ADVOCATING FOR YOUR STUDENT ASSISTANCE PROGRAM (PROJECT SUCCESS) IN THE SCHOOL AND COMMUNITY

November 1, 2023

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Consultant

WELCOME AND INTRODUCTIONS

Type in the Chat
Name, School or Region

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or

LEARNING OBJECTIVES

- Describe the value of effectively communicating the potential outcomes and prevention benefits of the Rhode Island Student Assistance Program.

- Customize a prevention pitch, grounded in a specific need, for a variety of stakeholder groups.

- Effectively communicate prevention messages to parents, teachers and other community level stakeholders to increase their participation in prevention.

A Global Pandemic

A Politically Charged Election

Another Wave of Overdose Fatalities

Trauma Impacted Children & Communities

Increased SUD, OUD, Depression &Suicide

Evolving Cannabis and Alcohol Policy

Economic Crisis and Eroded SDOH

A Racial Justice Movement

In the Last five years…

SAPS have never been more relevant than right now !

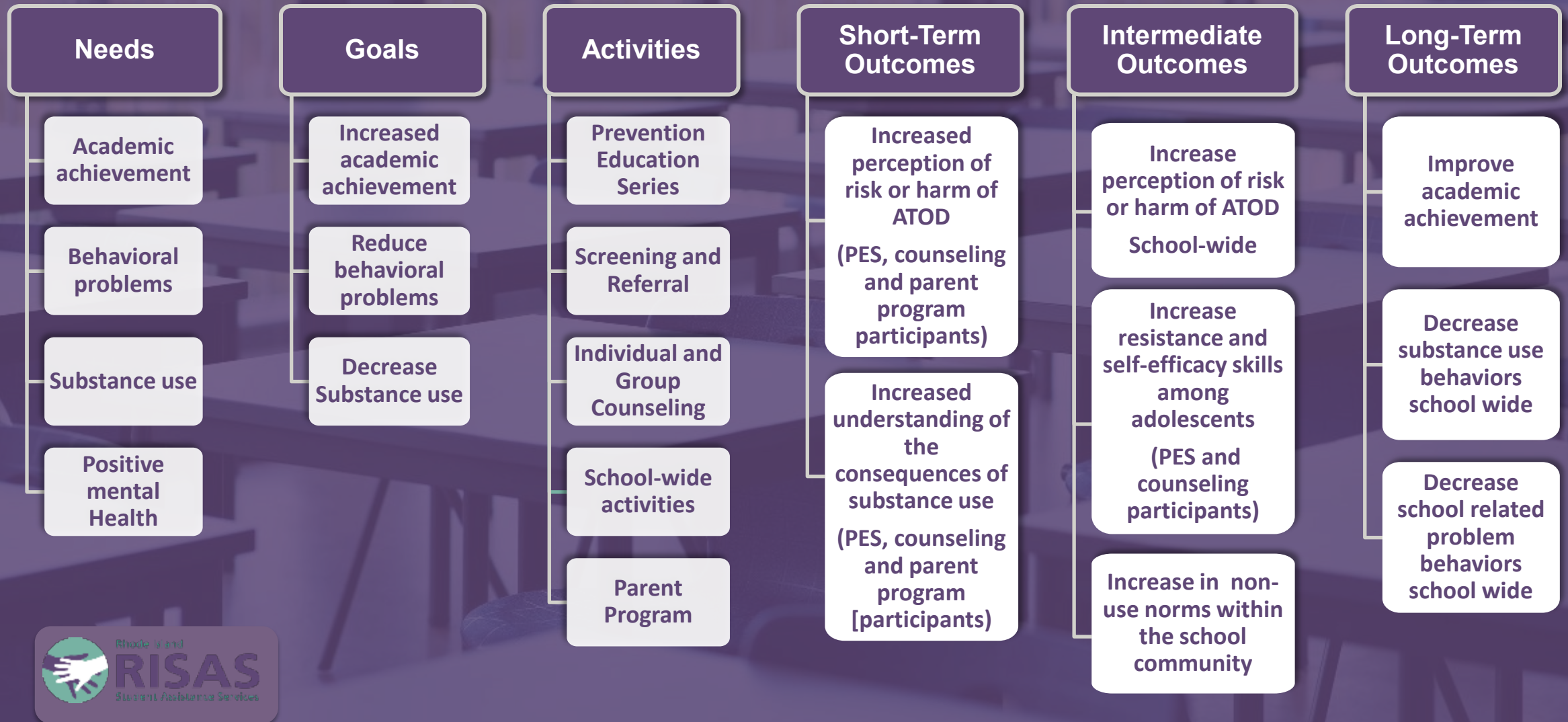# POLL QUESTION

How many years have I been in my current role?

A. Less than one year
B. Two to four years
C. Five to ten years
D. Ten plus years

STUDENT ASSISTANCE SERVICES PROJECT SUCCESS
Through the Lens of Your Logic Model

RHODE ISLAND SAP PROJECT SUCCESS LOGIC MODEL

Needs	Goals	Activities	Short-Term Outcomes	Intermediate Outcomes	Long-Term Outcomes
Academic achievement	Increased academic achievement	Prevention Education Series	Increased perception of risk or harm of ATOD (PES, counseling and parent program participants)	Increase perception of risk or harm of ATOD School-wide	Improve academic achievement
Behavioral problems	Reduce behavioral problems	Screening and Referral		Increase resistance and self-efficacy skills among adolescents (PES and counseling participants)	Decrease substance use behaviors school wide
Substance use	Decrease Substance use	Individual and Group Counseling	Increased understanding of the consequences of substance use (PES, counseling and parent program [participants)		Decrease school related problem behaviors school wide
Positive mental Health		School-wide activities		Increase in non-use norms within the school community	
		Parent Program			

RISAS
Rhode Island
Student Assistance Services

RHODE ISLAND LOGIC MODEL

Logic models illustrate our logical assumptions about how the resources invested in a program will be used to carry out activities and produce products or services that will contribute to achieving a chain of expected results (e.g., "If we deliver x then y will occur, which should then result in z").

If we deliver x then y will occur, which should then result in z

If we deliver x then y will occur (repeat 3 times), resulting in z
Psycho-educational Groups

IF
we deliver psychoeducational groups to students at higher risk

THEN
students will acquire knowledge and learn healthy coping skills.

IF
students apply that knowledge and utilize these new skills

THEN
fewer students will engage in risky substance use to cope with feelings

IF
Fewer students engage in risky use

THEN
some risk factors have been reduced in the student population

IF
we change levels of risk factors in the student population that

RESULTS IN
lower levels of use and fewer students experiencing consequences

If we deliver x then y will occur (repeat 3 times), resulting in z
Prevention Education Series

IF
we deliver PES to 7th and 9th graders students

↓

THEN
students will learn about risks, impacts on relationships and coping skills.

IF
students apply that knowledge and utilize these new skills

↓

THEN
fewer students will engage in substance use and help seeking will increase
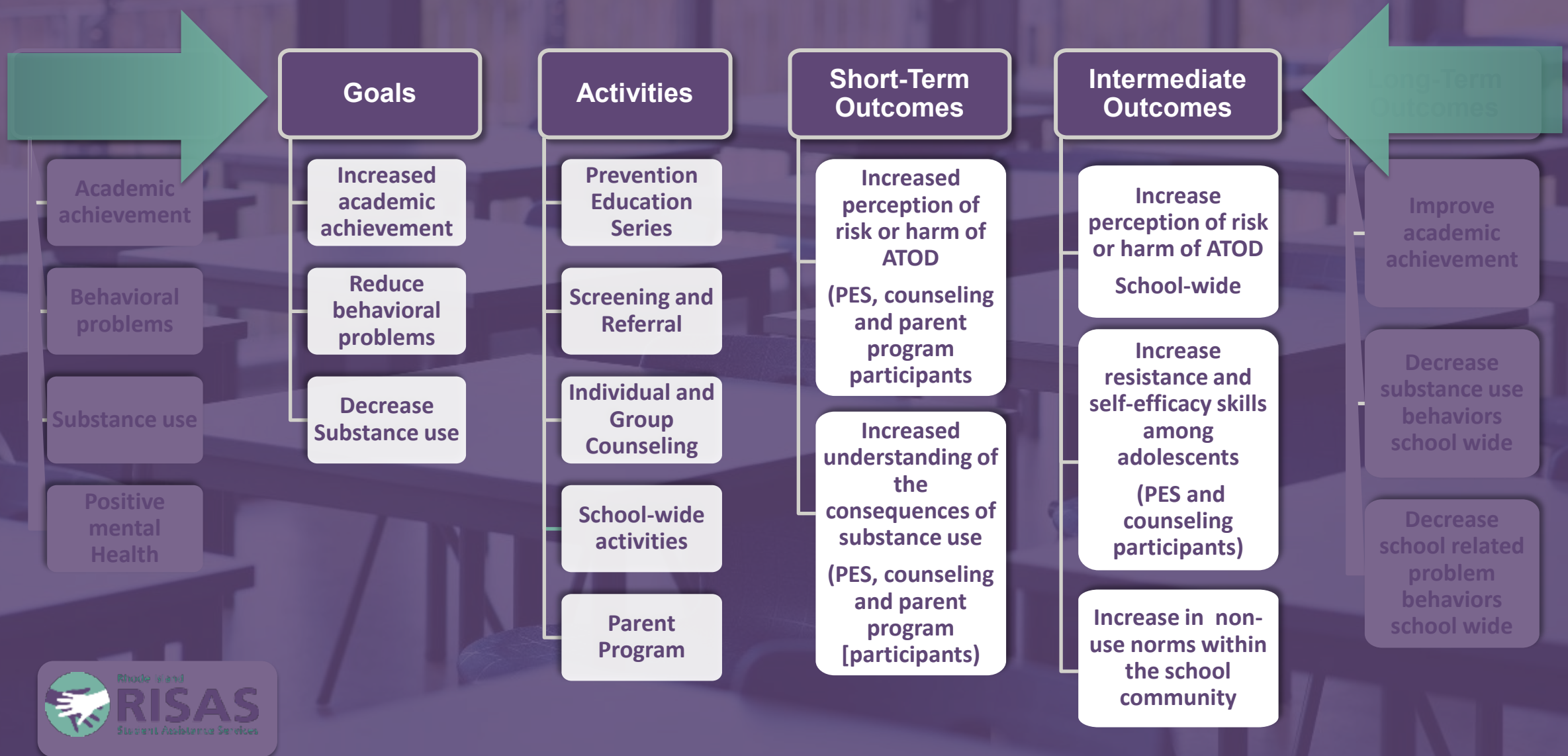
IF
Fewer students engage in use and more seek help

↓

THEN
Use will drop in the student population and more students will be connected to services

IF
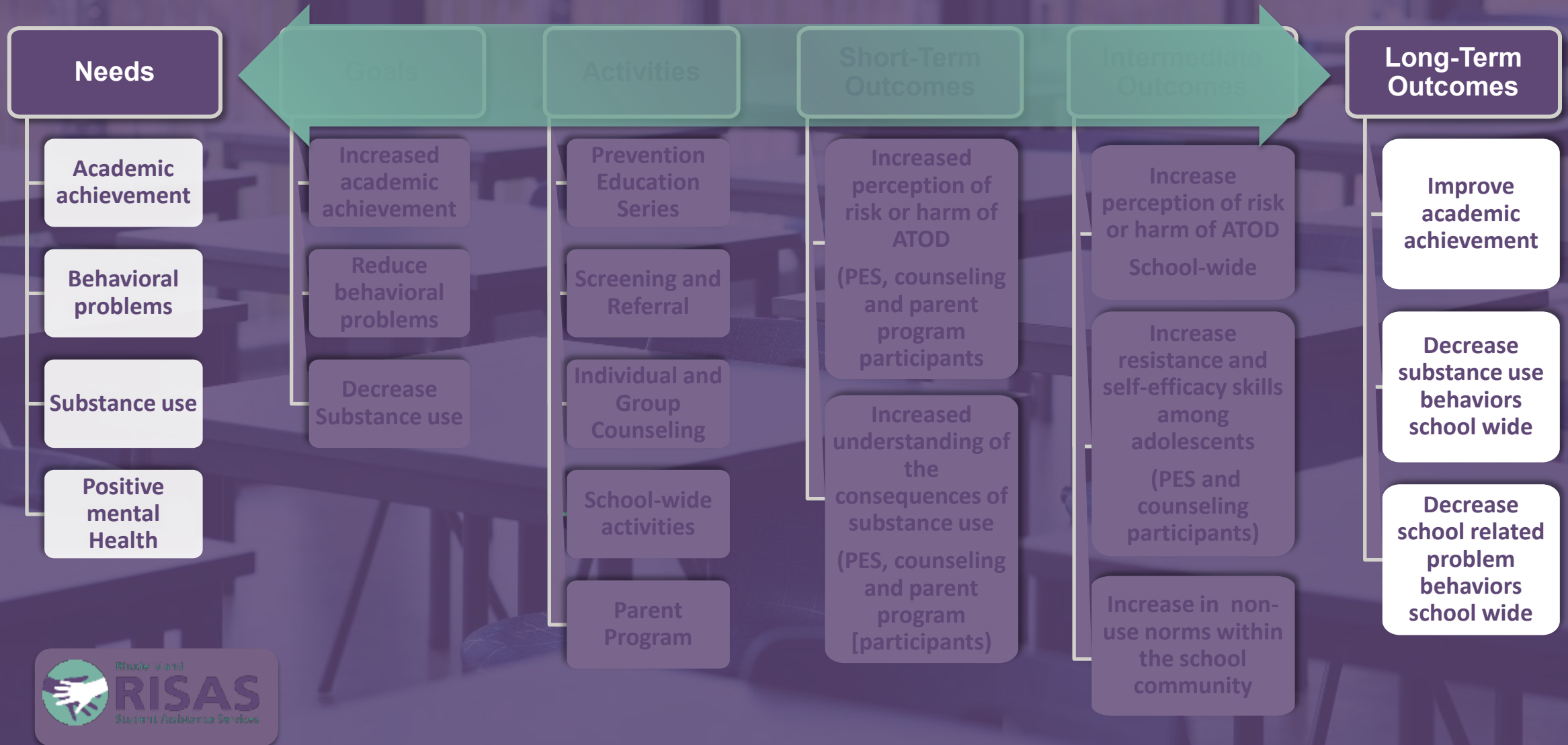we change levels of use and increase services to those who need it most, that

↓

RESULTS IN
Greater levels of school success for middle and high school students and especially those needing help

RHODE ISLAND SAP PROJECT SUCCESS LOGIC MODEL

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RISAS
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Student Assistance Services

12

Needs

Academic achievement

Behavioral problems

Substance use

Positive mental Health

Adolescent substance use can be a barrier to successful academic performance

One in eight high school students (11.9 percent, 1.6 million) have a diagnosable clinical substance use disorder involving nicotine, alcohol or other drugs.

Needs

- **Academic achievement**
- Behavioral problems
- Substance use
- Positive mental Health

Adolescent substance use can be a barrier to successful academic performance

" Heavy drinking youth develop fewer learning strategies and have poorer memory function than non-students"

Needs

- **Academic achievement**
- Behavioral problems
- Substance use
- Positive mental Health

Adolescent substance use can be a barrier to successful academic performance

"Just a few years of heavy alcohol use by youth can adversely affect their brain functions in ways that are critical to learning"

Student Assistance Services can improve academic achievement

Students exposed to Project Success faired better than those not exposed. These effects persisted for up to two years after student were initially exposed.

Shamblem and Ringwalt (2008)

Long-Term Outcomes

Improve academic achievement

Decrease substance use behaviors school wide

Decrease school related problem behaviors school wide

Student Assistance Services can improve academic achievement

SAP participants had a greater increase in school values (i.e., value attachment to school and school bonding) relative to students in the norm comparative group.

Long-Term Outcomes

Improve academic achievement

Decrease substance use behaviors school wide

Decrease school related problem behaviors school wide

Needs

- Academic achievement
- Behavioral problems
- Substance use
- Positive mental Health

Adolescent substance use can cause or contribute to behavioral problems

"Tobacco, alcohol and other drug users--even those who have ever used these substances-- tend to have worse grades and poorer school attendance than non-substance users.

Adolescent substance use can cause or prevent substance use

Needs

- Academic achievement
- Behavioral problems
- **Substance use**
- Positive Mental Health

Schools with and without SAPs: While 24 % of students at schools with and SAP reported use, 31 % at schools without an SAP reported use.

Student Assistance Services can improve academic achievement

Youth receiving five or more hours of SAP Services had a significantly greater reduction of drug use than youth receiving 1-4 hours.

Long-Term Outcomes

Improve academic achievement

Decrease substance use behaviors school wide

Decrease school related problem behaviors school wide

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Long-Term Outcomes

Improve academic achievement

Decrease substance use behaviors school wide

Decrease school related problem behaviors school wide

Students at schools with *Project SUCCESS* had . . .

fewer depressive symptoms

35% lower past month use of cigarettes

20% lower past month use of alcohol

20% lower suicide ideation

27% lower past month use of marijuana

28% lower past month vaping

BHDDH

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Student Assistance Services

NOTE: Results are from the Rhode Island Student Survey 2020-2021 administration. Depressive symptoms were measured by the Modified Depression Score, a continuous score ranging from 0 to 24. Percent difference was calculated by adjusted logistic and linear regressions controlling for age, sexual and gender identity, pre-post COVID lockdown, %White, %Free/reduced lunch, urban classification, and school level. All results are significant at $p<0.05$. Analyses conducted by SR Rosenthal, 1/1/2023.

Needs

- Academic achievement
- Behavioral problems
- Substance use
- **Positive Mental Health**

Adolescent substance use can cause or contribute to behavioral problems

In Rhode Island, one in five (19.0%) children ages six to 17 has a diagnosable mental health problem; one in ten (9.8%) has significant functional impairment.

Adolescent substance use can cause or contribute to behavioral problems

Needs

- Academic achievement
- Behavioral problems
- Substance use
- **Positive Mental Health**

In Rhode Island, one in five (19.0%) children ages six to 17 has a diagnosable mental health problem; one in ten (9.8%) has significant functional impairment.

Rhode Island KIDS COUNT Children's Mental Health in Rhode Island (October 2022)

Student Assistance Services can improve academic achievement

Positive student outcomes are evident for students who participate in the Student Assistance Programs. Referred students show positive improvements in **attendance**, a decrease in **discipline problems** and **positive promotion** and **graduation status**

Long-Term Outcomes

Improve academic achievement

Decrease substance use behaviors school wide

Decrease school related problem behaviors school wide

Student assistance services promote positive social, emotional, and behavioral functioning through a variety of strategies, including:

(1) Improving family-school connections,
(2) Offering skill-building to students in core competency areas such as problem-solving and positive coping,
(3) Building on behavioral self-management or self-control,
(4) Improving relationship skills and
(5) Understanding responsible decision-making.

Substance Abuse and Mental Health Services Administration: Student Assistance: A Guide for School Administrators. SAMHSA Publication No. PEP19-03-01-001. Rockville, MD, Substance Abuse and Mental Health Services Administration, 2019.

ENGAGING SCHOOL AND COMMUNITY STAKEHOLDERS

Build support among key stakeholders

Create prevention champions

Strengthen prevention work

KEY STAKEHOLDERS DISCUSSION

Type in the Chat

The Stakeholders / Partners
in my Community I want to get better
at communicating with are… ?

ELEVATOR SPEECH

Partner & Role → Value of SAP → Speak Their Language → Make The Ask

ELEVATOR SPEECH
Value Student Assistance Services

School-based student assistance provides a prominent and effective means to address substance use and mental health concerns through prevention and intervention supports.

Student assistance services bring mental health promotion, prevention, treatment, and continuing care practices to K–12 school settings.
This often includes, but is not limited to, services that address normal developmental issues for students as well as issues related to substance use, psychological distress, suicide, and mental illness.

WHAT SQUARES WITH YOU IN THIS DEFINITION?
Unmute your line and share your thoughts

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WHAT SQUARES WITH YOU IN THIS DEFINITION?
TYPE IN THE CHAT THE WORDS THAT YOU CONNECT WITH

A Student Assistance Program (SAP) is a K-12 school-based, evidence-informed framework for prevention, early intervention, referral and support for students with needs that may prevent them from fully benefitting from their educational experience.

SAPs focus on building supports for students dealing with non-academic barriers to learning including behavioral health, family and relationship issues as well as other life needs.

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WORDS ROLLING OFF YOUR TONGUE
Waterfall of Ideas

In a moment I'll ask you to type in the chat

When asked type a **verb** and a **noun** that describes a function of sap.

Enter it but don't click send.

We will do that all at once

Here are a few examples

Promotes Health

Ensures Safety

Empowers Potential

Supports Well-being

Buffers Risk

Reduces Barriers

Promotes Resilience

Fosters Belonging

STAKEHOLDERS
Teachers and School Administrators

STUDENT ASSISTANCE SERVICES PROJECT SUCCESS
A View From The Classroom

STUDENT ASSISTANCE SERVICES PROJECT SUCCESS
A View From The Classroom

Factors That Influence Learning

Teen heavy drinkers are almost twice as likely as nondrinkers to say their schoolwork is poor (49.2 percent vs. 27.5 percent) and more than **five times** likelier to cut classes or skip school (54.7 percent vs. 9.9 percent).

High school students who use alcohol are **five times** more likely than nonusers to drop out of school.

X **Current Substance Users**

1 in 4 High Rhode Island high school students and 1 in 5 middle school students report regular use of alcohol or another drug in the last 30 days .

Factors That Influence Learning

Students with higher grades are less likely to engage in alcohol and other drug use behaviors than their classmates with lower grades, and students who do not engage in alcohol and other drug use behaviors receive higher grades than their class-mates who do engage in alcohol and other drug use behaviors.

Center for Disease Control and Prevention, Making The Connection

Rhode Island Middle and High School
Current Alcohol and Marijuana Use (2021)

Legend:
- Middle School
- High School

	Alcohol Use	Marijuana Use
Middle School	5%	5%
High School	15%	15%

Source: 2022 Rhode Island Student Survey
SEOW https://seow.ri.gov/our-work/rhode-island-student-survey
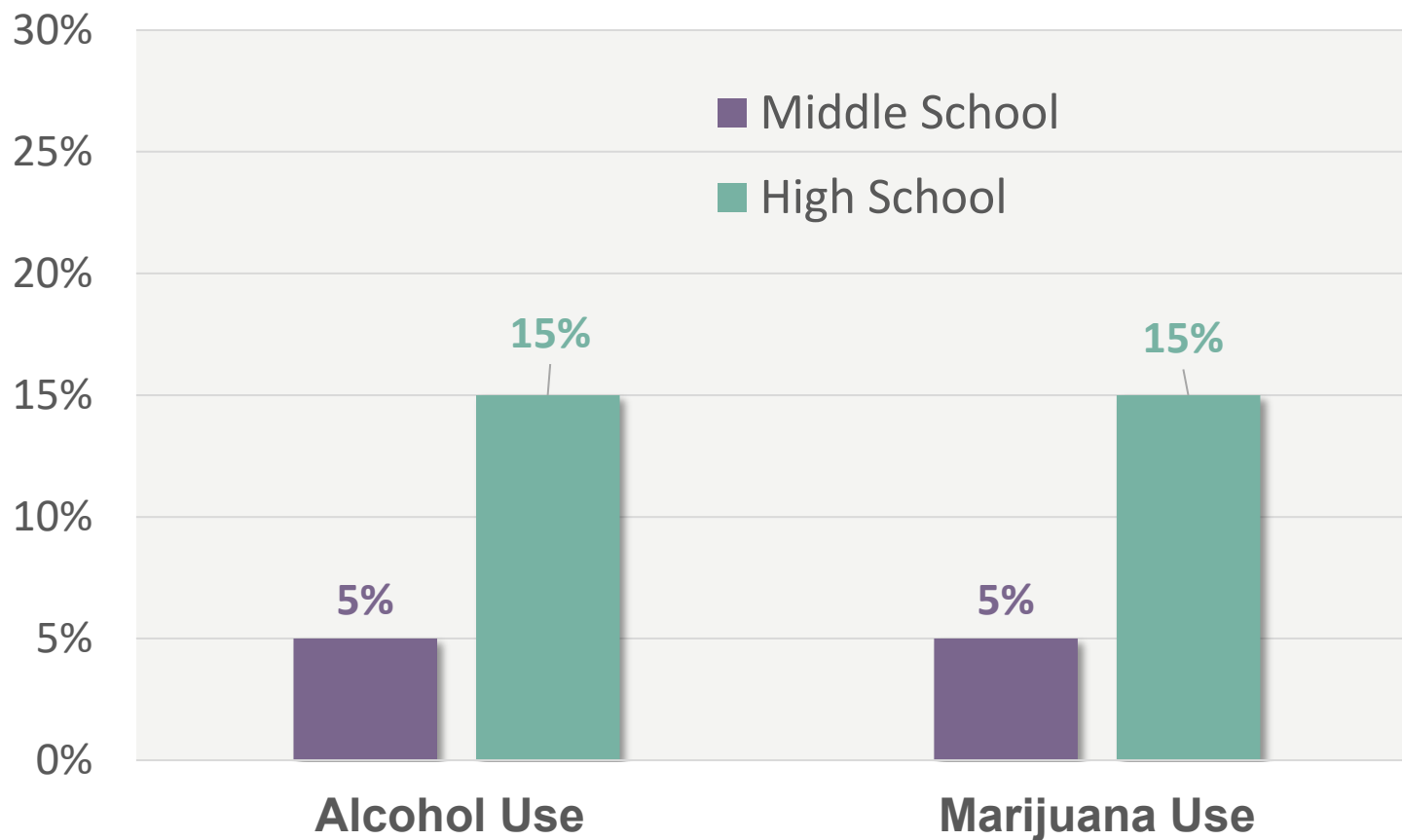
Factors That Influence Learning

Children of parents with an SUD were found to be of lower socioeconomic status and had more difficulties in academic, social, and family functioning when compared with children of parents who do not have an SUD.

Children who are exposed to a parent with SUDs are more likely to develop SUD symptoms themselves.

Lipari, R. N., & Van Horn, S. L. (2017). Children living with parents who have a substance use disorder.

X Current Substance Users

O Parent with SUD

1 in 8 children 17 and younger lived in households with at least one parent with SUD

Trauma, Aces and Toxic Stress

ABUSE
- Emotional
- Physical
- Sexual

NEGLECT
- Emotional Neglect
- Physical Neglect

HOUSEHOLD
- Mother treated violently
- Substance use in the household
- Mental illness in the household
- Parental separation or divorce
- Incarcerated household member

Source: Center for Disease Control and Prevention, Adverse Childhood experiences, https://www.cdc.gov/violenceprevention/aces/index.html

ACEs have been found to have a graded dose-response relationship with more than 40 outcomes including:

- Substance misuse
- Smoking
- Alcohol use disorder
- Chronic health problems
- Mental health problems
- Reduced educational achievement,
- Reduced occupational achievement

Positive experiences or protective factors can protect against many of the negative outcomes

Trauma, Aces and Toxic Stress

The effects of ACEs can add up over time and affect a person throughout their life.

Children who repeatedly and chronically experience adversity can suffer from **TOXIC STRESS.**

← Toxic stress happens when the brain endures repeated stress or danger, then releases **FIGHT** or **FLIGHT HORMONES** like cortisol.

Toxic Stress has Impacts On:

- Responses to stress
- Reward circuits
- Emotion processing
- Coping strategies
- Executive function
- Decision making
- Cognition
- Organ function

Factors That Influence Learning

Trauma can have significant negative impacts on students' academic, behavioral, and social outcomes.

Students with 4 or more ACEs compared to student s with zero are **3X more likely** to experience academic failure, nearly **5X more likely** to have severe attendance problems, and **6X more likely** to have behavior problems.

Blodgett, C., & Lanigan, J. D. (2018). The association between adverse childhood experience (ACE) and school success in elementary school children. *School Psychology Quarterly*, *33*(1), 137.

Trauma and Learning

← As a first response to a trigger or overstimulation, a student dealing with trauma often self-protects through **FIGHTING, FLEEING** or **FREEZING.**

Students dealing with trauma may display certain behavioral and emotional, social, and academic characteristics in the classroom including:

- Learning and cognition
- Behavior
- Socialization

Intergenerational transmission of toxic stress occurs when adverse experiences alter parental biology or behavior in ways that affect the development and health of their children.

Parenting behaviors, positive experiences, societal factors, and historical traumas also influence the way that health risks are passed on from parent to child. Effective prevention approaches can disrupt the intergenerational transmission.

Le-Scherban, F., Wang, X., Boyle-Steed, K. H., & Pachter, L. M. (2018). Intergenerational Associations of Parent Adverse Childhood Experiences and Child Health Outcomes. Pediatrics, 141(6). doi:10.1542/peds.2017-4274

Breaking the Cycle

Substance use in the home

Adverse childhood experience

Toxic stress

Use of drugs and alcohol as coping mechanism

Have kids

Adapted form the Wisconsin Department of Health Services , Childhood Experiences and Health | Wisconsin Department of Health Services

Factors That Influence Learning

The majority of adults who meet the criteria for having a substance use disorder started using substances during their teen and young adult years.

Substance use and academic performance are most likely are related bidirectionally, such that substance both influences and is influenced by academic performance.

Source: Bugbee, B. A., Beck, K. H., Fryer, C. S., & Arria, A. M. (2019). Substance use, academic performance, and academic engagement among high school seniors. *Journal of school health*, *89*(2), 145-156.
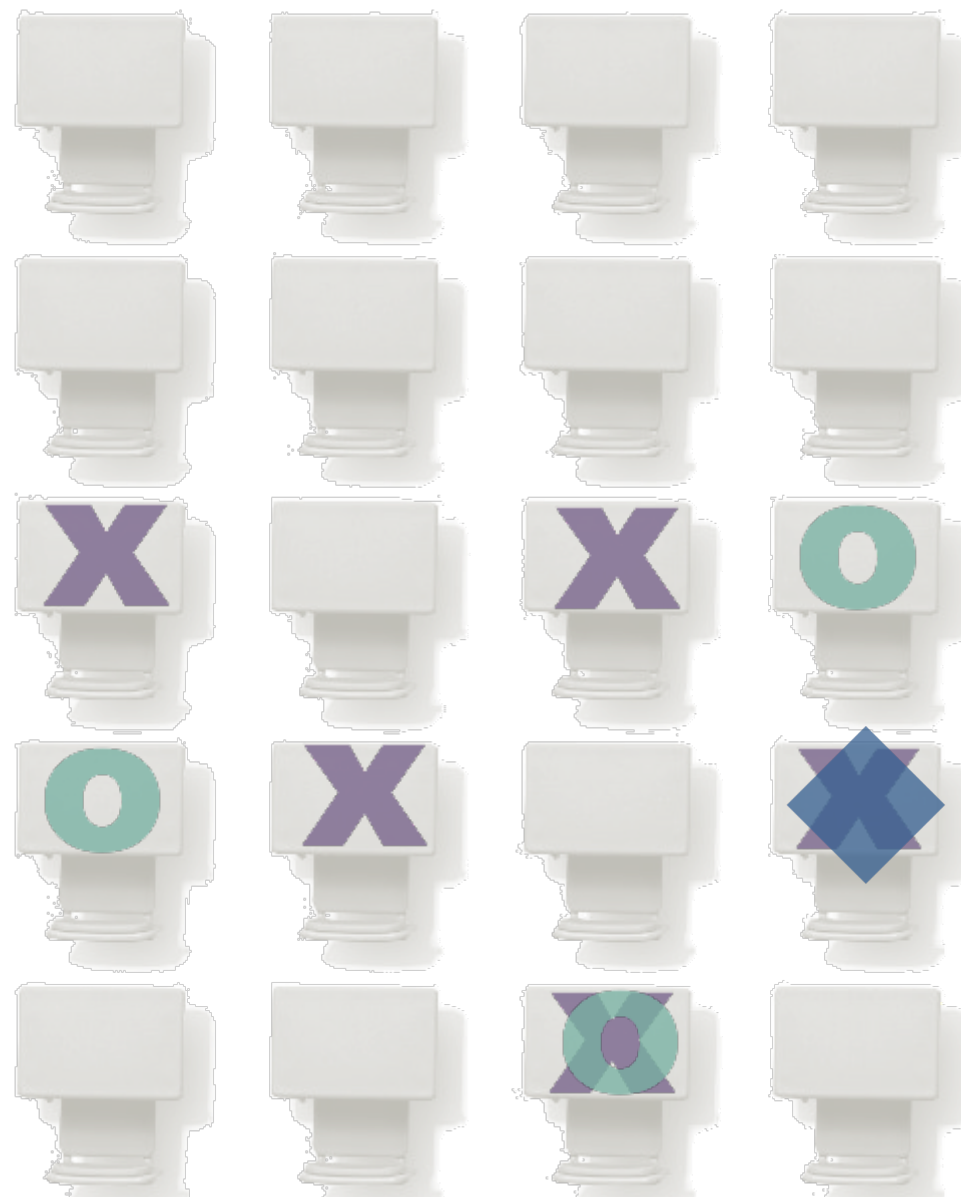
X Current Substance Users

O Parent with SUD

◆ Substance Use Disorder

3.4 % of children aged 12-17 had an alcohol use disorder in the past year.

Epidemiologic studies have shown that more than 40 percent of people who drink before age 14 will abuse alcohol or become alcohol dependent later in life.

DeWit, D. J., Adlaf, E. M., Offord, D. R., & Ogborne, A. C. (2000). Age at first alcohol use: a risk factor for the development of alcohol disorders. *American Journal of Psychiatry*, *157*(5), 745-750.

Rhode Island Age o First Use
Age of First Use

Over 20% of students have had alcohol by age 16, compared to 28 % in 2020

Source: 2022 Rhode Island Student Survey
SEOW https://seow.ri.gov/our-work/rhode-island-student-survey

High Risk Substance Use

Imaging research has demonstrated noticeable changes in the brains of children who began heavy drinking by age 15.

Lees, B., Meredith, L. R., Kirkland, A. E., Bryant, B. E., & Squeglia, L. M. (2020). Effect of alcohol use on the adolescent brain and behavior. Pharmacology Biochemistry and Behavior, 192, 172906.

"They develop fewer learning strategies and have poorer memory function than non-drinking children—not surprising, since early alcohol use affects areas in the frontal lobes of the brain responsible for higher order functions such as reasoning, problem solving, learning verbal and spatial skills, and memory."

- Ting-Kai Lee, former Director of NIAAA

Factors That Influence Learning

Underage drinking and drug use create secondhand effects that can put others at risk. Loud and unruly behavior, conflict in organizations and athletic teams, property destruction, unintentional injuries, violence, and even death, making substance use everyone's problem.

Source: The Surgeon General's Call to Action To Prevent and Reduce Underage Drinking.
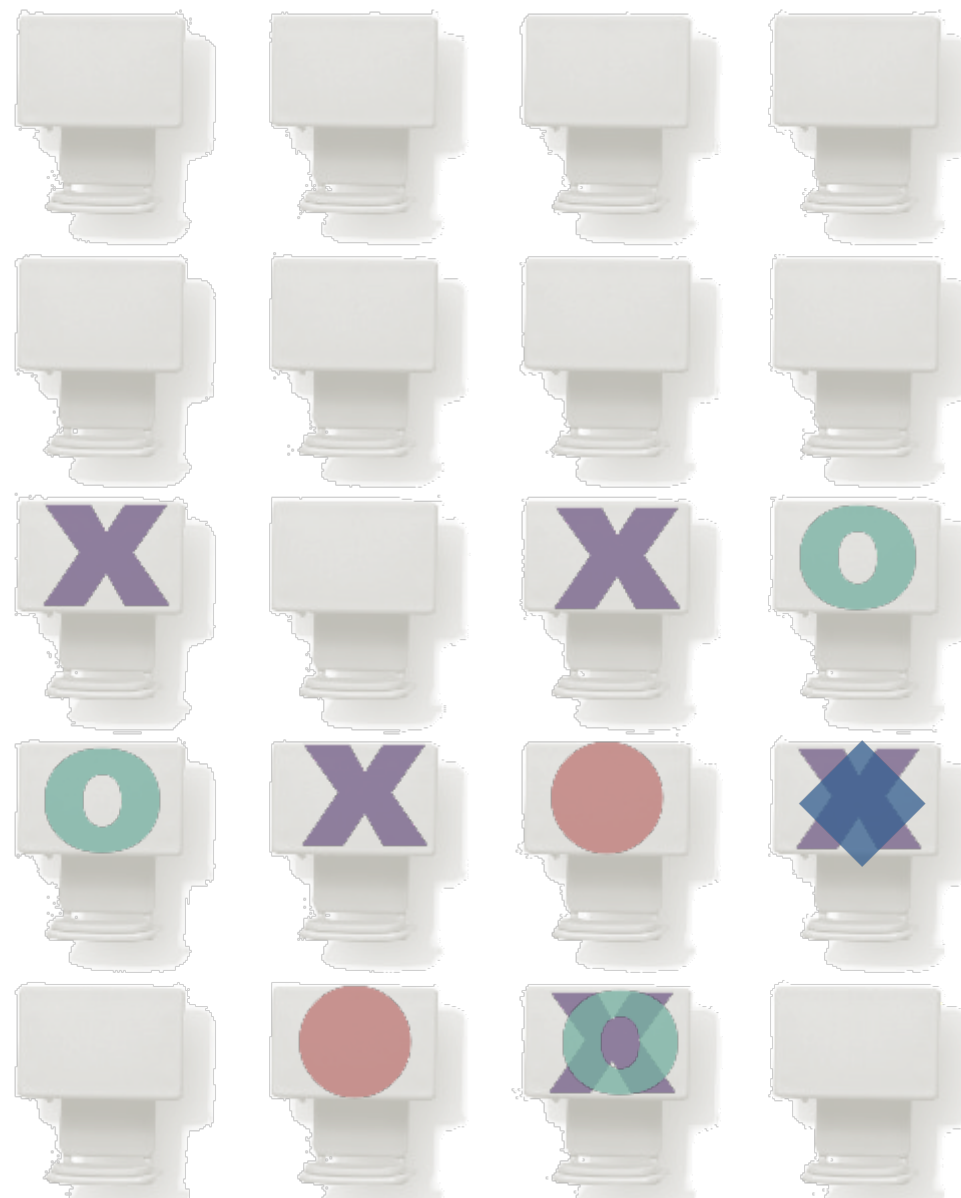
X Current Substance Users

O Parent with SUD

◆ Substance Use Disorder

● Affected Others

1 in 10 students experience significant secondhand effects.

Students are always in the proximity of others, and these others affect students' behaviors. An important way in which students' behavior is affected by their classmates is through classroom norms.

Classroom norms shape and maintain students' behaviors in the school context, by conveying collective consensus about what is typical or appropriate.

The Environment and Social Norms

Outside the classroom, at home and in the community, norms influence beliefs and behavior.

The phenomenon of perceived social norms—or the belief that "everyone" is drinking and drinking is acceptable—is one of the strongest correlates of drinking among young adults, and the subject of considerable research.

Factors That Influence Learning

Dating violence is associated with increased risk of substance use, unhealthy weight control, sexually risky behavior, pregnancy, and suicidality. Victims not involved in community group participation had poorer academics than victims involved in community groups.

Source: Edwards, K. M., & Neal, A. M. (2017). School and community characteristics related to dating violence victimization among high school youth. Psychology of violence, 7(2), 203.
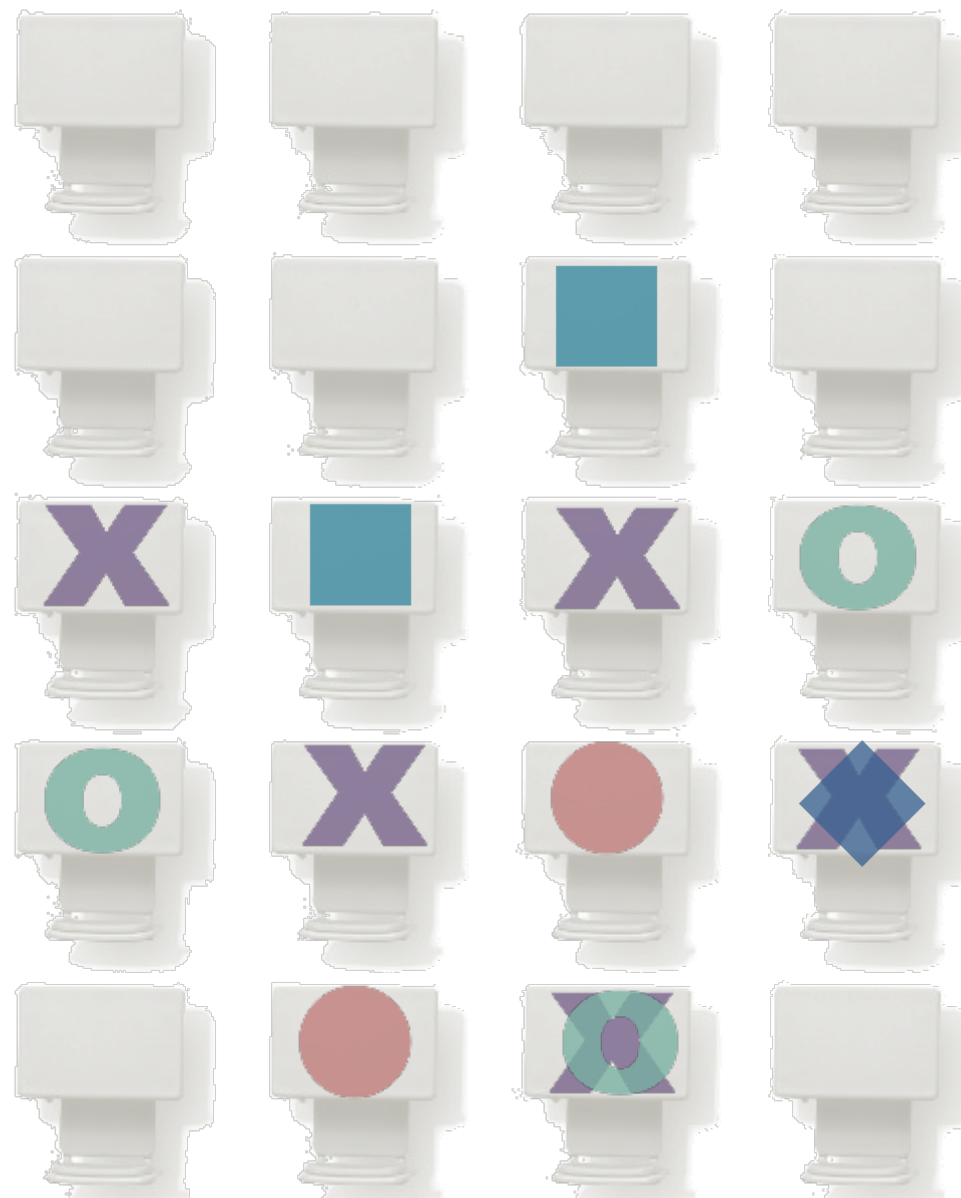
X Current Substance Users

O Parent with SUD

◆ Substance Use Disorder
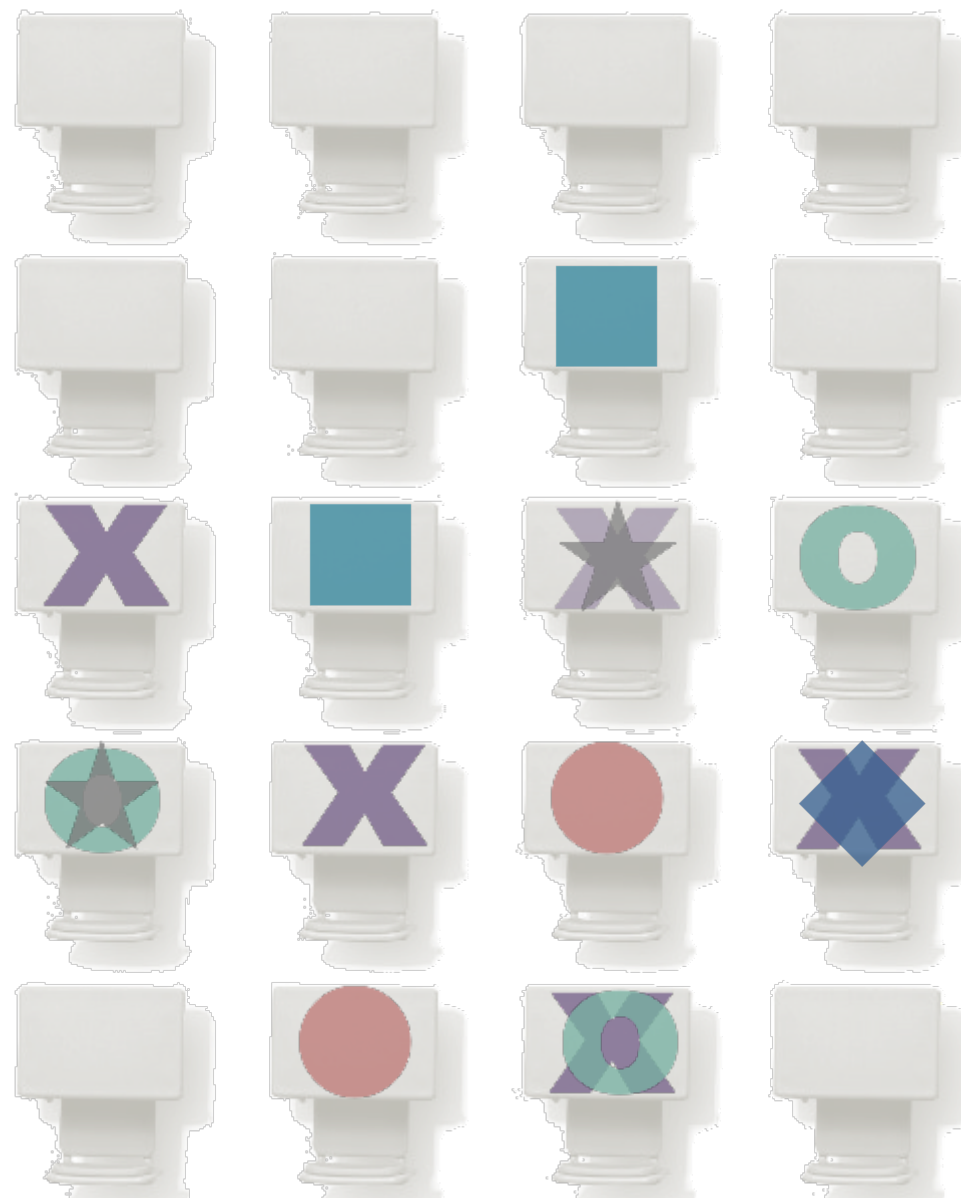
● Affected Others

■ Physical or Sexual Assault

1 in 10
Rhode Island female students they were forced to have sexual intercourse when they didn't want to.

Factors That Influence Learning

Emotional disturbances often disrupt the ability to interact effectively at home, at school, and in the community. The combination of mental illness **and substance use** is so common that many clinicians now expect to find it. *More than half of young persons with a substance abuse diagnosis also have a diagnosable mental illness.*

Source: National Institute of Mental Health (NIH), Substance Use and Co-Occurring Mental Disorders

X Current Substance Users

O Parent with SUD

◆ Substance Use Disorder

● Affected Others

■ Physical or Sexual Assault

★ Co-occurring Mental Health and Substance Use

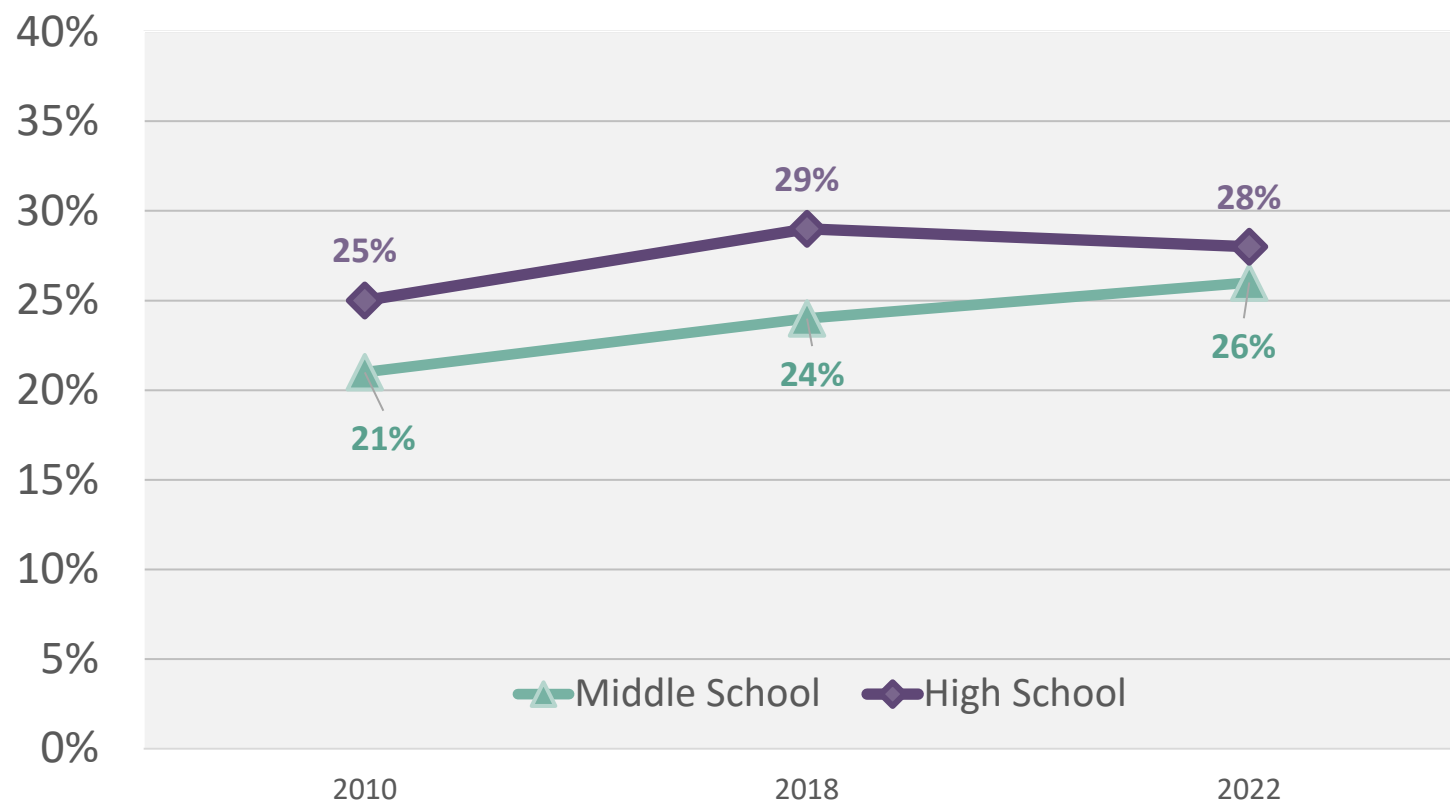1 in 5 Students report a mental health disorder

Factors That Influence Learning

Mental health problems can affect a student's energy level, concentration, dependability, mental ability, and optimism, hindering performance. Research suggests that depression is associated with lower grade point averages, and that co-occurring depression and anxiety can increase this association.

Source: Suicide Prevention Resource Center

Rhode Island Mental Health
In the last 30 days, were you very sad

High School (purple): 25% (2010), 29% (2018), 28% (2022)

Middle School (green): 21% (2010), 24% (2018), 26% (2022)

X-axis: 2010, 2018, 2022

Y-axis: 0% to 40%

Legend: Middle School, High School

Source: 2022 Rhode Island Student Survey
SEOW https://seow.ri.gov/our-work/rhode-island-student-survey
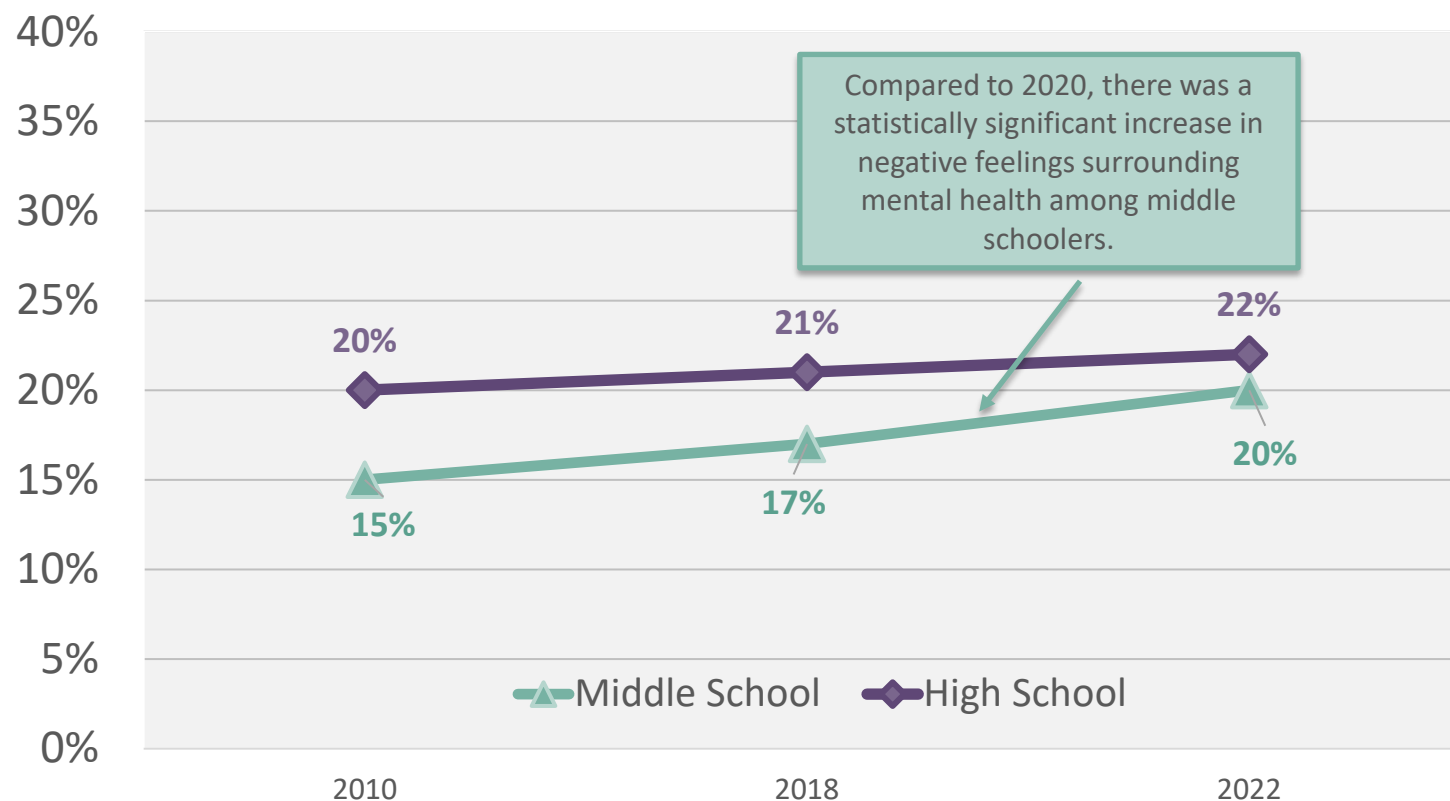
Factors That Influence Learning

Among the 50% of Rhode Island high school students who reported struggling with mental health during the pandemic, only 25% spoke with a school counselor. Of the 40% of middle school students reported struggling during the pandemic, roughly 1/3 spoke with a school counselor.

Improvements in teen depression might have benefits that extend beyond clinical symptoms, improving peer, family, and school functioning over time.

Jaycox, L. H., Stein, B. D., Paddock, S., Miles, J. N., Chandra, A., Meredith, L. S., ... & Burnam, M. A. (2009). Impact of teen depression on academic, social, and physical functioning. *Pediatrics*, *124*(4), e596-e605.

Rhode Island Mental Health
In the last 30 days, did you feel hopeless about the future

Compared to 2020, there was a statistically significant increase in negative feelings surrounding mental health among middle schoolers.

Chart values:

Year	Middle School	High School
2010	15%	20%
2018	17%	21%
2022	20%	22%

Legend: Middle School — High School

Source: 2022 Rhode Island Student Survey
SEOW https://seow.ri.gov/our-work/rhode-island-student-survey

54

A CDC [survey](#) of almost 8,000 high-school students, which was conducted in the first six months of 2021, found a great deal of variation in mental health among different groups.

More than **one in four girls** reported that they had seriously contemplated attempting suicide during the pandemic, which was twice the rate of boys. Nearly **half of LGBTQ** teens said they had contemplated suicide during the pandemic, compared with 14 percent of their heterosexual peers.

Jones, S. E., Ethier, K. A., Hertz, M., DeGue, S., Le, V. D., Thornton, J., ... & Geda, S. (2022). Mental health, suicidality, and connectedness among high school students during the COVID-19 pandemic—Adolescent Behaviors and Experiences Survey, United States, January–June 2021. *MMWR supplements*, 71(3), 16.

What Are American Teens Sad

Which of these do you believe influenced the level of sadness ?

1. Social media use

2. Sociality is down

3. Body image

4. Violence

5. Less time in nature

6. Low resilience

7. The world is stressful-and there is more news about the world's stressors

Factors That Influence Learning

Overall, young people's experiences of early secondary school and their relationships at school continue to predict their moods, their substance use in later years, and their likelihood of completing school. Students with good school and good social connectedness are less likely to experience subsequent mental health issues and be involved in health risk behaviors and are more likely to have good educational outcomes.

Source: Bond, L., Butler, H., Thomas, L., Carlin, J., Glover, S., Bowes, G., & Patton, G. (2007). Social and school connectedness in early secondary school as predictors of late teenage substance use, mental health, and academic outcomes. Journal of adolescent health, 40(4), 357-e9.

The Power on Belonging

The temporal relationships between school connectedness and substance use have been examined in several studies.

1. **Attachment theory** proposes that a sense of secure emotional connection to key individuals provides a base for psychological and social development.

2. **The social development** model builds on this, proposing that connectedness to **family, schools, peers,** and **community,** combined with experiences of positive socialization is protective against substance use and antisocial behavior.

POLL QUESTION

What are the roles that teachers play in your SAP that are sometimes challenging?

A. Getting their overall support for Student Assistance Services
B. Getting them involved in SAP programs and activities
C. Getting them involved in identifying and referring students for assistance
D. Not enabling students
E. Other

STAKEHOLDERS
Teachers and School Administrators

Roles

Support

Participate

Refer

Avoid Enabling

Articulating the Impact

PASSIVE
Apathy, Disrespect, Drowsiness, Poor Grades, Isolation, Unfinished Assignments

OVERT
Truancy, Violence Defiance, Verbal Abuse Vandalism

It is estimated that **over half** of all negative classroom behaviors ...

... are influenced in some way by **a substance** .

Issues Impacting Rhode Island Student Success and Well-Being

X — **Current Substance Users**

O — **Parent with SUD**

◆ — **Substance Use Disorder**

● — **Affected Others**

■ — **Physical or Sexual Assault**
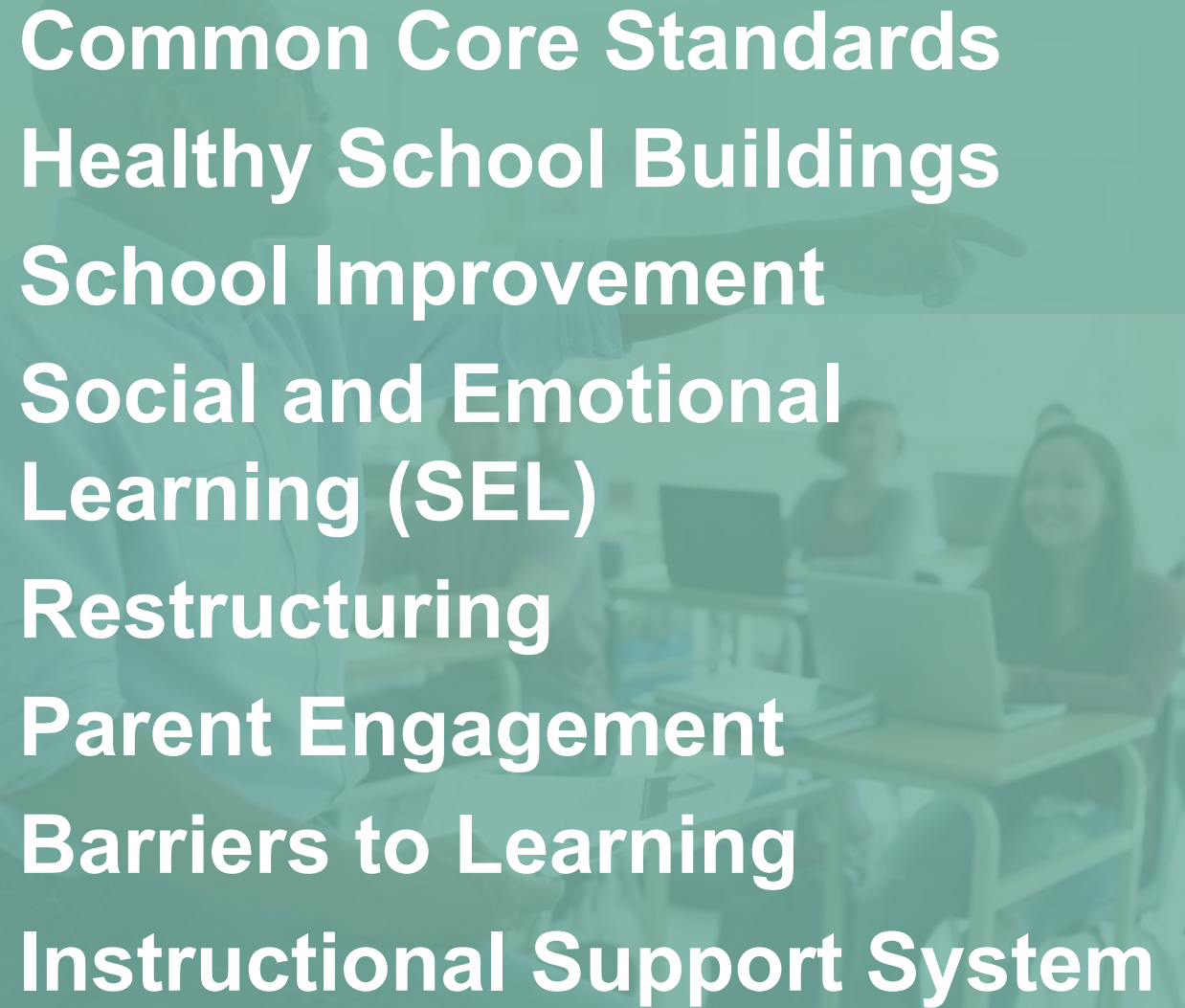
★ — **Co-occurring Mental Health and Substance Use**

STAKEHOLDERS
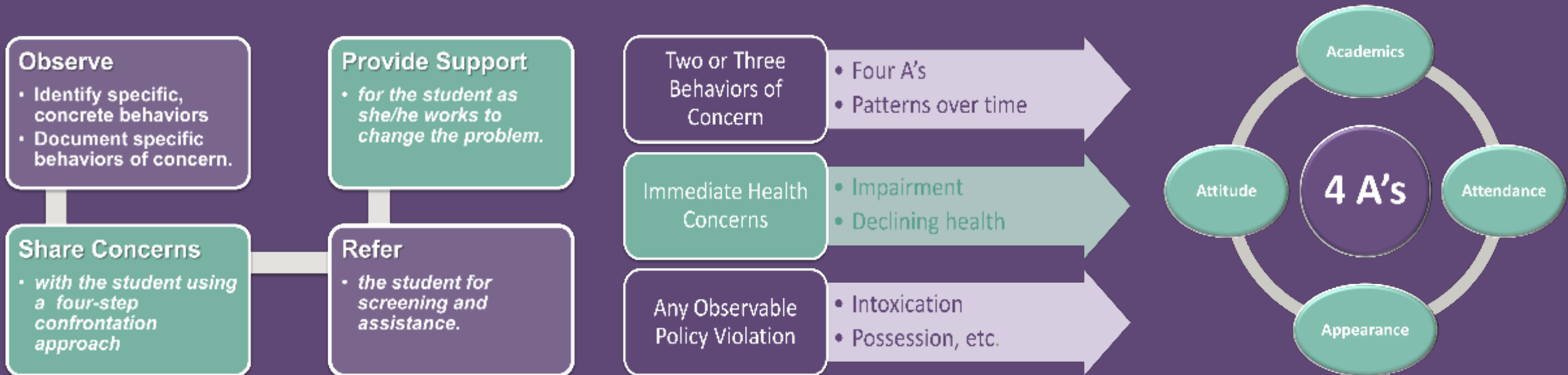*Support*

Talking Their Language

Common Core Standards

Healthy School Buildings

School Improvement

Social and Emotional Learning (SEL)

Restructuring

Parent Engagement

Barriers to Learning

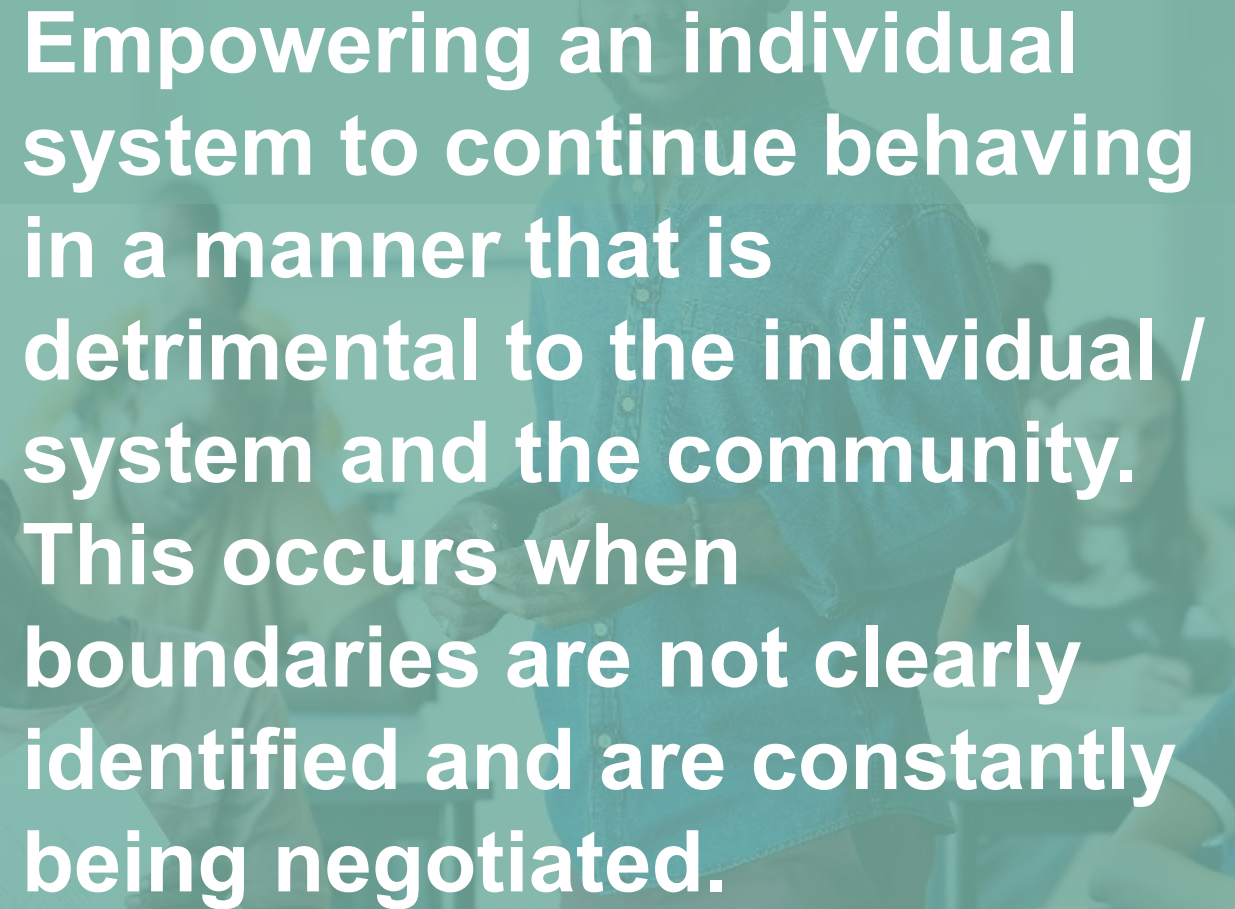Instructional Support System

STAKEHOLDERS
Refer – Demystify with Clear Guidance

Observe
- Identify specific, concrete behaviors
- Document specific behaviors of concern.

Share Concerns
- with the student using a four-step confrontation approach

Provide Support
- for the student as she/he works to change the problem.

Refer
- the student for screening and assistance.

Two or Three Behaviors of Concern
- Four A's
- Patterns over time

Immediate Health Concerns
- Impairment
- Declining health

Any Observable Policy Violation
- Intoxication
- Possession, etc.

4 A's
- Academics
- Attendance
- Appearance
- Attitude

STAKEHOLDERS
Avoid Enabling

Maintaining a Healthy Learning Environment

Empowering an individual system to continue behaving in a manner that is detrimental to the individual / system and the community. This occurs when boundaries are not clearly identified and are constantly being negotiated.

STAKEHOLDERS
Avoid Enabling

Maintaining a Healthy Learning Environment
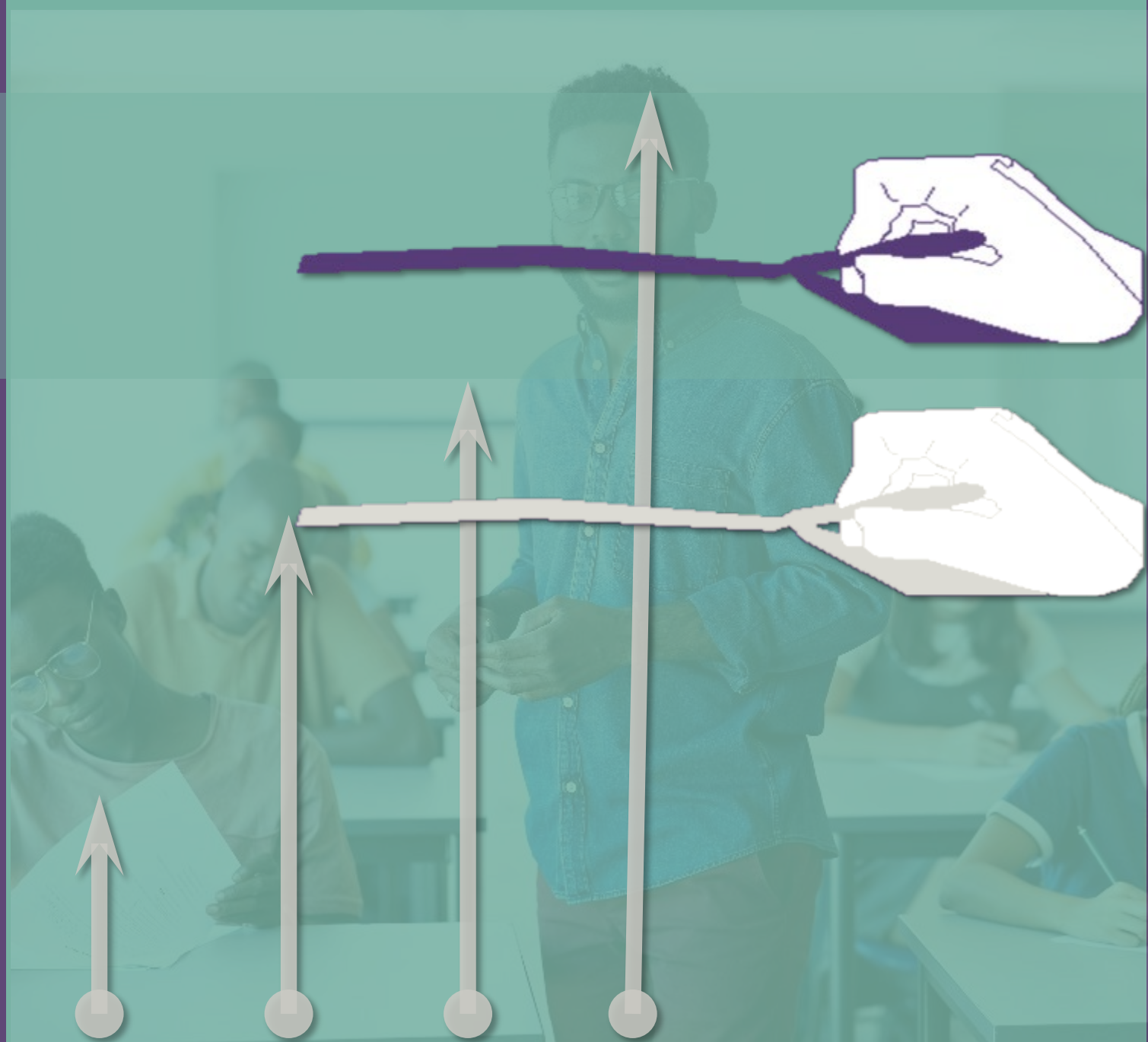
STAKEHOLDERS
Avoid Enabling

Maintaining a Healthy Learning Environment

Examples

- Covering up, or excusing behavior
- Doing things for kids that they can and should do for themselves
- Failing to talk about or recognize a problem
- Ignoring unacceptable behavior
- Ignoring verbal announcements
- "looking the other way"
- Shielding kids from consequences
- Failing to document behavior and refer

STAKEHOLDERS
Avoid Enabling
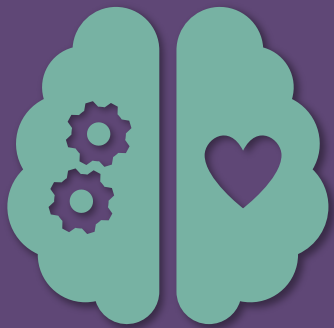
Beliefs as Barriers

- Moralizing
- Waiting
- Confronting with generalities
- Empty threats
- But he's a good kid

- Not My Job
- It's my fault
- None of my business
- I'm not trained
- Student can handle it

STAKEHOLDERS
Parents and Community Members

POLL QUESTION

What are the roles that parents, or community members play in your SAP that are sometimes challenging?

A. Monitoring activities with youth at home and in the community
B. Maintaining clear standards
C. Creating and maintaining safe spaces
D. Not enabling youth
E. Other

STAKEHOLDERS
Parents and Community Members

Roles

Maintain a Healthy Home

Safe Supportive Community

Monitor Activity

Avoid Enabling

STAKEHOLDERS
Healthy Home

Maintaining a Healthy Home Environment

Messaging Examples

- The family /and marriage come first *not the children*
- The family has fun, eats, and works together
- Kids invite friends home
- Parents "practice what they preach"
- Clear "no use" message with open discussion
- Strong bonding and separateness / outside interests

- Kids have a limited amount of money
- Family members don't watch a lot of TV
- Parents don't rescue the kids - *problem solving*
- Each person feels valued and secure
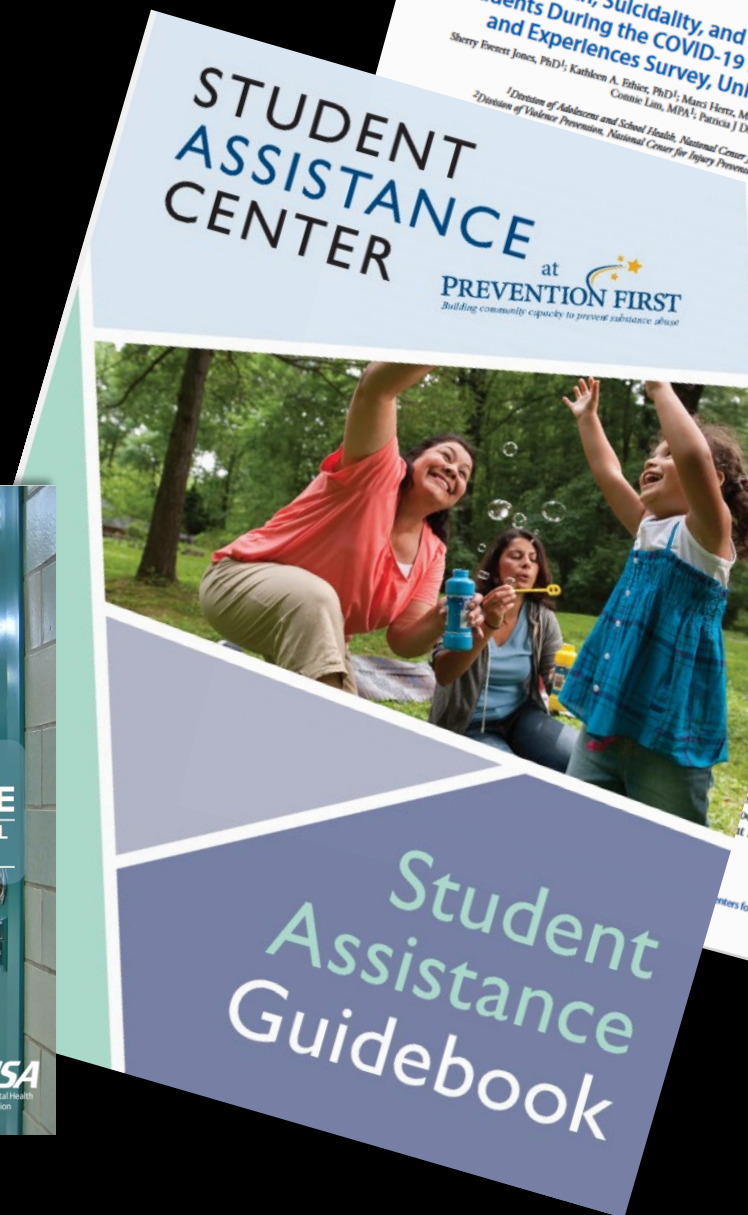- The family is aware of activities and supervises them

QUESTIONS

THANK YOU !

Chuck Klevgaard
Consultant
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Key Resources

POLL QUESTION

What generation are you ?

A. Baby Boomer
B. Gen X
C. Gen Y (Millennial)
D. Gen Z

WHAT GENERATION AM I?

Baby Boomer

Birth Years: 1946-1964
Current Age: 57-75

Media: Biggest consumers of media like televisions, radio, magazines, newspapers. 90% have a Facebook account. Adopting technology to stay in touch with friends.

Shaping Events: Post WW 2, the cold war, the hippie movement.

Grants, low housing, developed wealth

Gen X

Birth Years: 1965-1980
Current Age: 41-56

Media: Television, digitally savy and spend roughly 7 hours a week on facebook.

Shaping Events: End of the cold war, the rise in personal computing, feeling lost between two generations.

Skeptical, Cynical, Defy Authority, Not Touchy feely, Muti tasker

Millennial Gen Y

Birth Years: 1980-1996
Current Age: 25-40

Media: 95% still watch TV, more streaming and Netflix, Comfortable with mobile devises, buy things online. Multiple social media accounts.

Shaping Events: Recession, technology explosion, 9/11

Optimistic, team oriented, sense of entitlement, style over substance, expects accommodations, opinionated

Gen Z

Birth Years: 1997-2012
Current Age: 9-24

Media: Had a mobile phone at 10 years old. Used tablets as toys, hyper –connected, 3 hours a day on mobile device.

Shaping Events: technology, media, war, parents struggle

Ambitious, nostalgic, prone to anxiety, reject the Hussle culture, plan vacations, protect work-life boundaries, bare minimum Monday.

Rhode Island

RISAS

Student Assistance Services Project Success

Providing evidence-based programs in schools and communities to prevent substance use and promote mental health.
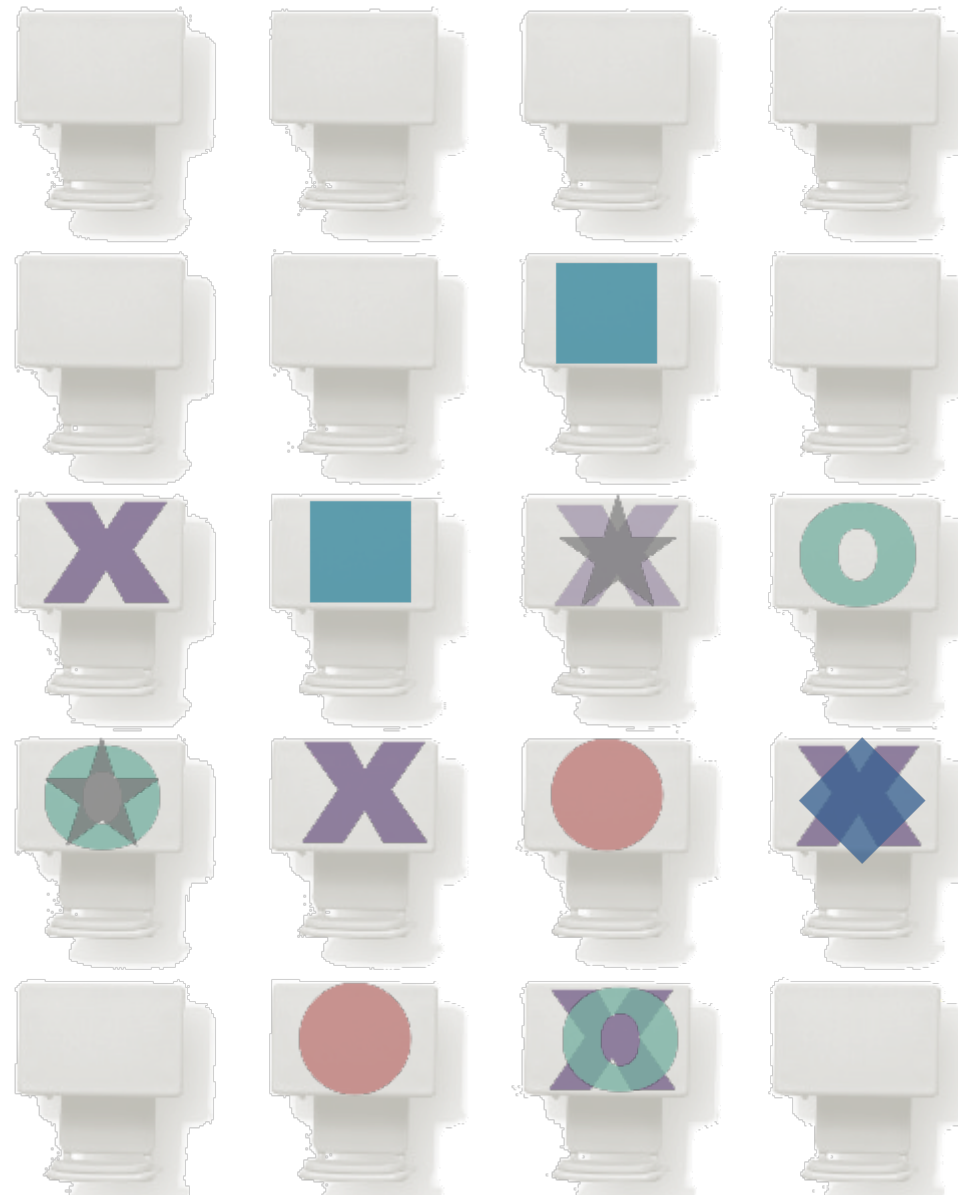
Issues Impacting Rhode Island Student Success and Well-Being

X — **Current Substance Users**

O — **Parent with SUD**

◆ — **Substance Use Disorder**

● — **Affected Others**

■ — **Physical or Sexual Assault**

★ — **Co-occurring Mental Health and Substance Use**

RHODE ISLAND SAP PROJECT SUCCESS LOGIC MODEL

Needs	Goals	Activities	Short-Term Outcomes	Intermediate Outcomes	Long-Term Outcomes
Academic achievement	Increased academic achievement	Prevention Education Series	Increased perception of risk or harm of ATOD (PES, counseling and parent program participants)	Increase perception of risk or harm of ATOD School-wide	Improve academic achievement
Behavioral problems	Reduce behavioral problems	Screening and Referral		Increase resistance and self-efficacy skills among adolescents (PES and counseling participants)	Decrease substance use behaviors school wide
Substance use	Decrease Substance use	Individual and Group Counseling	Increased understanding of the consequences of substance use (PES, counseling and parent program [participants)		Decrease school related problem behaviors school wide
Positive mental Health		School-wide activities		Increase in non-use norms within the school community	
		Parent Program			