

PARENTS AS PARTNERS IN YOUR STUDENT ASSISTANCE PROGRAM

March 6, 2024



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Consultant



LOBBY ACTIVITY :TYPE IN THE CHAT

WHAT GENERATION AM I ?



Baby Boomer

Birth Years: 1946-1964

Current Age: 57-75



Gen X

Birth Years: 1965-1980

Current Age: 41-56



Millennial Gen Y

Birth Years: 1980-1996

Current Age: 25-40



Gen Z

Birth Years: 1997-2012

Current Age: 9-24

LOBBY ACTIVITY 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 savvy and spend roughly 7 hours a week on Meta.

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

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



Millennial Gen Y

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

Media: 95% still watch TV, more streaming and Netflix, Comfortable with mobile devices, 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 Hustle culture, plan vacations, protect work-life boundaries, bare minimum Monday.

LEARNING OBJECTIVES

- Understanding the factors in families associated with early initiation and misuse.
- Effectively communicate developmentally relevant prevention messages to parents.
- Strategies for reducing enabling behavior.



QUICK REVIEW

STUDENT ASSISTANCE SERVICES PROJECT SUCCESS

November 1, 2023



A man with grey hair and glasses is shown in profile, looking towards the right. He is wearing a dark sweater. The background is a blurred office setting. A teal-colored overlay covers the lower half of the image, containing white text. The text is arranged in two lines: the first line is in a large, bold, sans-serif font, and the second line is in a smaller, italicized, sans-serif font.

TYPE IN THE CHAT

3 Things I Remember From Part 1

ENGAGING SCHOOL AND COMMUNITY STAKEHOLDERS

Build support among key stakeholders
Create prevention champions
Strengthen prevention work



STAKEHOLDERS

Teachers and School Administrators

Roles



Support



Participate



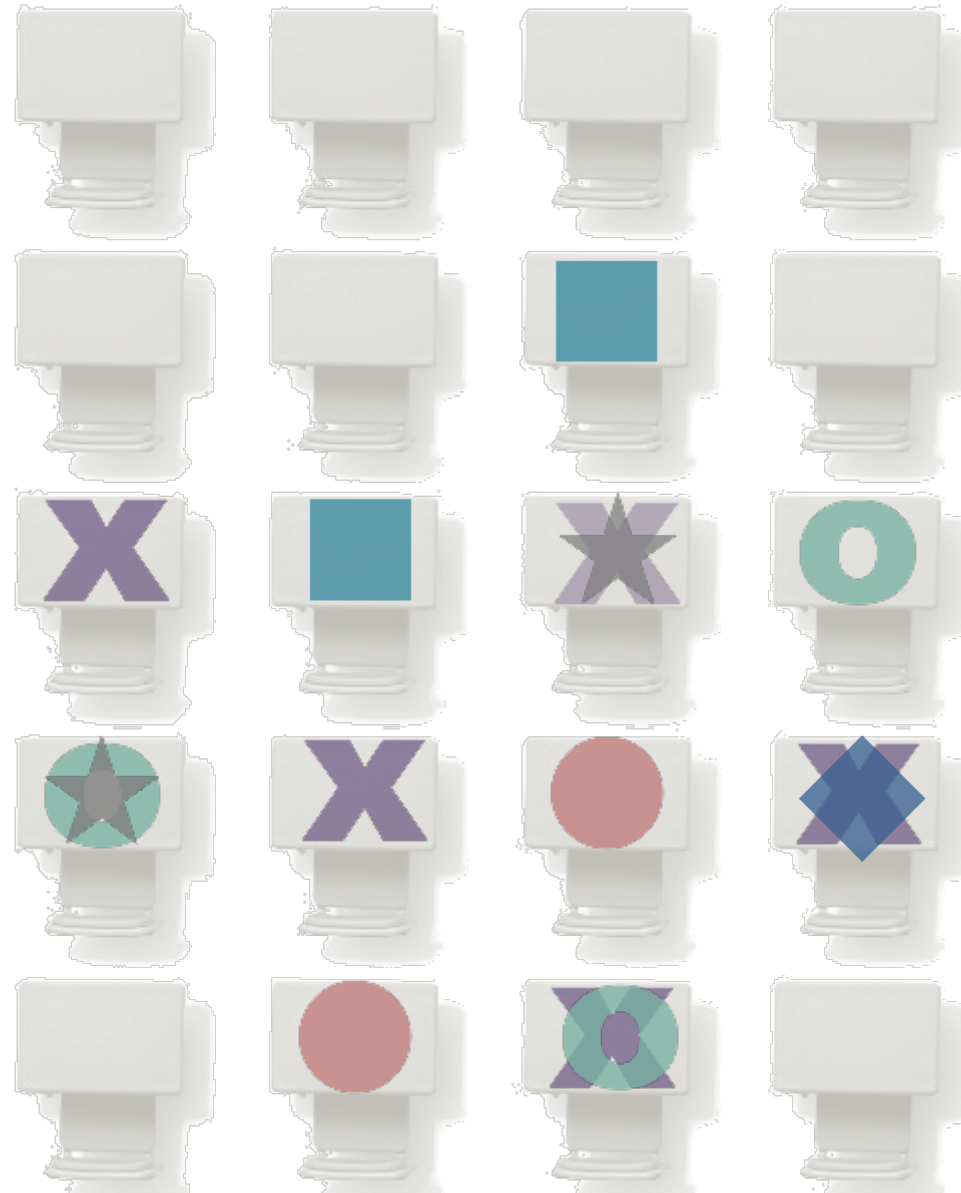
Refer









Avoid Enabling

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

-  **Current Substance Users**
-  **Parent with SUD**
-  **Substance Use Disorder**
-  **Affected Others**
-  **Physical or Sexual Assault**
-  **Co-occurring Mental Health and Substance Use**

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



Current Substance Users



Parent with SUD



Substance Use Disorder



Affected Others



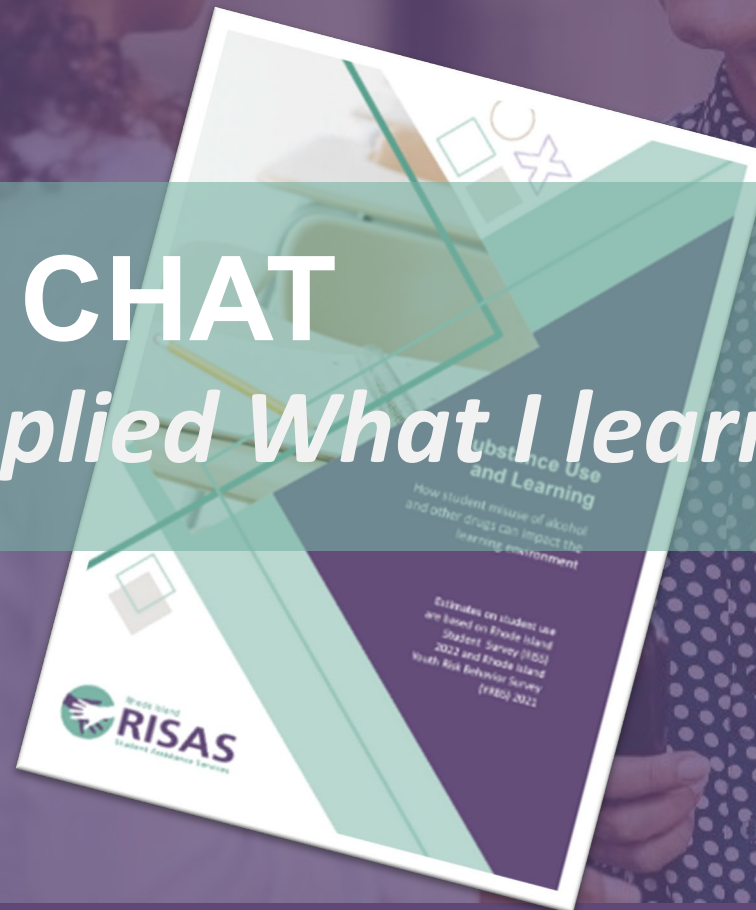
Physical or Sexual Assault



Co-occurring Mental Health and Substance Use

TYPE IN THE CHAT

1 Way I have Applied What I learned Last Time



STAKEHOLDERS

Parents and Community Members



STAKEHOLDERS

Parents and Community Members

Roles



*Maintain a
Healthy Home*



*Safe Supportive
Community*



*Monitor
Activity*



*Avoid
Enabling*

Changes in Family Life ?



Things we did that they don't.



CHAT QUESTION

What was most important
to you at 14

Teens say now

- ✓ *Family*
- ✓ *To Be Understood*
- ✓ *Time With Friends*
- ✓ *Doing Well in School*
- ✓ *Romantic Relationship*

A Developmental Approach

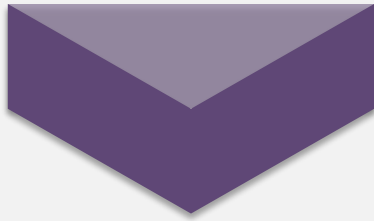
The term “development”, refers to patterns of orderly change that unfold over the lifetime as human beings progress from conception to maturity and then decline and death.

Although people change and develop throughout their lives, some of the most rapid and pronounced changes take place during childhood and adolescence. ***Many of these changes have the potential to affect a young person’s interactions and involvement with substance use or misuse.***

Masten, A. S., Faden, V. B., Zucker, R. A., & Spear, L. P. (2009). A developmental perspective on underage alcohol use. *Alcohol Research & Health*, 32(1), 3.

Risk and Protective Processes

Reduce Risk Factors



***Increase likelihood of use
/ misuse***

***Not causal
Impact is exponential***

Increase Protective Factors



***Conditions for healthy
development***

***Buffer risks
Not simply the opposite or
absence of risk***


Risk and Protective Processes

Reduce Risk Factors



*Family history of alcohol use disorder;
Preexisting mental health problems;
Low levels of self-regulation;
Victims of sexual or physical abuse;
Low parental monitoring;
Beliefs; &
Negative peer models*

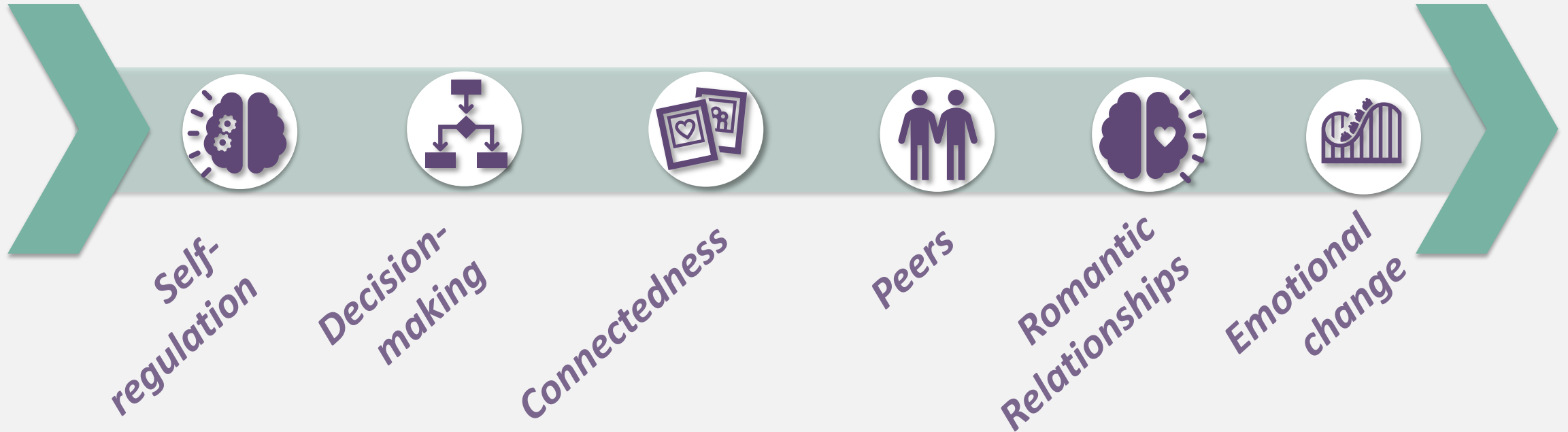
Increase Protective Factors



*Social, emotional, behavioral
cognitive, and moral competence;
Self-efficacy;
Resiliency;
Bonding; &
Healthy beliefs & standards for
behavior*

A Developmental Approach

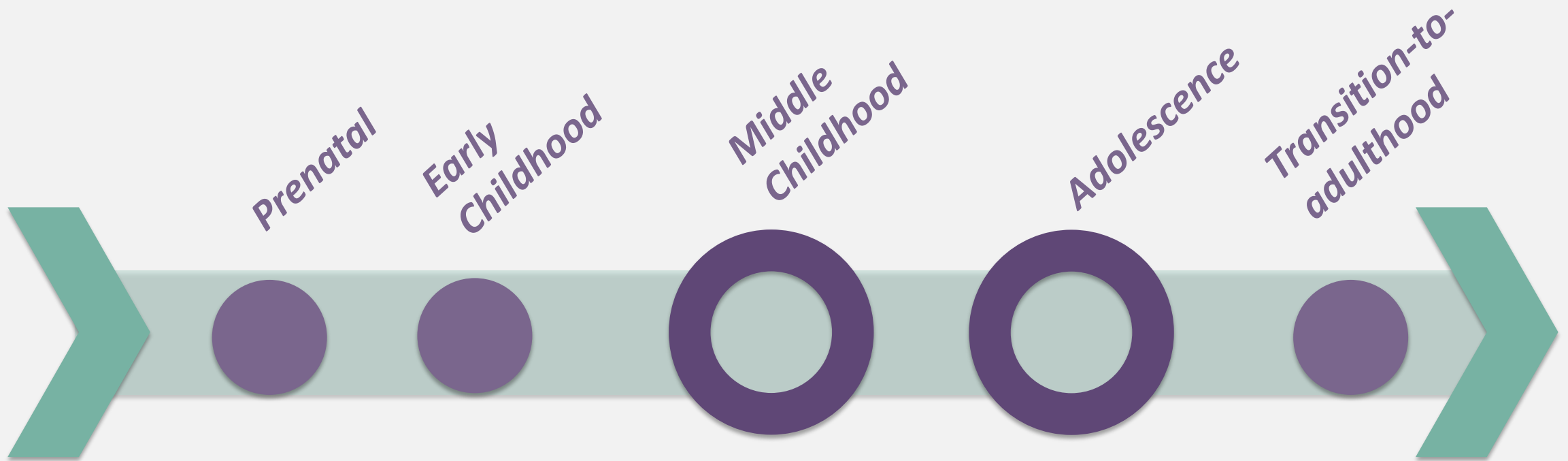
Cognitive, Biological, Social, and Affective Changes



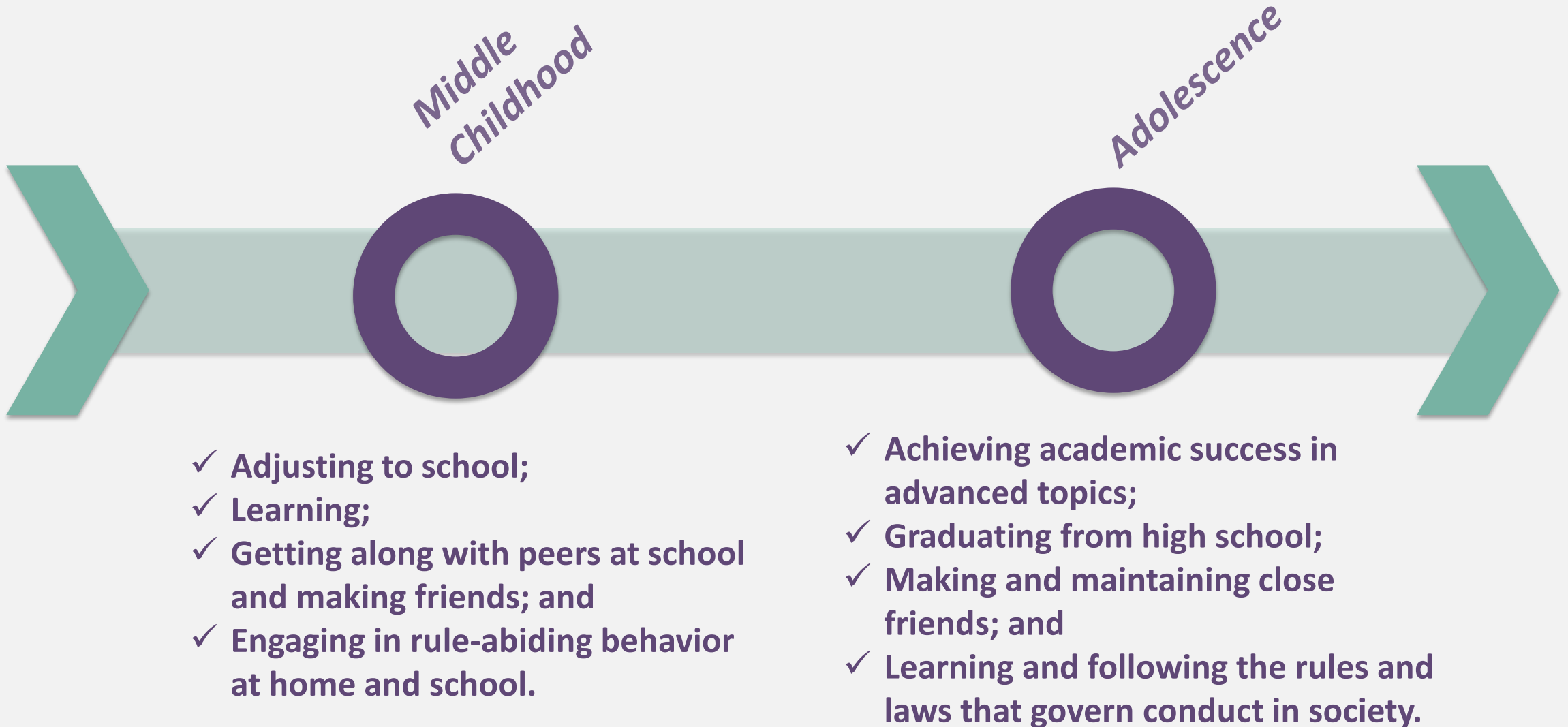
Brown SA, McGue M, Maggs J, Schulenberg J, Hingson R, Swartzwelder S, Martin C, Chung T, Tapert SF, Sher K, Winters KC, Lowman C, Murphy S. Underage alcohol use: summary of developmental processes and mechanisms: ages 16-20. *Alcohol Res Health*. 2009;32(1):41-52. PMID: 23104446; PMCID: PMC3860496.

Developmental Change

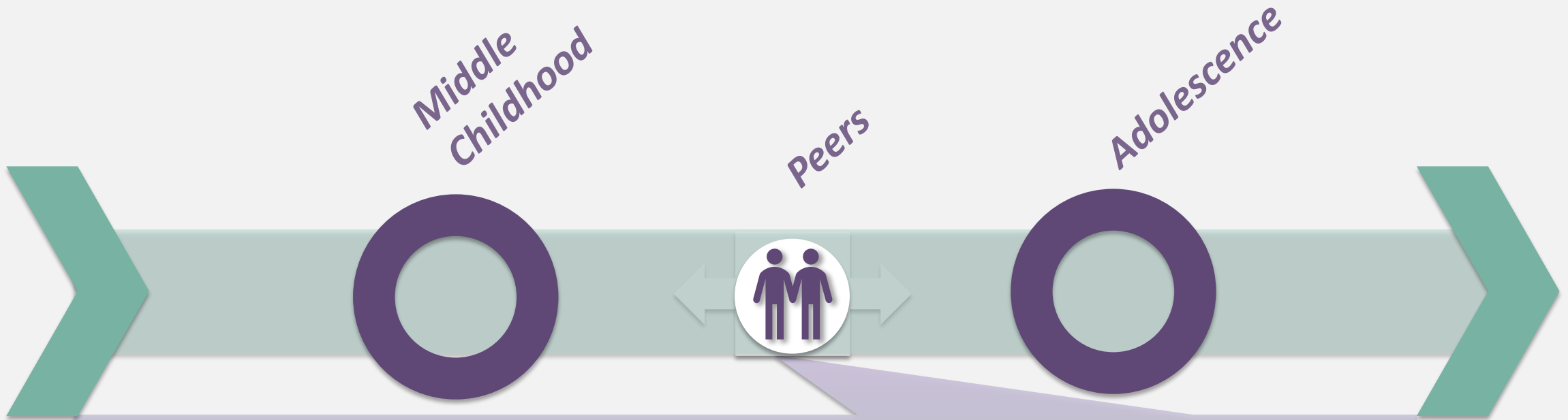
Age-Related Segments



Developmental Change: Tasks and Accomplishments



Developmental Change: Factors in Context



Peers influence adolescents' drinking behavior through several pathways:

1. Modeling and/or directly encouraging specific behaviors, including alcohol use;
2. Seeking out and being selected by peers who have similar goals, values, and behaviors;
3. Overestimating the prevalence of peer drinking, which can promote heavy drinking; and
4. shifting contexts, such as transitions, that alter perceived norms and may minimize the experience of adverse consequences of excessive alcohol use.

Application: A Conversation; *At What Age*

Breakout Groups Instructions

Attempt to reach consensus on the most appropriate age that **you** would allow your child to engage in the listed behavior. Get as far as you can in the 10 minutes.

Of course, “it depends”, we can agree that many factors about the child should be considered, so make your case for the youngest age when your conditions are met.

Have fun, be respectful of other views and opinions.

You will be in breakout for 10 minutes

Consensus Activity: At What Age



Have a Social Media Account

?



Attend a Sleepover

?



Watch “R” rated movie

?



Take public transportation alone

?



Stay Out Until midnight

?



Go on a Group Date

?



Get a Piercing or Tattoo

?



Cook a Family Meal

?

Debriefing: At What Age



Have a Social Media Account

?



Attend a Sleepover

?



Watch “R” rated movie

?



Take public transportation alone

?



Stay Out Until midnight

?



Go on a Group Date

?



Get a Piercing or Tattoo

?



Cook a Family Meal

?

MOTIVES FOR USE AND NONUSE



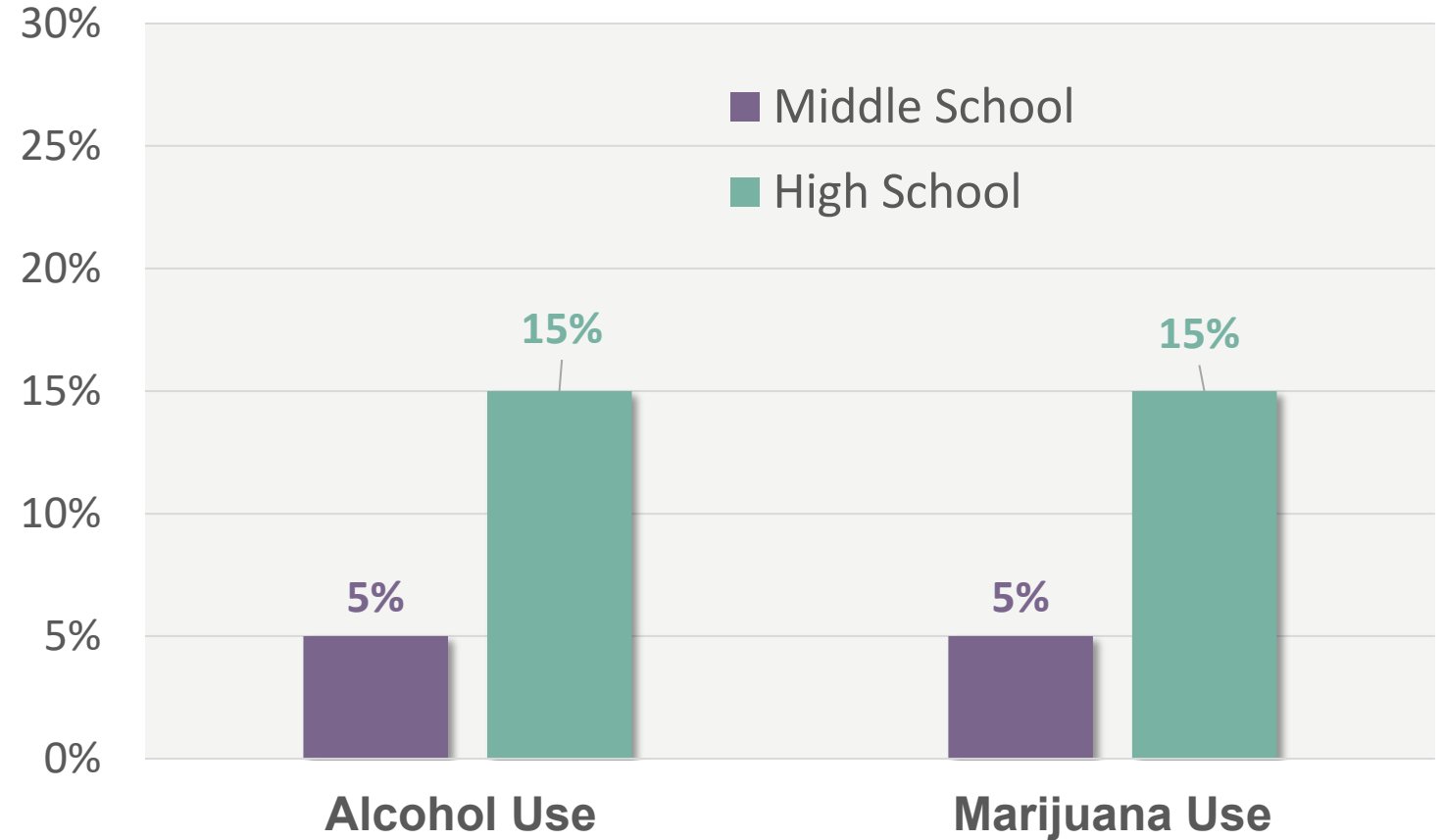
Factors That Influence Learning

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 classmates who do engage in alcohol and other drug use behaviors.



Center for Disease Control
and Prevention, Making
The Connection

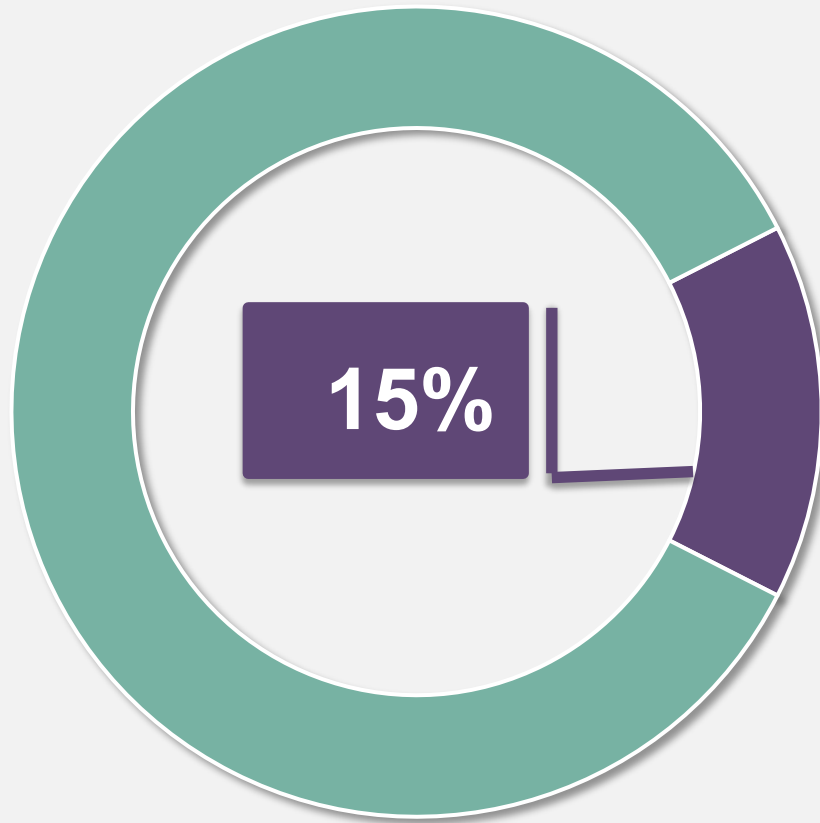
Rhode Island Middle and High School *Current Alcohol and Marijuana Use (2021)*



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

Substance Use

Past 30-Day Use, Alcohol

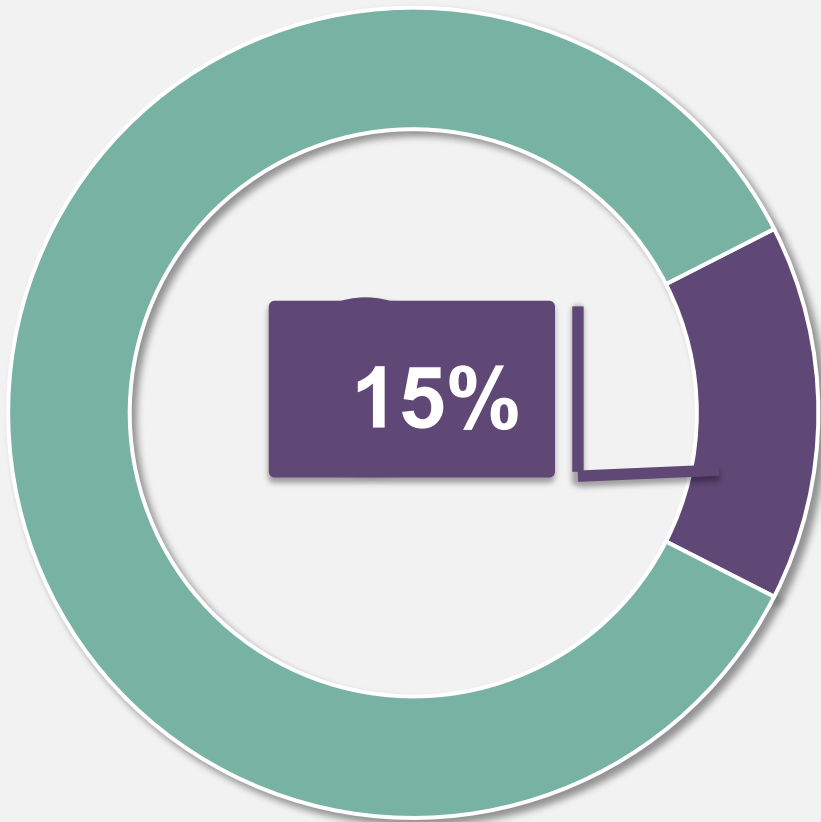


In prevention, we often start with the goal of reducing the percentage of students who report use or misuse.

We are growing in our understanding of how we support nonuse by understanding motives.

Substance Use

Past 30-Day Use,



Teens Say...

*Positive interpersonal rewards
(**Social**)*

*Regulate Affect Avoid (**Affect**)
rejection (**Conformity**) Regulate
Negative Emotions (**Coping**)*



Adults Say...

*Peers
Other Parents
The School
Media
Role Models*

Reasons for Use

Marijuana

*Enjoyment/fun,
Conformity,
Experimentation,
social enhancement,
boredom, and relaxation.*

*Recent studies identify
that (Coping) and
(Gaining Insight) have
increased and increase
risk for continuation and
consequences*

Source: 2022 Rhode Island Student Survey

SEOW <https://seow.ri.gov/our-work/rhode-island-student-survey>

Substance Use

Motivations for Not Using

*Teens Say for
Alcohol ...*

Goals

Parent Disapproval

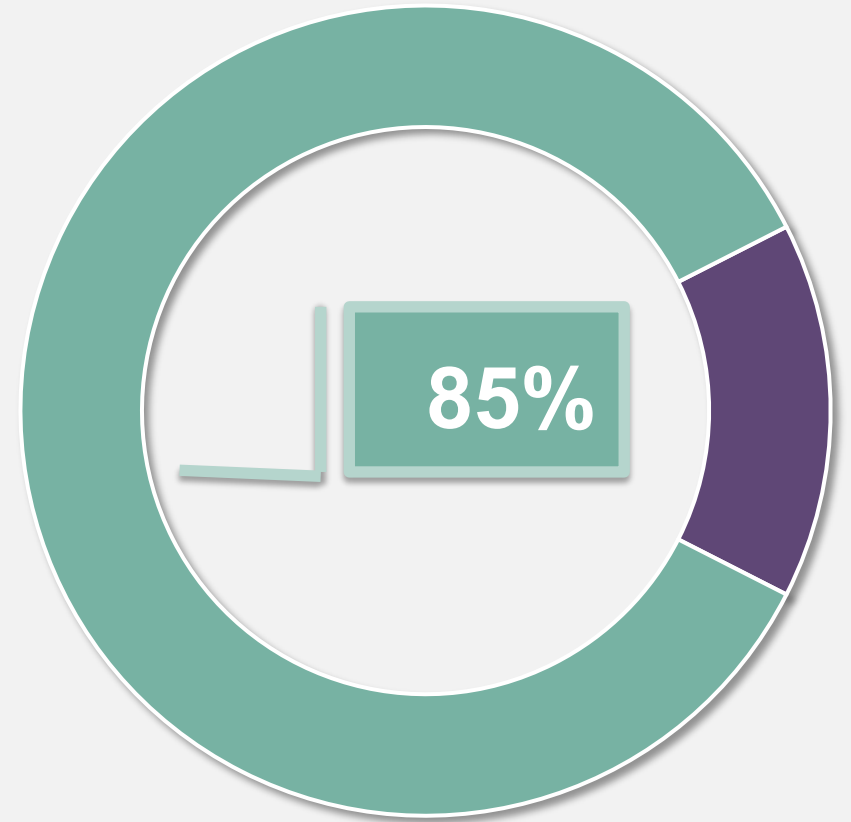
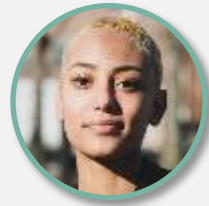
Health

Values

Morals

Control

Laws



Substance Use

Motivations for Not Using

Teens Say for Marijuana
Damage (psychological)
Damage (physical)
Don't feel like getting high
Parental disapproval

Terry-McElrath, Y. M., O'malley, P. M., & Johnston, L. D.
(2008). Saying no to marijuana: Why American youth report
quitting or abstaining. *Journal of Studies on Alcohol and
Drugs*, 69(6), 796-805.

Saying No to Marijuana: Why American Youth Report Quitting or Abstaining*

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ABSTRACT. Objective: This article aims to contribute to the literature by reporting on a nationally representative study of U.S. youths regarding their self-reported reasons for abstaining from or quitting marijuana use and the relationships between such reasons and individual sociodemographic characteristics of gender and race/ethnicity. **Method:** This article uses data from in-school surveys obtained from nationally representative cross-sectional samples of U.S. high school seniors from 1977 to 2005 ($N = 82,106$). **Results:** Results indicate the following: (1) 50% of those reporting past-12-month marijuana use felt they should either stop or reduce their use; (2) among those saying they would not use marijuana in the coming year, the most frequently reported reasons cited were psy-

chological and physical damage and not wanting to get high (reported by more than 60%), whereas the least frequently reported reasons included expense, concerns of having a bad trip, and availability (reported by fewer than 25%); and (3) clear differences existed in reported reasons by gender and race/ethnicity. **Conclusions:** A significant percentage of U.S. high school seniors who are recent marijuana users wish to either reduce or stop their marijuana use and are basing such desires on a wide variety of reasons that show significant gender and racial/ethnic variation. Marijuana prevention and cessation policy and programming could potentially be strengthened by incorporating the findings from these analyses. (*J. Stud. Alcohol Drugs* 69: 796-805, 2008)

MARIJUANA HAS LONG BEEN the subject of intense political debate as to the dangers and benefits of its use (Goode, 1997; Grinspoon, 1971; Kaplan, 1970; Moore et al., 2007). Practitioners and policy makers interested in the subject of marijuana use and its associated harms and/or benefits have access to a large body of research focusing on marijuana-use initiation and continuation, including personality characteristics (e.g., Brook et al., 1980; Penning and Barnes, 1982), personal values (e.g., Carlson and Edwards, 1990), social context (e.g., Bailey and Hubbard, 1990), and sociodemographic characteristics (e.g., Bachman et al., 1998; Brown et al., 2001; Johnston et al., 2007a). What practitioners and policy makers do not have is an abundance of research from the complementary perspective of investigating why individuals might choose *not* to use marijuana or to stop or reduce their current use.

The desire to discontinue marijuana use among users may be high. In one longitudinal study following California continuation high school students, more than half of current marijuana users had attempted to quit and had failed (Weiner et al., 1999). Other research indicates that a significant number of those who ever use marijuana do stop use at some point. Cessation estimates have been found to range from approximately 40% in selected Canadian secondary school

samples (Goodstadt et al., 1984) to 85% of age 45 lifetime users in a U.S. panel study (Johnston et al., 2007b).

Although some studies have found that, in general, the same factors are at play in both noninitiation and discontinuation (Kandel and Raveis, 1989), others indicate that different factors are involved (Goodstadt et al., 1986). And although some data exist on gender differences in discontinuation (Kandel and Raveis, 1989; Sussman and Dent, 2004), there is a dearth of available research examining other discontinuation-related sociodemographic differences.

Early findings indicated that marijuana discontinuation was strongly related to increased fear of legal consequences, perceived disapproval, conformity, and social role change (Goodstadt et al., 1984). A more recent longitudinal study with students in California emphasized that not having friends who used marijuana was associated with discontinuation (Sussman and Dent, 2004). Conflicting findings have emerged relative to both the fear of legal consequences as well as health concerns. Among Ontario students, neither issue was associated with discontinuation (Goodstadt et al., 1984, 1986). However, health concerns and a dislike for the effects of marijuana were cited as the most common reasons to discontinue use among a small U.S. college sample (Martin et al., 1983). A longitudinal study of high school students in California found that current users perceived punitive measures to be among the most effective methods of quitting marijuana use (Weiner et al., 1999).

Two important points thus emerge from the literature: (1) no long-term, nationally representative studies are available investigating the reasons for either abstaining from or quitting marijuana among youths, and (2) there is a need for

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Intergenerational Transmission of Drinking Motives and How They Relate to Young Adults' Alcohol Use

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Abstract — **Aims:** This study examined whether parental drinking motives are associated with young adults' drinking motives, and their association with young adults' drinking behaviors. **Methods:** The sample consisted of 290 18-year-old and 289 20-year-old drinking young adults and their parents. **Results:** For the younger group, stronger maternal coping motives were related to stronger social and enhancement motives, while stronger paternal coping motives were associated with stronger young adult coping motives. For the older group, stronger maternal coping motives were related to stronger social motives and stronger paternal enhancement motives were associated with stronger overall young adult drinking motives. For the younger group, both enhancement and conformity motives were predictive of their alcohol use. For the older group, only higher social motives were predictive of higher alcohol use. Both groups' higher coping and enhancement motives were associated with more drinking problems. **Conclusions:** While, concerning content, there are some differences due to parent gender and adolescent age, stronger parental drinking motives are indeed associated with stronger adolescent drinking motives, which in turn are quite consistently related to more adolescent alcohol use and alcohol-related problems.

INTRODUCTION

Alcohol use, especially among adolescents and young adults, is widely recognized as being risky behavior, since it is associated with various negative outcomes such as aggression, risky sexual behavior, cognitive impairments and alcohol disorders later in life (DeBellis *et al.*, 2000; Exum, 2006; Grant *et al.*, 2006; Odgers *et al.*, 2008). A large field of studies has aimed to disentangle the predictors of alcohol use (Hawkins *et al.*, 1992; Zucker *et al.*, 2008; Donovan and Molina, 2011), focusing on contextual factors such as friends, family and culture, but also on individual factors, such as other problem behavior or personality. Among these many individual predictors that have been studied, the motivational model of alcohol use states that drinking motives are the most proximal ones (Cox and Klinger, 1990). According to this model, drinking motives refer to the reasons why people drink and always reflect either a positive reinforcement motive, to reach a certain outcome, or a negative reinforcement motive, to avoid a certain outcome. Further, these outcomes can be either internal, such as emotional states, or external, such as social acceptance. When these two dimensions are combined, four different classes of drinking motives can be identified (Cooper, 1994; Kuntsche *et al.*, 2008): Enhancement (internal positive), social (external positive), coping (internal negative) and conformity (external negative). In the literature, these four drinking motives have been differentially linked to distinct alcohol use patterns (Cooper *et al.*, 1992; Cooper, 1994; Kuntsche *et al.*, 2005; Ham *et al.*, 2009).

The distinction between alcohol use patterns in general is between heavy, problematic alcohol use on the one hand and normative alcohol use on the other hand. Studies show that heavy, problematic drinking is typically related to enhance-

ment *et al.*, 2005; Ham *et al.*, 2009). Instead of using effective strategies such as acceptance, problem solving and re-appraisal (Aldao *et al.*, 2011), relying on alcohol to regulate or cope with emotions can be seen as problematic and could lead to heavy or problematic drinking later in life. On the other hand, since drinking alcohol in many cultures is incorporated into social events such as dinners, parties and even rituals, it is to be expected that the majority of adolescents report social motives for drinking.

When one thinks of these social situations in which drinking alcohol is normative, probably parents serve as the first drinking reference for children. In both theory and empirical research, it is indeed suggested that parental alcohol use is a predictor of adolescent alcohol use. A vast body of research has investigated the direct effects of parental alcohol use on adolescent and young adult alcohol use (White *et al.*, 2000; Alati *et al.*, 2005; Duncan *et al.*, 2006; Van der Zwaluw *et al.*, 2008). In this work, modeling (Bandura, 1986) is considered the primary driving mechanism; adolescents see their parents drink and model this behavior. Recently, however, cognitive theories have suggested that modeling is probably a more indirect process (Pajares, 1997; Zimmer-Gembeck and Collins, 2006). A child that sees his/her parents drink at birthday parties and having fun is likely to internalize the idea that drinking alcohol is associated with having fun at parties (social drinking motive). This will eventually increase the likelihood that the child itself will be drinking at parties later. A few studies indeed showed that parental alcohol use is related to adolescent alcohol use through adolescent drinking motives (Chalder *et al.*, 2006; Müller and Kuntsche, 2011).

In an attempt to further define this mechanism, Campbell and Oei (2010) have put forward the hypothesis that also



Article

Cannabis Use and Parenting Practices among Young People: The Impact of Parenting Styles, Parental Cannabis-Specific Rules, and Parental Cannabis Use

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Abstract: Cannabis is the most commonly used illicit drug. Its use typically starts in adolescence, and parents play a key role in young people's cannabis use. Our study aimed to compare the effects of parenting styles, parental cannabis-specific rules, and parental cannabis use on young people's cannabis use. The research sample consisted of 839 students from secondary education programs in Slovenia, aged 14 to 21. Associations between the young people's cannabis use and their experience of parenting practices were assessed using logistic regression, controlling for demographic, socioeconomic, educational, health, and risk behaviors. The results showed that maternal authoritative parenting (in comparison with permissive parenting), parental cannabis-specific rules, and parental cannabis non-use statistically significantly reduced young people's cannabis use. Its strongest predictor was parental cannabis use. Mother's specific cannabis-use rules and maternal parenting style. The findings contribute to the development of public health policies to more effectively prevent cannabis use among adolescents and emerging adults, including by designing prevention programs that strengthen parents' general and cannabis-specific practices and competences.

Keywords: parenting styles; parental cannabis-specific rules; parental cannabis use; substance use



Citation: Kokotović, K.O.; Plünder, M.; Kirbiš, A. Cannabis Use and Parenting Practices among Young People: The Impact of Parenting Styles, Parental Cannabis-Specific Rules, and Parental Cannabis Use. *Int. J. Environ. Res. Public Health* **2022**, *19*, 8080. <https://doi.org/10.3390/ijerph19188080>

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1. Introduction

Cannabis is the most commonly used illicit drug and is about five times more prevalent than other illicit drugs [1]. Cannabis use typically starts in early adolescence, and young people's use of cannabis is a major public health concern. The data on cannabis use in the general population (15–64 years) show that cannabis use is the most prevalent among young people aged 15–24 years [1]. Cannabis is the most commonly used illicit drug among the secondary school population in Slovenia [3,4]; European School Survey Project on Alcohol and Other Drugs (ESPAD) survey showed that 23.2% of adolescents aged 15 and 16 years have tried cannabis at least once in their lifetime, with data put Slovenia above the average among the European countries participating in the ESPAD survey, with the European prevalence being 16% in 2019. The data from the Health Behavior in School-aged Children survey (HBSC) for Slovenia, which included 13-, 15- and 17-year-olds, show that cannabis was the most commonly used illicit drug among 17-year-olds (42.5% had used it at least once in their lifetime) [4]. The COVID-19 survey in 2020 similarly showed that 45.2% of Slovenian 18-year-olds had used cannabis at least once in their lifetime, 38.3% in the last 12 months and 13.3% in the last 30 days. Daily cannabis use was reported by 3.7% of 18-year-olds in 2020 [5].

REDUCING ENABLING



PARENTS

Avoid Enabling

Maintaining a Healthy Home Environment



PARENTS

Avoid Enabling

Maintaining a Healthy Home Environment

Examples

- Covering up, or excusing behavior
- Doing things for children that they can and should do for themselves
- Failing to talk about or recognize a problem
- Ignoring unacceptable behavior
- Shielding kids from consequence
- Not sticking to rules
- Giving in to tantrums and other tactics

PARENTS

Empowering

Maintaining a Healthy Home Environment

Key Distinctions

Enabling is doing something challenging for someone else.

Empowering is supporting someone as they complete the challenging task.

Introducing a solution toward a problem

Showing compassion without fixing

Encourage self-reliance

Requires an awareness of boundaries and personal detachment



CHAT QUESTION

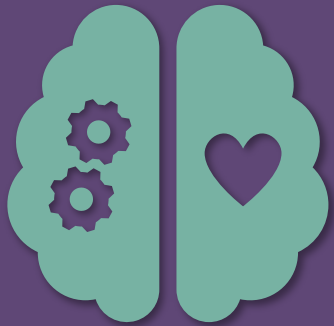
What did you do when you wanted to get your parents to give in ?

Normalize the Tactics

- ✓ Bandwagon *“Everyone is doing it”*
- ✓ Repetition *“Can I stay out”*
- ✓ Innuendo *“Greg's parents trust him”*
- ✓ Act Now *“I need this signed today”*
- ✓ Modernism *“You guys are so clueless”*
- ✓ Old Fashioned *“Your so old fashioned”*
- ✓ Could Be Worse *“Its only beer”*
- ✓ Divide *“Ask the easy parent”*

STAKEHOLDERS

Avoid Enabling



Teachers or School Staff 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

Application: *From Enabling to Empowering*

Breakout Groups Instructions

Attempt to reach consensus on if the scenario is enabling. If you think it may be , go ahead and list a few strategies for making the response one that empowers.

Get as far as you can in the 10 minutes.

Of course, “it depends”, we can agree that many factors about the child or the circumstance should be considered, so make your case for the response that builds self reliance and avoids fixing.

Have fun, be respectful of other views and opinions.

You will be in breakout for 10 minutes

Consensus Activity: From Enabling to Empowering



Enabling?
Promote Empowering

You get a call from John's math teacher that he hasn't done his homework for two weeks. His father has been increasing frustrated with John.

You help John get caught up but decide not to tell dad.



Enabling?
Promote Empowering

Sheila forgot to bring her lunch to school again. She has money and can buy stuff from the vending machine or borrow money from her friend again.

You call in late for work and drop her lunch off at school.



Enabling?
Promote Empowering

Sam has been on the fence about what he wants to do after high school. He hasn't submitted applications or started the ball rolling.

You start filling out Sam's applications and schedule a meeting with the college counselor



Enabling?
Promote Empowering

Maria is refusing to help with chores and look after her younger brother. She spends 3 to four hours a day on her phone

You make a deal that she can have her own Instagram account with no restrictions if she does her chores on time.

Application: *Enabling and Teachers*

Breakout Groups Instructions

Attempt to reach consensus on if the scenario is enabling. If you think it may be , go ahead and list a few strategies for handling the scenario differently.

Get as far as you can in the 10 minutes.

Of course, “it depends”, we can agree that many factors about the student or the circumstance should be considered, so make your case for the response that builds doesn’t cover up or enable the behavior

Have fun, be respectful of other views and opinions.

You will be in breakout for 10 minutes

Consensus Activity: Enabling Teachers



Enabling?
Options

Upon returning from lunch you observe a group of students vaping on the far edge of the parking lot. You realize that you only have a few minutes before your next class.

You decide to go inside and don't mention this to anyone.



Enabling?
Options

On your way to the teachers' lounge, you overhear a group of students using foul language and joking about a how drunk Sean got at Paul's party. You glance back at them, and they are pretending to throw up and laughing.

You don't think you have time to address this, so you keep walking.



Enabling?
Options

Just before the bell rings, you walk toward the front of the class as you glance down you see Justin's phone showing friends photos. He is shown doing shots with a with a classmate.

You ask him to put the phone away and take out his books.



Enabling?
Options

You ask your students to write in a journal on any subject they choose and offer confidentiality. You read in Sylvia's that she tried mushrooms last Saturday. You share concerns. She assures you that she was simply curious, and she doesn't plan on using it again.

You say... thank goodness and keep it between the two of you.

QUESTIONS

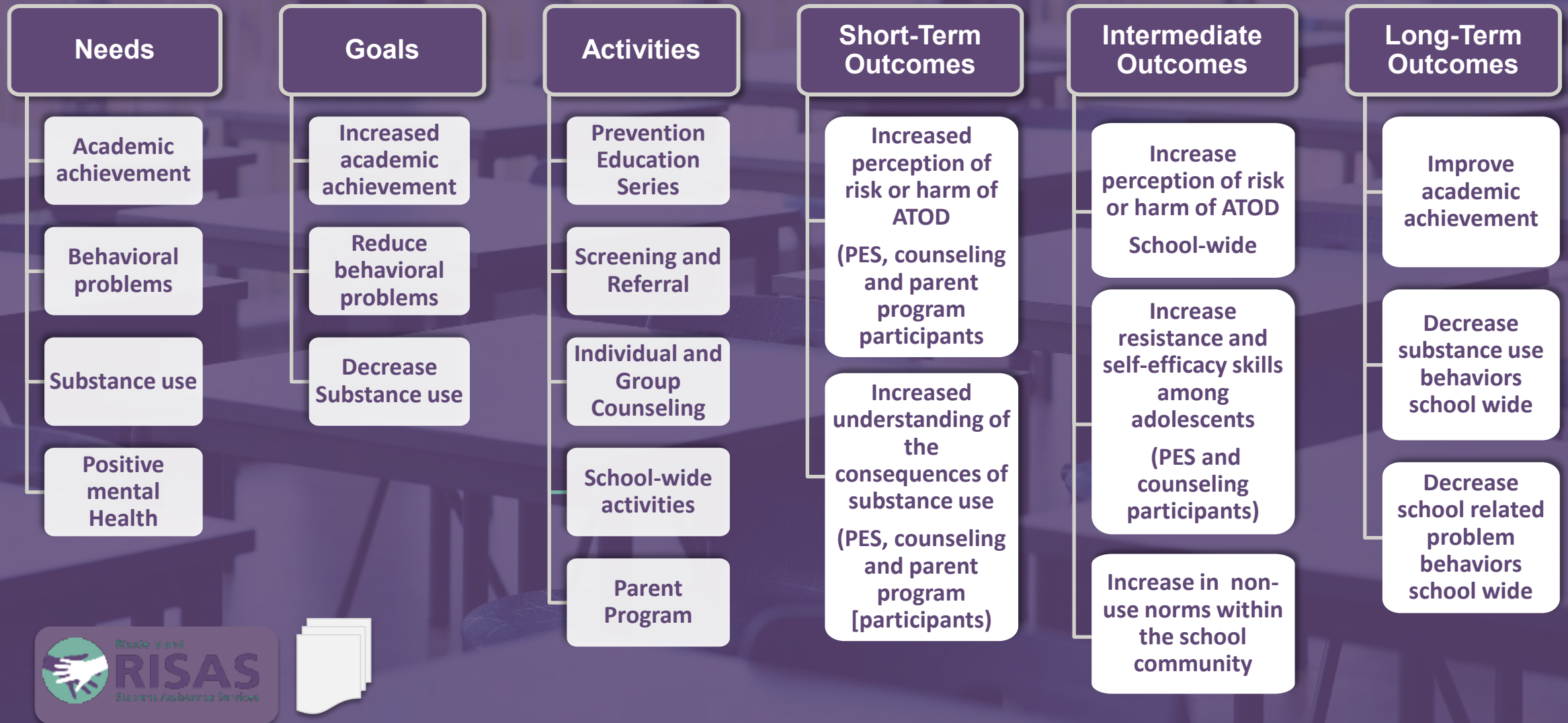


THANK YOU !

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RHODE ISLAND SAP PROJECT SUCCESS LOGIC MODEL



PARENTS

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