Agenda

6:00-6:05pm  Introductions & Welcome
6:05-6:35pm  Presentations
6:35-6:55pm  Q & A
6:55-7:00pm  Closing

Visit Resource Tables
Lisa Greathouse
Manager of Coordinated School Health
IU Health
Among adolescents, substance use involvement is typically a function of:

- The negative pro-drug social influences in their social environment (friends, family, community, media, marketing, access)
- Individual psychosocial vulnerabilities to these influences (state of mental health, confidence, connection, communication skills, etc)
Prevention Programming

Family
• Emphasize parenting skills training and/or improving family functioning, communication, and family rules regarding substance abuse.
• Those family interventions that combine parenting skills and family bonding components appear to be the most effective.

Schools
• Focus on building drug resistance skills, general self-regulation and social skills, and/or changing normative expectations regarding inaccurate beliefs about the high prevalence of substance use
• Highly interactive in nature, skills-focused, and implemented over multiple years

Community
• Community-based drug abuse prevention programs include some combination of school, family, mass media, public policy, and community organization components.
• Community programs present that present a coordinated, comprehensive message across multiple delivery components are most effective in terms of changing behavior.
Prevention

40 Developmental Assets
Positive supports and strengths that young people need to succeed. Half of the assets focus on the relationships and opportunities they need in their families, schools, and communities (external assets). The remaining assets focus on the social-emotional strengths, values, and commitments that are nurtured within young people (internal assets).

• Building strengths and resilience in young people’s lives
• promote thriving attitudes & behaviors
• Reduce risk
The supports, opportunities, and relationships young people need across all aspects of their lives.

Support

Young people need to be surrounded by people who love, care for, appreciate, and accept them.

- Family support—Family life provides high levels of love and support.
- Positive family communication—Young person and their parent(s) communicate positively, and young person is willing to seek parent(s) advice and counsel.
- Other adult relationships—Young person receives support from three or more nonparent adults.
- Caring neighborhood—Young person experiences caring neighbors.
- Caring school climate—School provides a caring, encouraging environment.
- Parent involvement in schooling—Parent(s) are actively involved in helping young person succeed in school.
The supports, opportunities, and relationships young people need across all aspects of their lives.

Empowerment

Young people need to feel valued and valuable. This happens when youth feel safe and respected.

- Community values youth—Young person perceives that adults in the community value youth.
- Youth as resources—Young people are given useful roles in the community.
- Service to others—Young person serves in the community one hour or more per week.
- Safety—Young person feels safe at home, school, and in the neighborhood.
The supports, opportunities, and relationships young people need across all aspects of their lives.

Boundaries and Expectations

Young people need clear rules, consistent consequences for breaking rules, and encouragement to do their best.

- Family boundaries—Family has clear rules and consequences, and monitors the young person’s whereabouts.
- School boundaries—School provides clear rules and consequences.
- Neighborhood boundaries—Neighbors take responsibility for monitoring young people’s behavior.
- Adult role models—Parent(s) and other adults model positive, responsible behavior.
- Positive peer influence—Young person’s best friends model responsible behavior.
- High expectations—Both parent(s) and teachers encourage the young person to do well.
The supports, opportunities, and relationships young people need across all aspects of their lives.

Constructive Use of Time

Young people need opportunities—outside of school—to learn and develop new skills and interests with other youth and adults.

- Creative activities—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
- Youth programs—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations.
- Religious community—Young person spends one or more hours per week in activities in a religious institution.
- Time at home—Young person is out with friends “with nothing special to do,” two or fewer nights per week.
The personal skills, commitments, and values they need to make good choices, take responsibility for their own lives, and be independent and fulfilled.

Commitment to Learning

Young people need a sense of the lasting importance of learning and a belief in their own abilities.

- Achievement motivation—Young person is motivated to do well in school.
- School engagement—Young person is actively engaged in learning.
- Homework—Young person reports doing at least one hour of homework every school day.
- Bonding to school—Young person cares about their school.
- Reading for pleasure—Young person reads for pleasure three or more hours per week.
The personal skills, commitments, and values they need to make good choices, take responsibility for their own lives, and be independent and fulfilled.

Positive Values

Young people need to develop strong guiding values or principles to help them make healthy life choices.

- Caring—Young person places high value on helping other people.
- Equality and social justice—Young person places a high value on promoting equality and reducing hunger and poverty.
- Integrity—Young person acts on convictions and stands up for their beliefs.
- Honesty—Young person “tells the truth even when it is not easy.”
- Responsibility—Young person accepts and takes personal responsibility.
- Restraint—Young person believes it is important not to be sexually active or to use alcohol or other drugs.
The personal skills, commitments, and values they need to make good choices, take responsibility for their own lives, and be independent and fulfilled.

Social Competencies

Young people need the skills to interact effectively with others, to make difficult decisions, and to cope with new situations.

- Planning and decision-making—Young person knows how to plan ahead and make choices.
- Interpersonal competence—Young person has empathy, sensitivity, and friendship skills.
- Cultural competence—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
- Resistance skills—Young person can resist negative peer pressure and dangerous situations.
- Peaceful conflict resolution—Young person seeks to resolve conflict nonviolently.
The personal skills, commitments, and values they need to make good choices, take responsibility for their own lives, and be independent and fulfilled.

Positive Identity

Young people need to believe in their own self-worth and to feel that they have control over the things that happen to them.

- Personal power—Young person feels they have control over “things that happen to me.”
- Self-esteem—Young person reports having a high self-esteem.
- Sense of purpose—Young person reports that “my life has a purpose.”
- Positive view of personal future—Young person is optimistic about their personal future.
Youth Data

Indiana Youth Survey 2022
MCCSC results

The Indiana Youth Survey (INYS) is a biennial survey of students in grades 7 - 12. All public and private schools are invited to participate. The INYS is conducted in the spring of even-numbered years. You may view a questionnaire and learn more at www.inys.indiana.edu
2022 Survey Participation

Grades: 7-12

MCCSC
• 3551 Total Surveys
• 3370 Valid (usable) Surveys, 94.9%

Across the State
• 281 Schools
• 90,794 Total Surveys
• 85,827 Valid Surveys
Percentage of Students Who Reported Using **ALCOHOL** in the Past Month

- **7th**
- **8th**
- **9th**
- **10th**
- **11th**
- **12th**

Yearly Percentages:
- 2016: 24.3%
- 2018: 20.6%
- 2020: 15.8%
- 2022: 9.6%
Q8 Percentage of Students Who Reported Using ELECTRONIC VAPOR PRODUCTS in the Past Month

*2021 IN YRBS: for grades 9 - 12
**2019 National data available for 8th, 10th, 12th grades only
Percentage of Students Who Reported Using **Electronic Vapor Products** in the Past Month

- **7th Grade**: 2.8%, 4.6%, 5.7%, 16.4%
- **8th Grade**: 4.6%, 10.6%, 13.5%
- **9th Grade**: 10.6%, 22.2%
- **10th Grade**: 22.2%
- **11th Grade**: 22.2%
- **12th Grade**: 22.2%
Percentage of Students Who Reported Using MARIJUANA in the Past Month

- 2016: 30.0%
- 2018: 17.5%
- 2020: 17.1%
- 2022: 10.9%

- 7th Grade: 2.5%
- 8th Grade: 6.4%
- 9th Grade: 2.1%
- 10th Grade: 2.5%
- 11th Grade: 6.4%
- 12th Grade: 2.1%
Percentage of Students Who Reported Using RX DRUGS (Not Prescribed to Self) in the Past Month
Kadie Booth
Centerstone Manager of Child and Family Services, Lawrence & Monroe Counties
Local Agency

- Community Mental Health Agency
- Serving about 300 children and families
- Providing services to students within all MCCSC schools
What we are seeing

*Dual Diagnosis:* Having a mental illness and a comorbid substance use disorder

*Substances* are often used to help *cope* with *other diagnosis*
Local Services

Specific to Substance Use

- **ADEC**: One time educational course
- **Teen Intervene**: 3-6 week group
- **Recovery Coaching**
- **MET/CBT**: Individual Therapy
Continuum of Care for Adolescents

**EDUCATION & SUPPORT**
- Assessment & Screening
- Individual & Family Therapy
- Youth Meetings [e.g. Church or School-Based]
- Outpatient Program

**CLINICAL INTERVENTION**
Levels of treatment:
- Residential
- Partial
- Hospitalization
- Intensive Outpatient
- Wilderness Therapy

**ALTERNATIVE PEER GROUPS**
Long-term:
- Peer Recovery
- Social, behavioral, mental health support + treatment aftercare

**RECOVERY HIGH SCHOOLS**
- Peer Recovery Academic Support

**SOBER LIVING**
- Peer Recovery Independent Living Support

**COLLEGIATE RECOVERY**
- Peer Recovery Collegiate Support

...Ongoing Leadership & Service...

Source: National Youth Recovery Alliance

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**ENGAGE. EMPOWER. EDUCATE.**
Kim Underwood
MCCSC Travel Nurse
Signs & Symptoms of Substance Use

- Changes in appetite, mood or sleep patterns
- Bloodshot eyes or changes in pupil size
- Irritability or changes in appearance, grooming
- Dry mouth, drinking more water or less
- Unusual smells or odors
- Changes in speech, difficulty concentrating
- Change in social behaviors
What to do next

- Keep open communication
- Ask the difficult questions
- Trust your gut
- Engage others in the person’s life (school, healthcare, family)
- Ask for help

Early intervention can be more successful!
Closing

Please complete the feedback form.

Our next Parent University Event is *Improving Your Child’s Resiliency, Accountability, and Self Advocacy*  
Wednesday, March 22, 6-7pm on Zoom  
Use the QR Code to Register for the Link

ENGAGE. EMPOWER. EDUCATE.
Thank You!