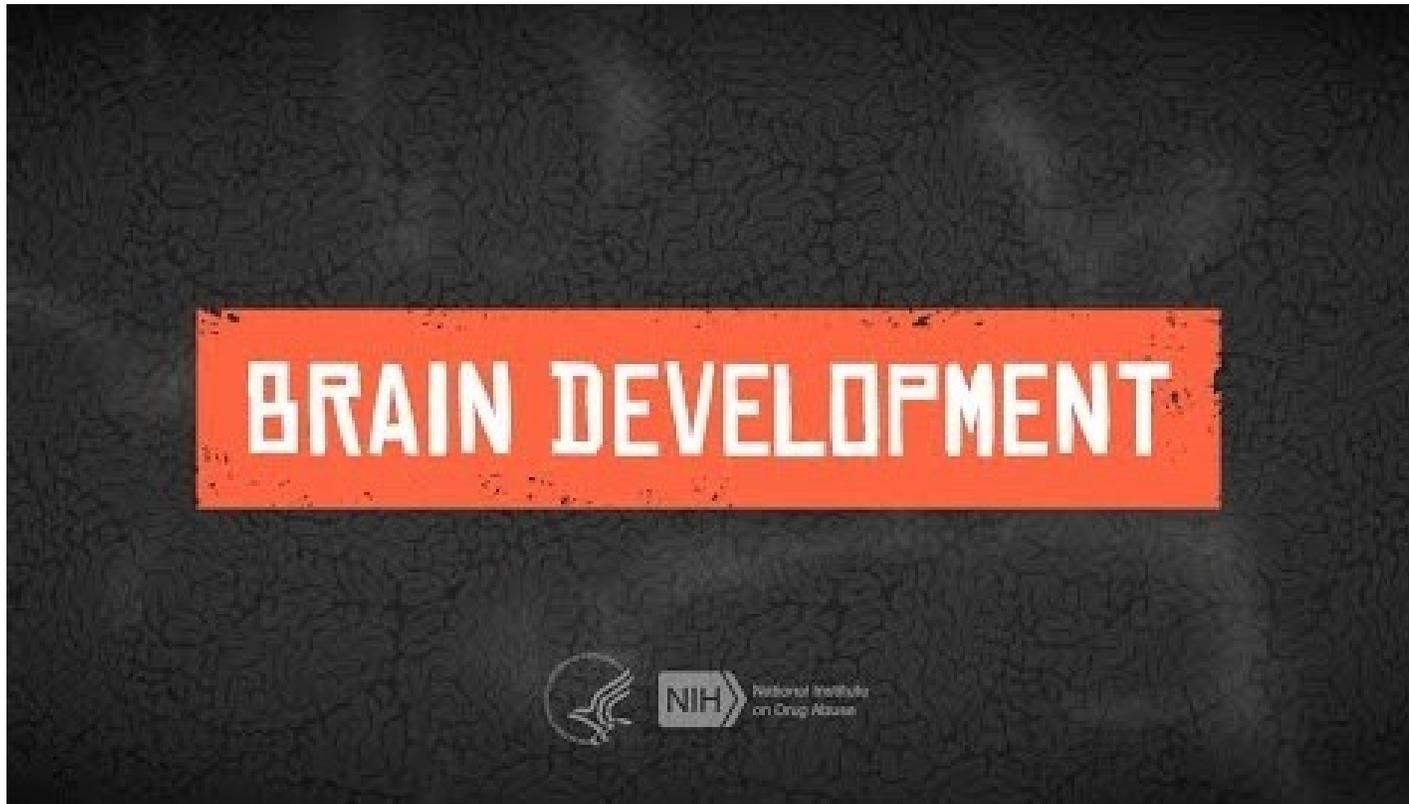
- ▶ Prosocial Involvement:
  - ▶ Check & Connect: Implementing with Fidelity: Intensive Interventions-page 52
    - ▶ Initiate service-learning opportunities
    - ▶ Facilitate youth involvement in after-school & community activities
    - ▶ Establish a community service tutoring program
    - ▶ Help students find summer jobs or other structured summer activities
  - ▶ Explore students' interests and hobbies
  - ▶ Help students find new interests and hobbies

# Consequences

- ▶ Impacts on the developing brain:
  - ▶ Attention
  - ▶ Learning
  - ▶ Mood
  - ▶ Impulse control
  - ▶ Increased risk for future addiction

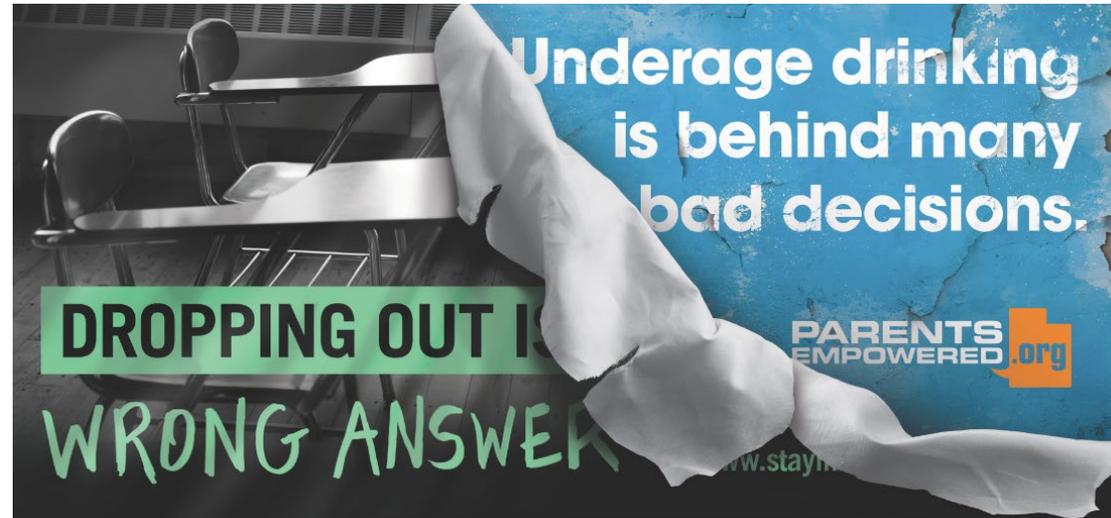


# Video #1: Brain Development



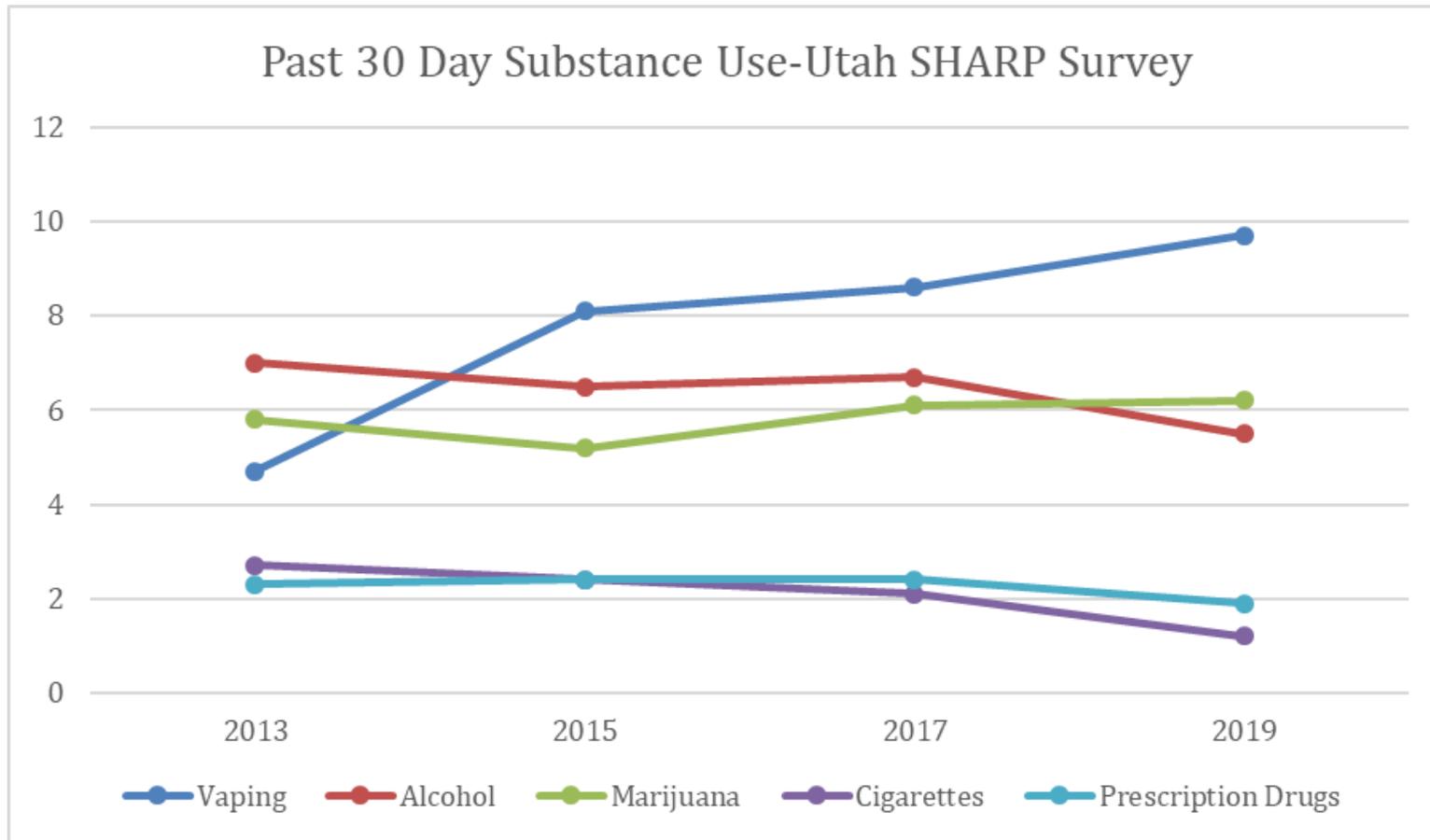
# Consequences

- ▶ Teen substance use linked to:
  - ▶ Higher absenteeism
  - ▶ Poor or failing grades



# 2019 SHARP Survey Results

	<b>Lifetime use</b>	<b>Past 30 days</b>
Vaping	18.9%	9.7%
Alcohol	16.7%	5.5%
Marijuana	12.2%	6.2%
Cigarettes	6.9%	1.2%
Prescription Drugs	5.6%	1.9%
The use of Cocaine, Methamphetamine, and Heroin rates are below 1%.		



# Utah Teen Trends

# Video #2: Vaping

**2019 Monitoring the Future**  
National Institute on Drug Abuse



## **VAPING:**

Why do Teens Vape *and* What are the Health Concerns?

– *NIDA Director Dr. Nora Volkow*

Recorded December 2019

# Starting the conversation...



Spirit of Motivational  
Interviewing

Partnership, Acceptance,  
Compassion, Evocation



Motivational Interviewing  
Core Skills

Open Ended Questions,  
Affirmations, Reflections,  
Summaries

# Starting the Conversation...

- ▶ Bring up something in the recent news:
  - ▶ “There’s been a lot in the news lately about teens vaping. How much do you know about this?”
- ▶ If the student has a health class or other course where substance use is discussed:
  - ▶ “What have you learned about alcohol, vaping or other drugs?”
- ▶ If the school has been discussing it (Red Ribbon Week etc):
  - ▶ “The school has been taking part in a drug prevention week, what are your thoughts on that?”
- ▶ SAMSHA Talk they Hear You App
  - ▶ Created for parents, but goes through some conversation starter scenarios that could be helpful for other trusted adults

## Remember:

These kinds of conversations are best built on a foundation of a strong relationship

Unless the student initiates the topic, you may want to focus on building a strong mentoring relationship first

# Warning Signs

- ▶ Behavior changes with no apparent cause:
  - ▶ Acting withdrawn
  - ▶ Frequently tired or depressed
  - ▶ A change in peer group
  - ▶ Carelessness with grooming
  - ▶ Decline in academic performance
  - ▶ Missing classes or skipping school
  - ▶ Loss of interest in favorite activities
  - ▶ Changes in eating or sleeping habits
  - ▶ Deteriorating relationships with family members and friends



# Starting the Conversation...

- ▶ Show your concern
  - ▶ “You haven’t been yourself lately...”
- ▶ Stay calm & avoid judgement
- ▶ Be direct
  - ▶ “Your grades have been dropping”
  - ▶ “That looks like a vape pen”
- ▶ Let them know you value their honesty
- ▶ Elicit change talk
- ▶ Get others involved, as needed



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## Video #3: Conversation about drinking



# Local Resources



211.org



Local Substance Abuse Area Authority:

<https://dsamh.utah.gov/contact/location-map>



Local Health Department



[prevention@schools.utah.gov](mailto:prevention@schools.utah.gov)

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# Thank you!

## Questions?

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