

AADAC-ATOD (Alcohol, Tobacco, and Other drugs)

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► What percentage of Alberta young people (grades 7-12) do NOT smoke cigarettes?

- a) 44.5%
- b) 76.7%
- c) 83.8%
- d) 91.5%

► What percentage of Alberta young people (grades 7-12) do NOT use alcohol?

- a) 19.3%
- b) 31%
- c) 43.7%
- d) 67.8%

▸ What percentage of Alberta young people (grades 7–12) do NOT use cannabis?

- a) 35.2%
- b) 52.4%
- c) 43.7%
- d) 72.4%

What is a drug?

- A drug is any substance, other than food which is taken to change the way the body or mind functions
- Can occur naturally (e.g., opium, caffeine) or can be manufactured (e.g., Valium, Prozac)

Mood Altering Drugs – Psychoactive

- Drugs that can change or affect the way a person thinks, feels, or acts
- Usually have physical effects but work on the MIND AND SENSES

Classes of Drugs

- › **Uppers–Stimulants**
nicotine, caffeine, crystal meth, cocaine/crack
- › **Downers– Depressants**
Alcohol, codeine, heroin
- › **All-arounders–Hallucinogens**
Magic mushrooms, PCP, LSD, Ecstasy
- › **Cannabis**

What are the perks?

- › Curiosity
- › Rebellion
- › Discovery
- › Boredom/depression
- › Relaxation/stress
- › Emotional experience
- › Belonging
- › To feel good
- › Voice
- › Being somebody
- › Celebration
- › Self-medication
- › Risky
- › Learning disabilities
- › Low self-esteem
- › Abuse
- › pleasure

Continuum of Use

NO USE

- No use of alcohol and drugs

USE: 1) Experimental 2) Social Use

- To enhance a pleasurable event
- Experimental– to see what it is all about – no pattern
- Social or occasional use– pattern begins to develop
- Few if any negative consequences

Misuse

- Person begins to have occasional problems
 - getting drunk when they hadn't intended to
 - family/friends upset
 - do something embarrassing
 - get caught
 - poor school performance

Abuse

- › Regular problems
- › Increased use-amount and frequency
- › Major life areas affected
- › School performance drops-
expelled/suspended
- › Legal complications
- › Money problems
- › Focus is on how to obtain drugs

Dependency

- › Person has lost control over the ability to use
or not to use
- › Use despite the negative consequences
- › Physical tolerance, withdrawal, cravings,
decreased physical health

Addiction

"learning habits that are difficult to extinguish
even in the face of dramatic negative
consequences"

Risk Factors

- Either life events or experiences that are statistically associated with an increase in problematic behaviours such as alcohol and other drug use, and problem gambling (Hawkins, Catalano, & Miller, 1992)

Risk and Protective Factors: for substance abuse exist within:

1. The community or social context (laws & social norms)
2. The family (family management practices, family drug use)
3. The school (academic failure or success, peer acceptance/rejection)
4. The individual and peer group (temperament, peer group use)

What are the top two risk factors for substance abuse & gambling

- a) Grade at first start and ease of access
- b) Age and peer risk behavior
- c) Neighbourhood disorganization and poor mother's support

Risk Factors

- › Age
- › Peer risk behavior
- › Family history of substance abuse
- › Family discord
- › Poor connections to school
- Risk factors in school domain:**
- › Academic failure
- › Negative, disorderly and unsafe school climate
- › Low teacher expectations
- › Lack of clear policies for drug use
- › Lack of commitment to school
- › Withdrawn/aggressive classroom behavior

Signs: Changes in performance, physical appearance, sleeping habits, friends, behavior

- › School performance
- › Attitudes toward sports and other activities
- › Friends
- › Eating or sleeping habits
- › Things missing/stealing
- › Constant need for money
- › Increased secrecy
- › Short term memory difficulties
- › Physical evidence/drug paraphernalia

Physical Signs

- › Appears dazed/giddy
- › Lethargic/energetic
- › Unkempt
- › Glassy or bloodshot eyes
- › Accident prone
- › Tired –energy /or hyper and not sleeping
- › Weight loss/gain

Problem identification

- Negative effects on major life areas:
 - family
 - Emotional
 - Employment
 - Legal
 - Spirituality
 - Relationships
 - Physical
 - Education
 - Leisure
 - Financial
- Loss of control over use-inability to predict the amount consumed and outcome of the evening
- Withdrawal- (Physical & Psychological dependency)

Protective Factors

- Are life events or experiences that mediate or moderate the effect of exposure to risk factors. The result is the reduced incidence of the problem behavior.

Key Protective Factors

- Parental monitoring
- Social skills (managing behavior choices)
- Availability of pro-social activities
- Participation in pro-social activities
- School connection
- Peer influences on decision making
- Positive adults/bonding

Resiliency

- › A balancing of protective factors against risk factors, and the gradual accumulation of emotional strength as children respond successfully to challenges in their families, schools, and communities
- › It is important to shift our focus from looking at what is wrong to looking at and building upon adolescents' strengths
- › Building resiliency means thriving not just surviving

Individual Traits of Resiliency

- › Social Competence
- › Problem-solving skills
- › Autonomy
- › Sense of Purpose

Environmental Characteristics of Resiliency

- › Caring relationships
- › High expectations
- › Opportunities for participation

Our hope

- › Everything we do is to help children, families, communities develop the capacity to spring back, be resistant to the negative choices and be able to make healthy choices

Strength Based Perspective

- › Believes that everybody, every community, every family, every individual has a fundamental knowledge of capacities and skills of personal traits and resources that exists within them and around them that are tools to be used in helping people move in a different direction

Transtheoretical Model of Change

- › James Prochaska, Carlo DiClemente, and John Norcross
- › People go through a predictable series of stages in recovery/changing behavior

PRECONTEMPLATIVE

"get off my back"

- › Not willing to see the problem or
- › Do not think that they can change

CONTEMPLATION*"Yeah...but..."*

- Person seriously considers solving the problem
- Their task is to gather information & understanding about the problem behavior

PREPARATION*"Okay, I'll quit when..."*

- Planning to take action within next month
- Is making plan, and may have made some small changes

ACTION*"Okay here it goes!"*

- Behaviour changes

MAINTENANCE*"Keep it movin'..."*

- Change has taken place
- Focus on preventing lapses/relapses
- Continue making choices for a healthy lifestyle

Prevention Strategies

- Develop a relationship
- Communication
- Clear rules and consequences
- High expectations/goals
- Increase protective factors
- Drug education is age and developmentally appropriate
- Targeted at specific group
- Sequential, progressive, and cumulative
- Comprehensive
- Effective delivery of program
- Evidence based
- Part of continuum of services
- Parental involvement

AADAC Youth Services

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423-7383

- › Intake
- › Information series
- › Outpatient counselling
- › Intensive treatment program
- › Family counselling
- › Parent support group
- › Detox
- › Residential treatment
- › PCHAD
- › Mobile team
- › Prevention team
- › Tobacco Reduction team
