A Case for Resilience: Through the Lens of Substance Abuse Prevention

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Goals:

- Review youth trends in substance use in Vermont
- Review youth asset trends in Vermont
- A few emerging youth substance use trends
What Is The Youth Risk Behavior Survey (YRBS)?

- A survey given to VT youth in 6-12th grade every two years in VT.
- It measures the prevalence of behaviors that contribute to the leading causes of death, disease, injury and poor life outcomes among youth.
- We have been collecting it in VT since 1993.
- Data like this is collected in almost every US state and is compared among states.
The 2017 VT YRBS data represents 20,653 high school students from 69 schools and 13,887 middle school students from 122 schools.

<table>
<thead>
<tr>
<th></th>
<th>Weighted %</th>
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<tbody>
<tr>
<td><strong>Sex</strong></td>
<td></td>
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<tr>
<td>Female</td>
<td>49%</td>
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<tr>
<td>Male</td>
<td>51%</td>
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<tr>
<td><strong>Grade</strong></td>
<td></td>
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<tr>
<td>9th grade</td>
<td>25%</td>
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<tr>
<td>10th grade</td>
<td>25%</td>
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<tr>
<td>11th grade</td>
<td>25%</td>
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<tr>
<td>12th grade</td>
<td>25%</td>
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<tr>
<td><strong>Race</strong></td>
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<tr>
<td>White, non-Hispanic (WnH)</td>
<td>84%</td>
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<tr>
<td>Students of color (Racial and ethnic minority- REM)</td>
<td>16%</td>
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<tr>
<td><strong>Sexual Orientation / Gender Identity</strong></td>
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<tr>
<td>Heterosexual / Cisgender (Het)</td>
<td>89%</td>
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<tr>
<td>Lesbian, Gay, Bisexual, or Transgender (LGBT)</td>
<td>11%</td>
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What % of high schoolers in Vermont report they EVER took a prescription pain reliever or stimulant not prescribed to them?
Ever took a prescription pain reliever or stimulant not prescribed to you or “differently than how doctors told you to use it”
What % of middle schoolers in VT report they EVER took a prescription stimulant not prescribed to them?
Is there a “gateway” drug?
Actually, it looks like there are 3

TOBACCO
ALCOHOL
CANNABIS
9 OUT OF 10 PEOPLE WITH SUBSTANCE PROBLEMS STARTED USING BY AGE 18

Addiction is an adolescent disease

ALCOHOL

- 40% of people who begin drinking at age 15 develop an alcohol use disorder.
- 7% of those who begin drinking at age 21 develop an alcohol use disorder.

MARIJUANA

- 9% of users become addicted to marijuana; if start by age 15 that number increases to 17% or 1 in 6.
- 25–50% dependence rates among daily users.
Vermont 9th - 12th grade average use

Past 30 Day Alcohol, Marijuana, and Cigarette Use

- Alcohol: 42% (2007), 33% (2017)
- Cigarettes: 18% (2007), 9% (2017)
Frequency of Use

**Days Alcohol Consumed, Among Current Drinkers Past 30 Days**
- 1 or 2 days: 49%
- 3 to 5 days: 26%
- 6 to 9 days: 13%
- 10 to 19 days: 7%
- 20 or more days: 5%

**Frequency of Use Among Current Users**
- 1 to 2 times: 34%
- 3 to 9 times: 25%
- 10 to 19 times: 12%
- 20 to 39 times: 10%
- 40+ times: 20%
Tobacco Use Among High School Students, Past 12 Months* and 30 Days

- Past 12 Months Any Tobacco Product: 24%
- Past 30 Days Cigarettes, Cigars, Smokeless Tobacco, or EVP: 19%
- Past 30 Days Cigarettes, Cigars, or Smokeless Tobacco: 15%

*New in 2017
Heavy drinking among youth has been linked to:

- violence
- academic and job problems
- suicidal behavior
- trouble with law enforcement authorities
- risky sexual behavior
- use of cigarettes, marijuana, and other illegal drugs.
Marijuana use is associated with:

- smoking-related respiratory damage
- temporary short-term memory loss
- decreased motivation
- psychological dependence
- IQ loss and poor academic outcomes
- Poor job outcomes
- Increased risk for mental health problems
Correlations: Suicide Plans and Alcohol Binges (2015 YRBS)

Made a Suicide Plan in the Past 12 Months

- Alcohol Binge: 19%
- No Alcohol Binge: 11%

P < .001
Parental Disapproval of Use: High School

Parental Disapproval of Alcohol, Marijuana, and Cigarettes
Wrong or Very Wrong to Use

- Cigarettes: 91% in 2007, 80% in 2015, 91% in 2017
- Marijuana: 88% in 2007, 76% in 2015, 91% in 2017
- Alcohol: 77% in 2007, 72% in 2015, 66% in 2017
Parental Disapproval of Use: Middle School

Parents Would Feel It Would Be Wrong or Very Wrong to Use

- **Alcohol**
  - 2011: 89%
  - 2015: 91%
  - 2017: 85%

- **Marijuana**
  - 2011: 95%
  - 2015: 94%
  - 2017: 92%

- **Cigarettes**
  - 2011: 95%
  - 2015: 96%
  - 2017: 95%
Kief

Hash

Resin

Wa

Budder

Oil (Butane, CO2)

Tincture

Shatter
Assets Are Key
At least one teacher or adult in their school they can talk to.

9-12th grade average = 80%

6-8th grade average = 76%
Agree or strongly agree that their school has clear rules and consequences for behavior

High School
- Agree: 65%
- Disagree: 16%
- Not Sure: 19%

Middle School
- Agree: 43%
- Disagree: 8%
- Not sure: 17%
- Strongly disagree: 5%
High School results: Agree or strongly agree that in their community they matter to people
Middle School results: Agree or strongly agree that in their community they matter to people
What Can You Do?
Developmental 40 Assets
OVER 25 YEARS OF DEVELOPMENTAL ASSETS®

The Developmental Assets® are 40 research-based, positive experiences and qualities that influence young people’s development. Recently, more than 120,000 students in grades 6-12 from across the U.S. were surveyed to update the Assets and continue to provide the world with relevant and useful data.

GROUND-BREAKING
First introduced in 1990, “The Troubled Journey: A Portrait of 6th to 12th Grade Youth” report introduced Search Institute’s framework of Developmental Assets®, now used throughout the world.

UNITING
In the 1990s, Developmental Assets® became the foundation for up to 600 community coalitions to motivate individuals, families, organizations and communities to work together.

COLLECTING A LOT OF DATA
Assets have been measured in more than 5 million young people, examining assets within different cultural groups, urban and rural youth, young people from grades 4 through college, and, in analyses currently underway, LGBT youth.

IMPROVING THE GLOBAL YOUTH COMMUNITY
Surveys have been conducted in more than 30 countries around the world, in 30 languages other than English and involving more than 5 million youth (250,000 globally).

FOSTERING POSITIVE YOUTH DEVELOPMENT
The more assets youth experience, the better off they are. Youth with more Developmental Assets report lower levels of high-risk behaviors (such as alcohol use and violence) and higher levels of thriving behaviors (such as academic work, leadership, and valuing diversity).
Developmental Assets

The Building Blocks of Healthy Development

Positive experiences, relationships, opportunities, and personal competencies that young people need to be healthy, caring, competent, and responsible.
Asset Inventory

Power of Assets to Prevent High Risk Behavior

- Alcohol Use: 44% (0-10 assets), 23% (11-20 assets), 9% (21-30 assets), 2% (31-40 assets)
- Violence: 60% (0-10 assets), 34% (11-20 assets), 14% (21-30 assets), 4% (31-40 assets)
- Illicit Drug Use: 41% (0-10 assets), 19% (11-20 assets), 6% (21-30 assets), 1% (31-40 assets)
- Sexual Activity: 34% (0-10 assets), 21% (11-20 assets), 11% (21-30 assets), 3% (31-40 assets)
Power of Assets to Create Positive Outcomes

- Exhibits Leadership
  - 0-10 assets: 45%
  - 11-20 assets: 29%
  - 21-30 assets: 31%
  - 31-40 assets: 8%
- Maintains Good Health
  - 0-10 assets: 63%
  - 11-20 assets: 51%
  - 21-30 assets: 31%
  - 31-40 assets: 8%
- Values Diversity
  - 0-10 assets: 77%
  - 11-20 assets: 73%
  - 21-30 assets: 69%
  - 31-40 assets: 84%
- Succeeds in School
  - 0-10 assets: 58%
  - 11-20 assets: 38%
  - 21-30 assets: 8%
  - 31-40 assets: 20%
The Asset Building Difference

FROM:

Young People’s Problems
Professionals’ Work
Young People Absorbing Resources
Incidental Asset Building

TO:

Young People’s Strengths
Everyone’s Work
Young People as Resources
Intentional Asset Building
Can you go a step higher with a young person in your life?

Levels of Relationship and Influence

Level 3: Leveraging the Relationship
- Challenging; Mentoring
- Creating Opportunities

Level 2: Nurturing the Relationship
- Taking personal interest;
- Demonstrating respect and empathy;
- Understanding needs;
- Treating young person fairly;
- Identifying and encouraging gifts and talents

Level 1: Inviting a Relationship
- Basic positive social interaction
Everyone is an Asset Builder
Parents

- Share at least one meal a day with your children. Use it as an opportunity to learn about each other.
- Limit television watching.
- Read to, or with, your children.
- Model competent, caring and healthy assets.
- Encourage active involvement in organizations, teams, and clubs at school, in the community, or in a congregation.
- Serve others in the community together with your children.
- Be a friend for the friends of your children; welcome them into your home.
Businesses

- Develop employment policies that encourage parents to be active in their children’s lives.
- Provide opportunities for employees to build relationships with community youth through mentoring, volunteering, and internships for youth.
- Provide resources (donations, in-kind contributions, etc.) To youth developmental programs.
Schools

- Make it a policy to provide caring environments for ALL students.
- Develop mentoring relationships between teenagers and elementary children. OR community members and students.
- Expand efforts to promote healthy lifestyles.
- Integrate service learning, values development, relationship building, the development of social competencies, and other asset-building strategies into the curriculum.
- Use schools’ connections to parents to increase parental involvement and understanding as their roles as asset-builders.
- Engage students in their school community through participation in committees and boards.
- Seek youth input on topics related to them.
Local Government

- Partner with other organizations in creating child-friendly public places, and safe places for teenagers to gather and take advantage of opportunities.
- Strengthen or develop ordinances that reduce or eliminate youth access to alcohol, tobacco and other drugs.
- Support and expand neighborhood-building initiatives
“Aside from presenting serious risks to the health and safety of our students, the misuse of alcohol and other drugs represents a fundamental obstacle to student engagement, intellectual and personal development, and the sustenance of a vibrant community of learners.”
Over 5 years

➔ Binge drinking rates declined by a third

➔ Students requiring medical attention for excessive drinking declined by more than 50%.

➔ Police calls for service for alcohol related issues to student neighborhoods declined by a third.
SMALL GROUP ACTIVITY

Review the UVM Case Study example and discuss opportunities for change in your school/organization.

UVM brought partners together and made changes across wide ranging areas of their school and community life to reduce substance use problems on campus. They examined and made changes to policy and practice, increased staff training and accountability, communicated with and engaged parents as partners, educated students and supported them with environments that supported healthier choices.

- What would it look like if the school you worked for did this?
- Who would need to be part of the task force?
- What are some of the things that might need to change?
- What enhancements could help support students and families to make healthy choices?
A few recommendations

1. Check out Vermont resources - ParentUPvt.org
2. Learn about the Search Institute 40 Developmental Assets
3. Educate yourself about today’s marijuana
4. Educate yourself about electronic devices for nicotine and marijuana
Resources

Search Institute:  
www.search-institute.org

ParentFurther:  www.parentfurther.com

Parent Up: www.parentupvt.org

Talk They Hear You:  
www.samhsa.gov/underage-drinking

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Resources x2

With Structures, Schools can Save Students Lives:

Even on Your Worst Day You can be a Students Best Hope -

Getting to Y - Training for VT students to learn tools and strategies to examine YRBS data, explore root causes, and create next action steps. Teams plan and host a community event to share their summary with the school and community.

Bolster Collaborative - Provides current, practical resources to professionals, volunteers, and parents who serve the positive development of young people.

http://bolstercollaborative.com/