

Teens, Alcohol and Reality.. Setting the framework for healthy communication

Welcome!

Kevin Haggerty, MSW
Assistant Director,
University of Washington,
School of
Social Work,
Social Development Research Group





Reflection

At what age do you think it's appropriate for your child to:

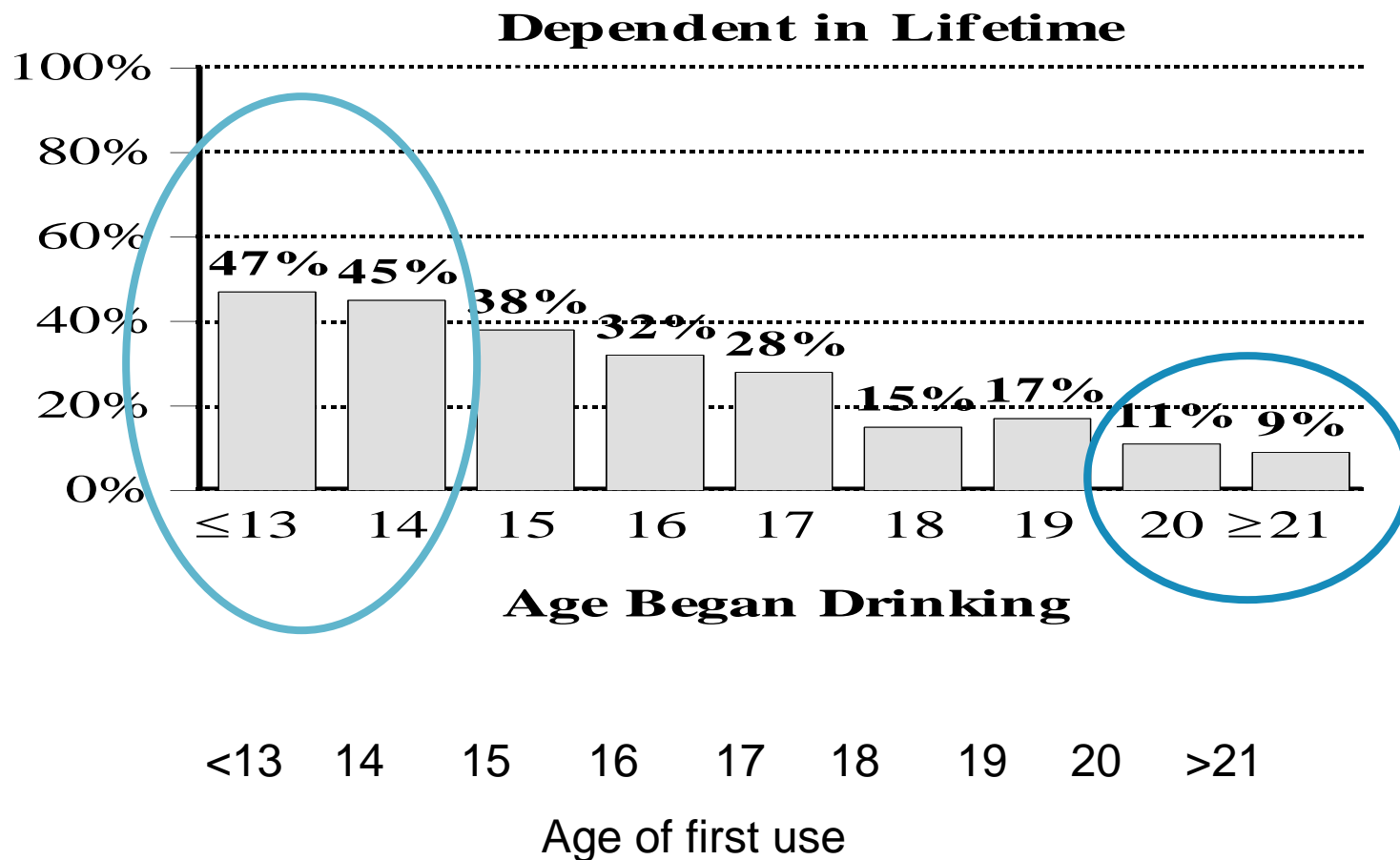
- Drink alcohol?
- Get drunk?
- Use marijuana?
- Go steady?
- Have sex with someone?
- Drive unaccompanied?

Gateway Drug Progression





Percentage of U.S. Adults Aged 18 and Older Dependent on Alcohol, By Age of Drinking Onset



Hingson, R.W., Heeren, T., and Winter, M.R. "Age at Drinking Onset and Alcohol Dependence," *Archives of Pediatrics and Adolescent Medicine* 160(7):739-746, 2006.



Research Findings

- Starting drinking before age 14 increases risk for physical fights after drinking by 11 times (Hingson et al., 2003).



Research Findings

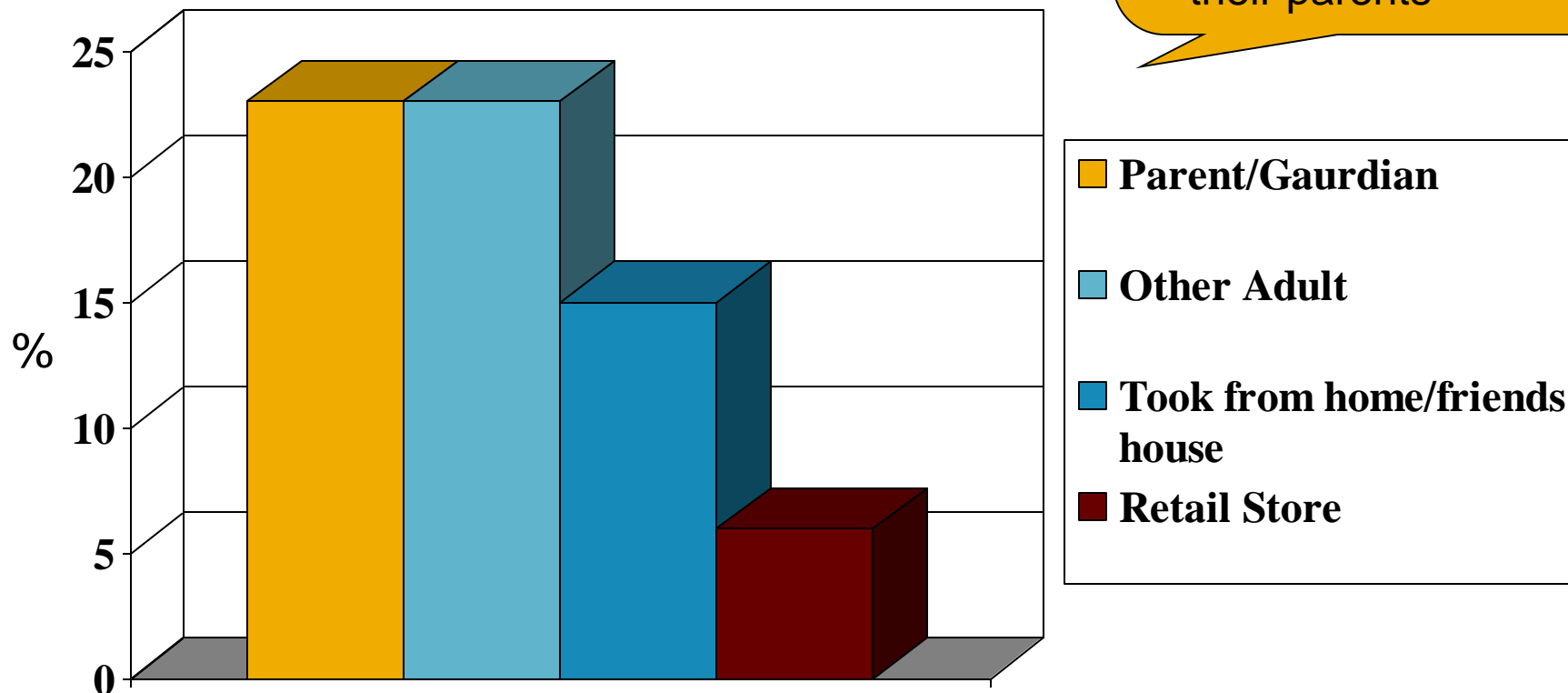
- The earlier children start to drink, the greater their risk of being in traffic crashes both as adolescents and as adults.
- Starting before age 14 increases risk 7 times over waiting to age 21 to start (Hingson et al., 2002).





Where teens get alcohol

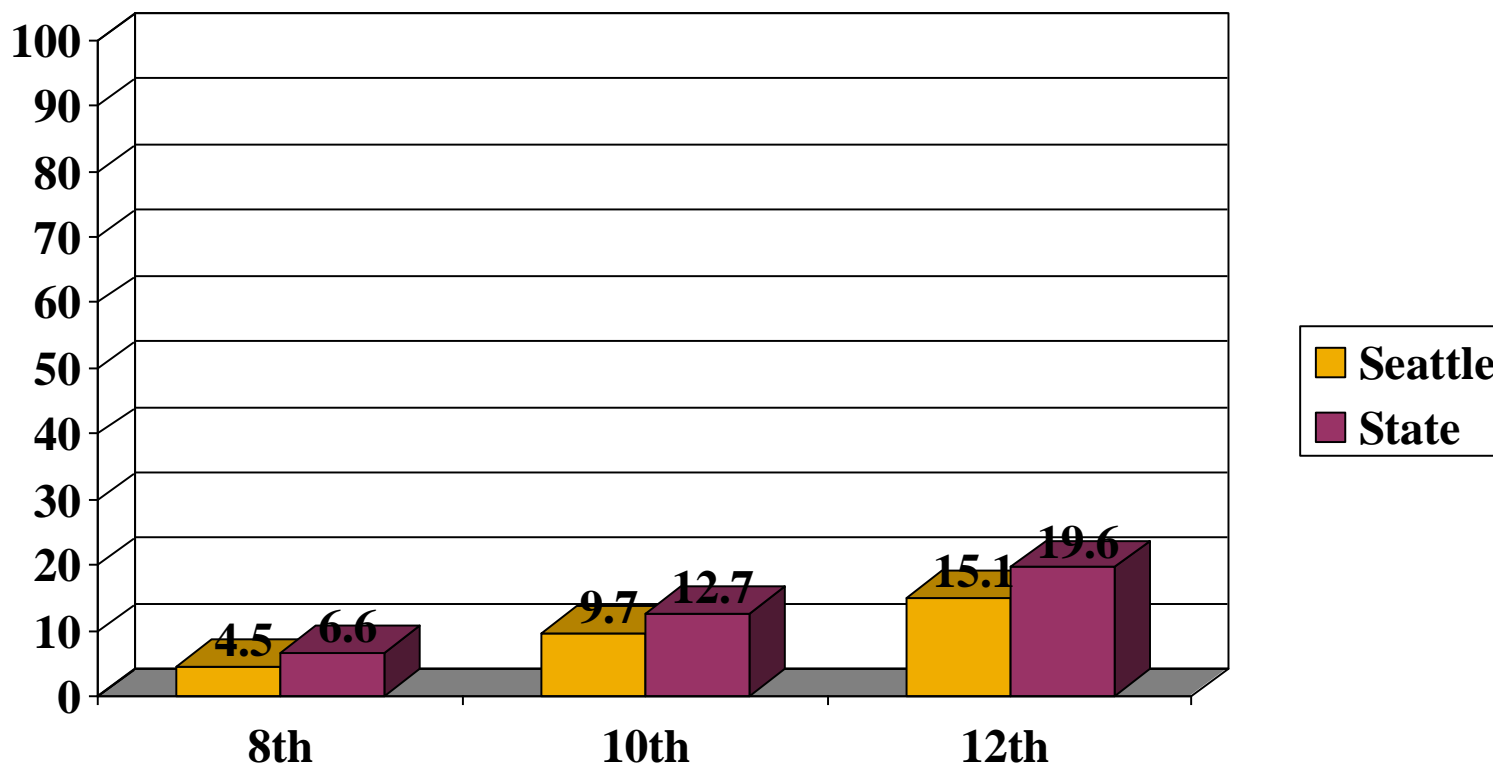
50% of 8th graders who drank in past 30 days report getting alcohol from their parents





Recent Cigarette Use

Past 30 days

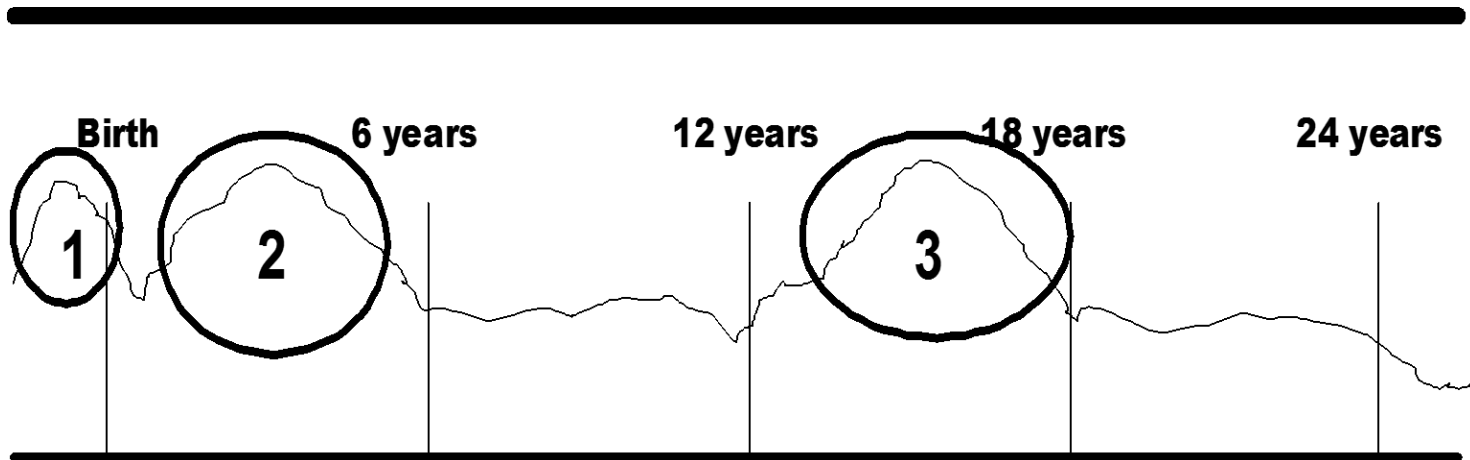


The teen brain is developing....



- Judgment
- Planning
- Organization Problem Solving
- Impulse Control
- Abstraction
- Analysis/synthesis
- Self-awareness
- Self-concept
- Identity
- Stress Management
- Spirituality

Brain Activity: Big in early childhood and teen years.



Physical

Basic physical needs

How to Learn

Managed by others

Mental

Social Emotional Skills

Complex relationship skills

Self Management Skills

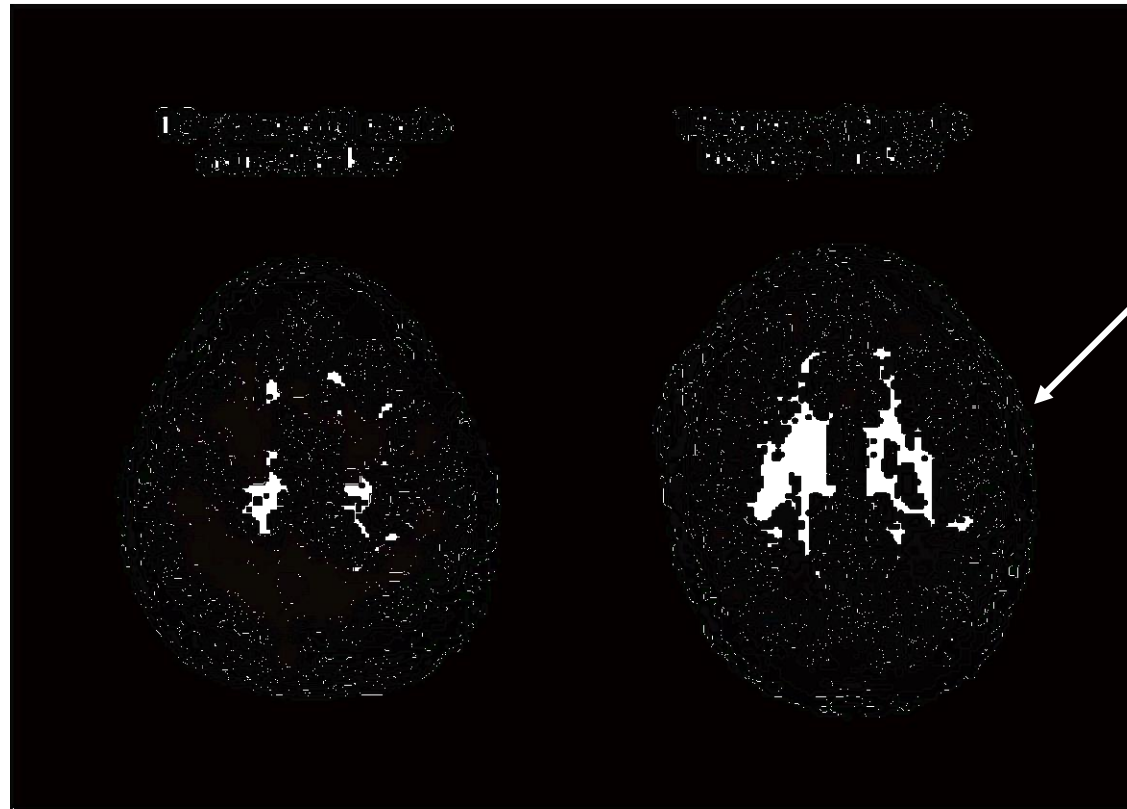


Are adolescents more susceptible to alcohol than adults?

- 1 Reduced sensitivity to intoxication
- 2 Increased sensitivity to social disinhibitions
- 3 Greater adverse effects to cognitive functioning
- 4 Medicates “excitability”

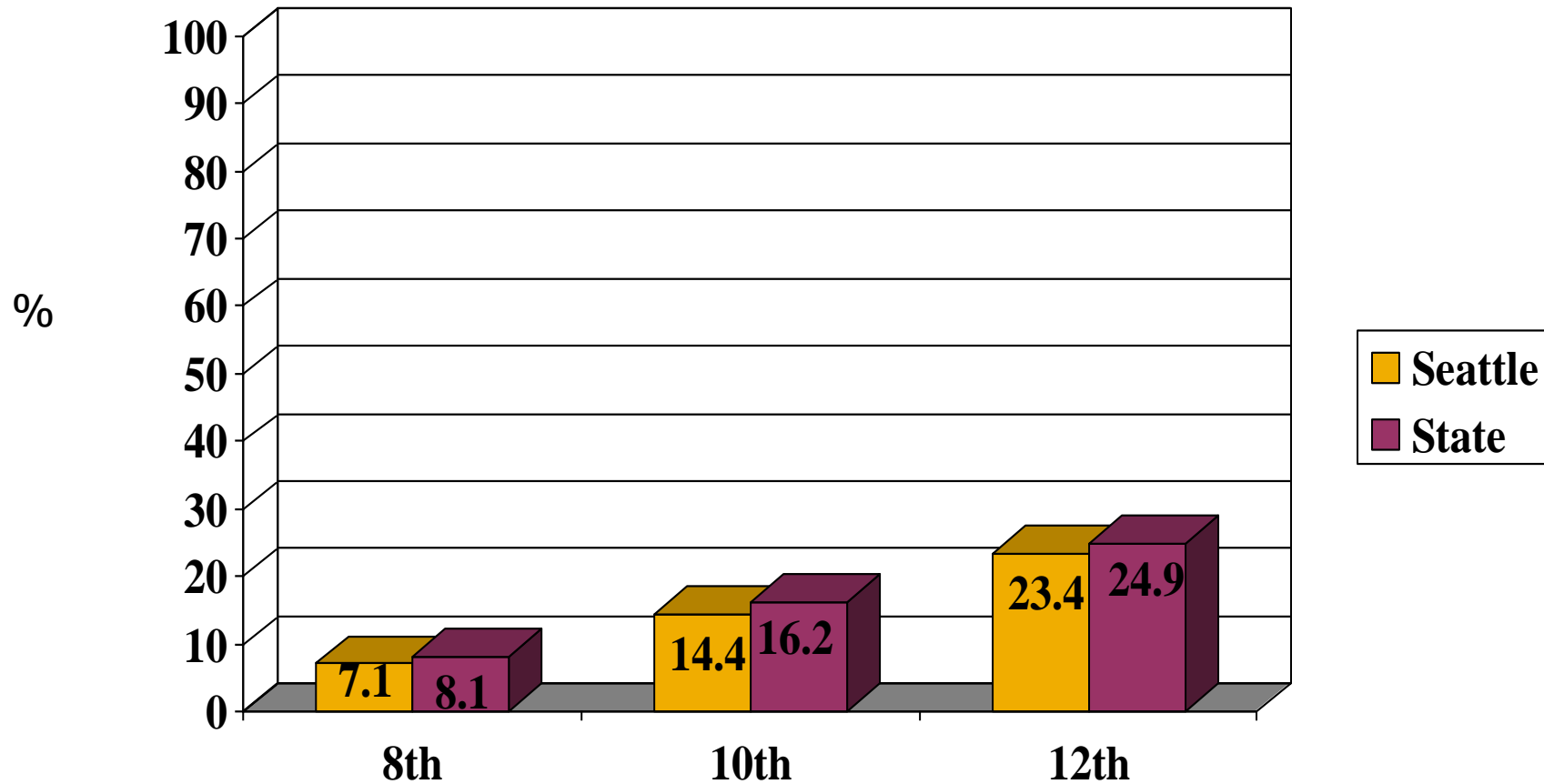
Most certainly YES

Effects of binge drinking on the brain last even two weeks after



Even after two weeks of NO drinking the effects are evident in the brain scan
On the right

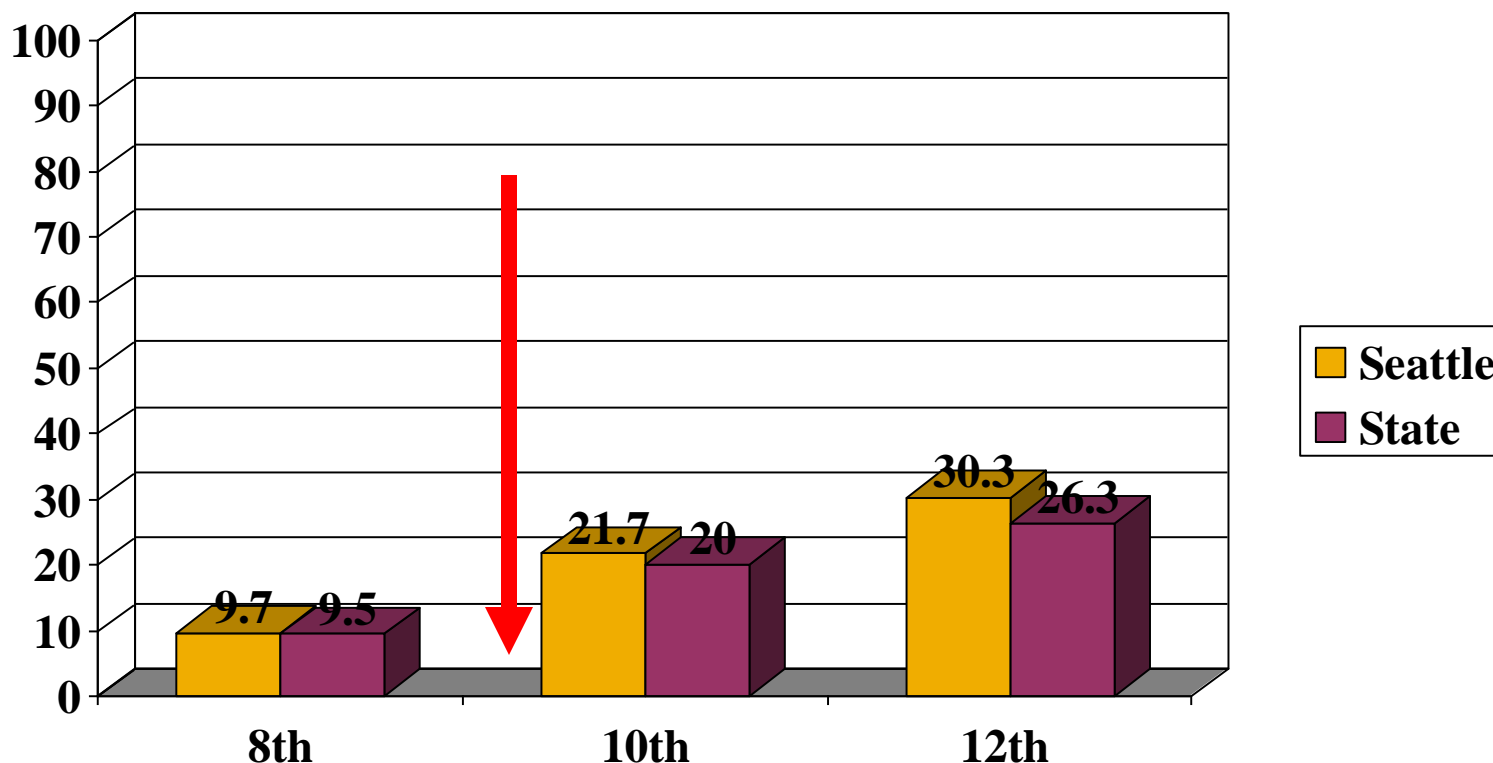
% who had 5+ Drinks in a row in previous two weeks





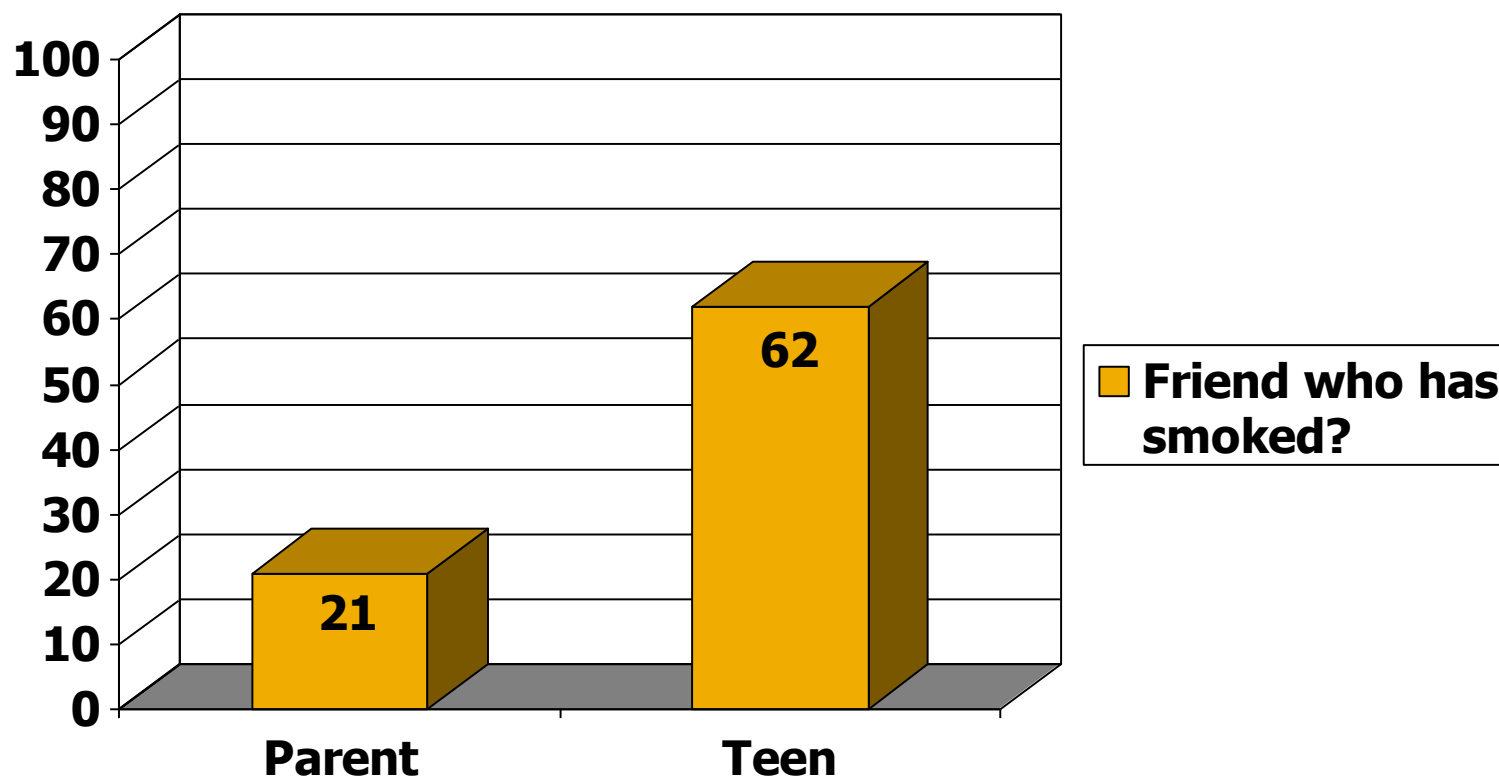
Recent Marijuana Use

Past 30 days

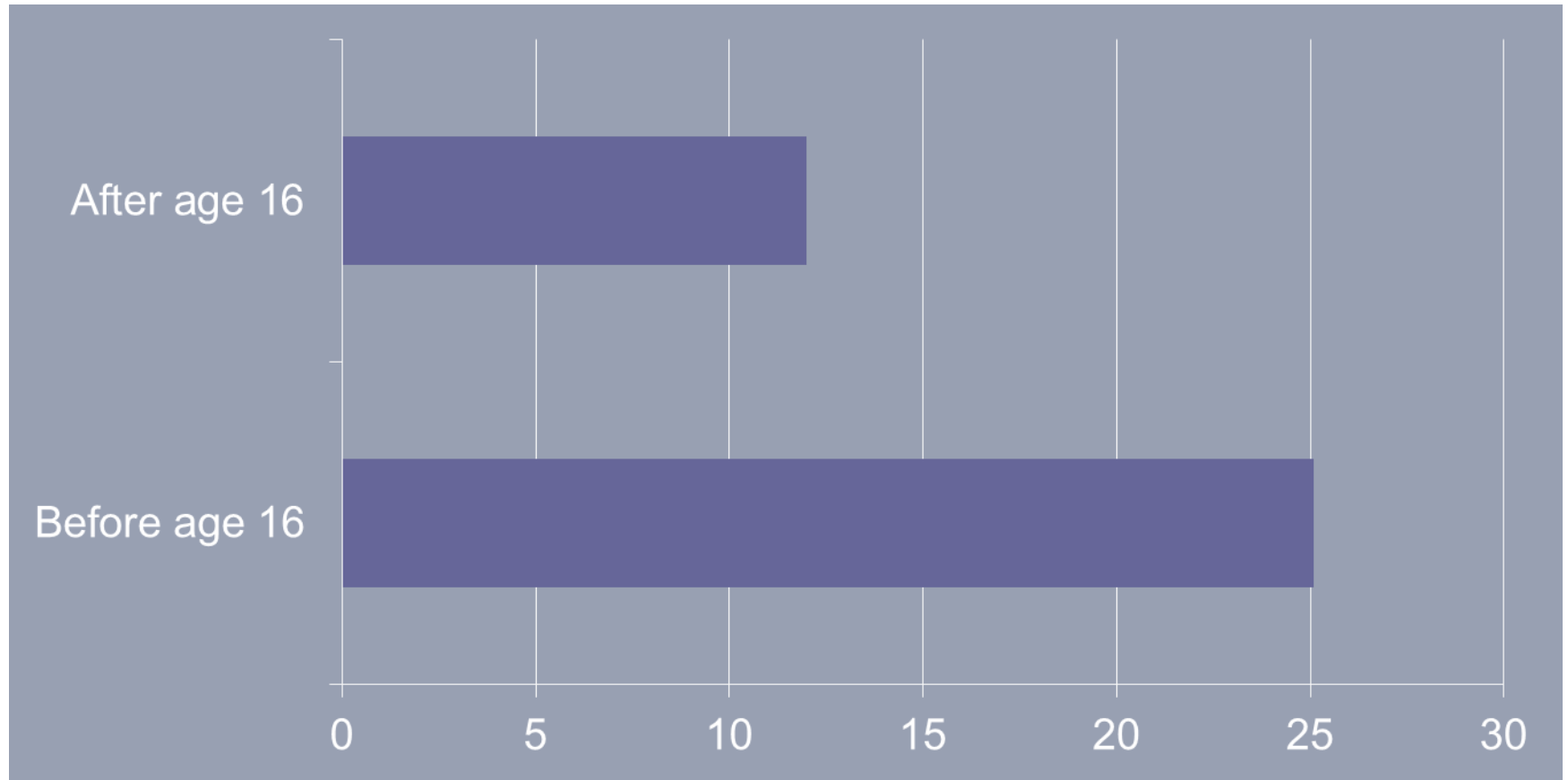




Percent of Parents who believe their teen has a friend who has smoked Marijuana.



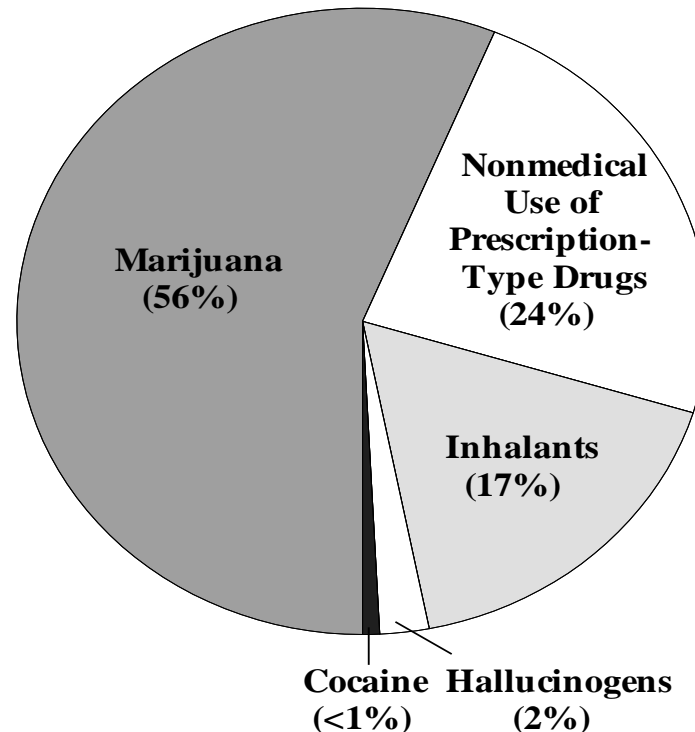
Early Initiation of Marijuana increases later use



Marijuana Smokes Per Week

What They Start With: Teens Who First Started Using Drugs in the Past Year, 2007

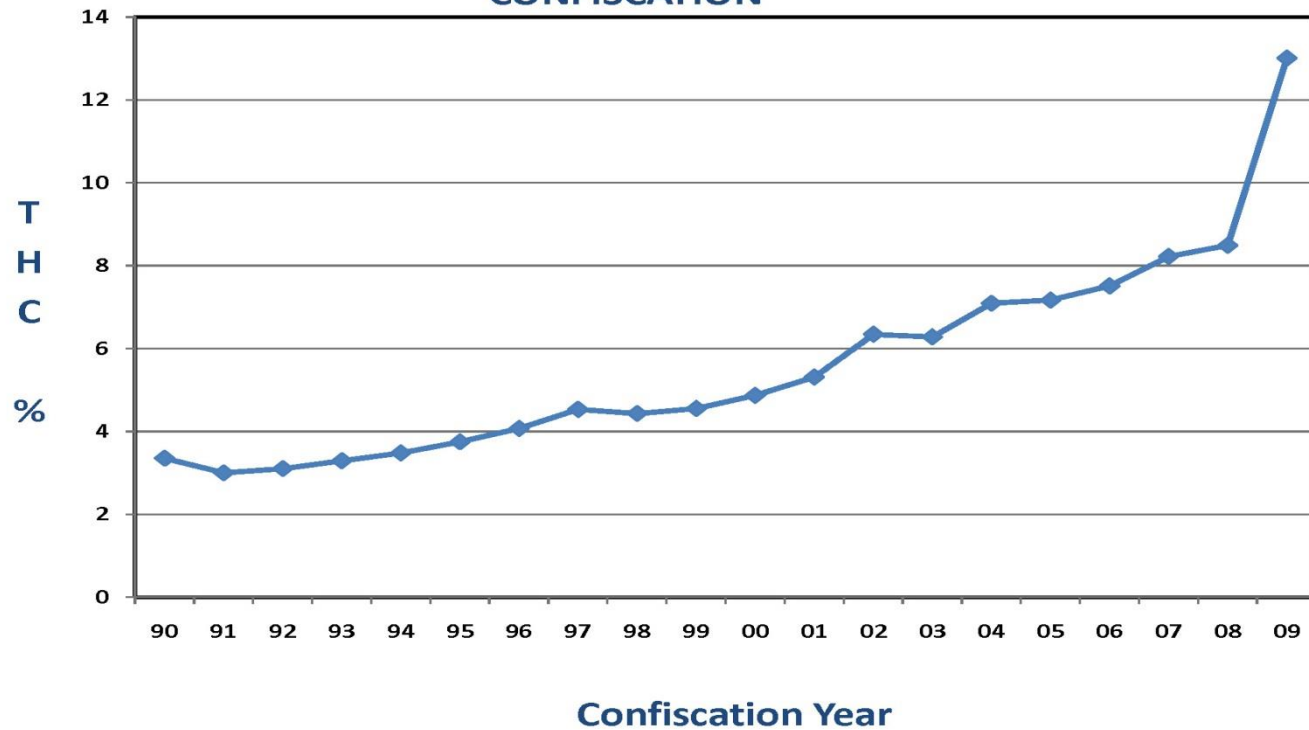
(Estimated N=1,471,000)



Adapted by CESAR from the Substance Abuse and Mental Health Services Administration (SAMHSA), "Trends in Adolescent Inhalant Use: 2002-2007," *The NSDUH Report*, March 16, 2009

THC potency is increasing

FIGURE 1: NON-NORMALIZED AVERAGE THC % VS. YEAR OF CONFISCATION





Research on Marijuana and Mental Health

- Young people who use marijuana weekly have double the risk of depression later in life.¹
- Teens aged 12-17 who smoke marijuana weekly are three times more likely than non-users to have suicidal thoughts.²
- There is evidence of increased risk for schizophrenia in later years in some teens who smoke marijuana.³

¹Patton, G.C., et. al. (2002) Cannabis use and mental health in young people: cohort study. *BMJ* 325, 1195-1198

²Greenblatt, J. (1998), Adolescent self-reported behaviors and their association with marijuana use. *National Household Survey on Drug Abuse, 1994-1996 SAMHSA*

³Arseneault, L., et. al. (2002), Cannabis use in adolescence and risk for adult psychosis longitudinal prospective study. *BMJ* 325, 1212-1213.



Strategies you can address for Individual risk factors

- Teach and **COACH** Refusal Skills.
- Reinforce **Guidelines** opposed to using, avoid involving your child in using behavior.
- **Monitor** where your child is going and who s/he is going with.
- Provide both positive and negative **consequences**.



Refusal Skills[®] : Steps and Key Phrases

1. Ask Questions.

“What are we going to do there?”

“Do you have any money?”

2. Name the trouble.

That’s....”

3. Identify the consequences.

“If I do that....”

4. Suggest an alternative.

“Instead, why don’t we....”

5. Move it, sell it and leave the door open.

“If you change your mind....”

Developing Clear Guidelines

G = *Clear and Specific Guidelines*

M = *Monitor*

C = *Consequence & Problem-Solving*



Principles for Setting Guidelines

Guidelines Should Be:

- **Stated Simply**
- **Stated in Positive Terms**
- **Kept to a Minimum Number**
- **Enforceable**

Principles for Monitoring



Ensure standards are followed



*Maintain a strong bond with your
child*



Consequences

Should:

- Show kids what's been done wrong
- Give them ownership of problem
- Give them options to solve problems
- Leave their dignity intact

Cell phone

Cash/Credit

Computer

Curfew

Car



Thinking GMC

1. Think about your own guidelines about alcohol and jot them down on the worksheet
 - Guidelines
 - Monitoring
 - Celebration/Consequences
2. In small groups take a few minutes to discuss your GMC in relations to some of the situations on the back of the sheet.



Language that builds respect & responsibility

Building responsibility:

What's your understanding of ...?

What do you think you need to accomplish next?

What do you need to do to ...?

Let me be sure I understand ...

What kind of things did you find out...?

Your ideas count!

I'd like to hear your opinion about...

I'd love to hear what you have to say about...

What do you think we can do to improve ...

What do you like most about...? Least about...?

If we could make our family better, what would you like to see us do?

What are you feeling about ...?



Key Principles for Negotiating the Teen Years

- **Think Problem Solving**
- **Decide What Matters**
- **Take Time**
- **Allow for Mistakes**
- **Celebrate, Recognize and Reward**
- **Show Your Love**





Common Mistakes

- We talk too much
- We fail to grow with our children
- We attend to the negative
- We focus on information rather than skills.
- Telling our children what NOT to do, not what TO do.
- We forget to have FUN with our kids!

Resources

Tools to get the Conversation going

<http://www.underagedrinking.samhsa.gov/talk-often.aspx>

www.samafoundation.org/about_addiction.html

Family Navigator call (206) 322-SAMA [7262]

Drug Abuse Treatment Locator

<http://findtreatment.samhsa.gov/>

**Therapeutic Health Services—Keys to Success program
(206) 322-7676**

www.thebrain.mcgill.ca/flash/index_d.html#

Dubuc, B. (2004). *The brain from top to bottom*

Information about Drugs

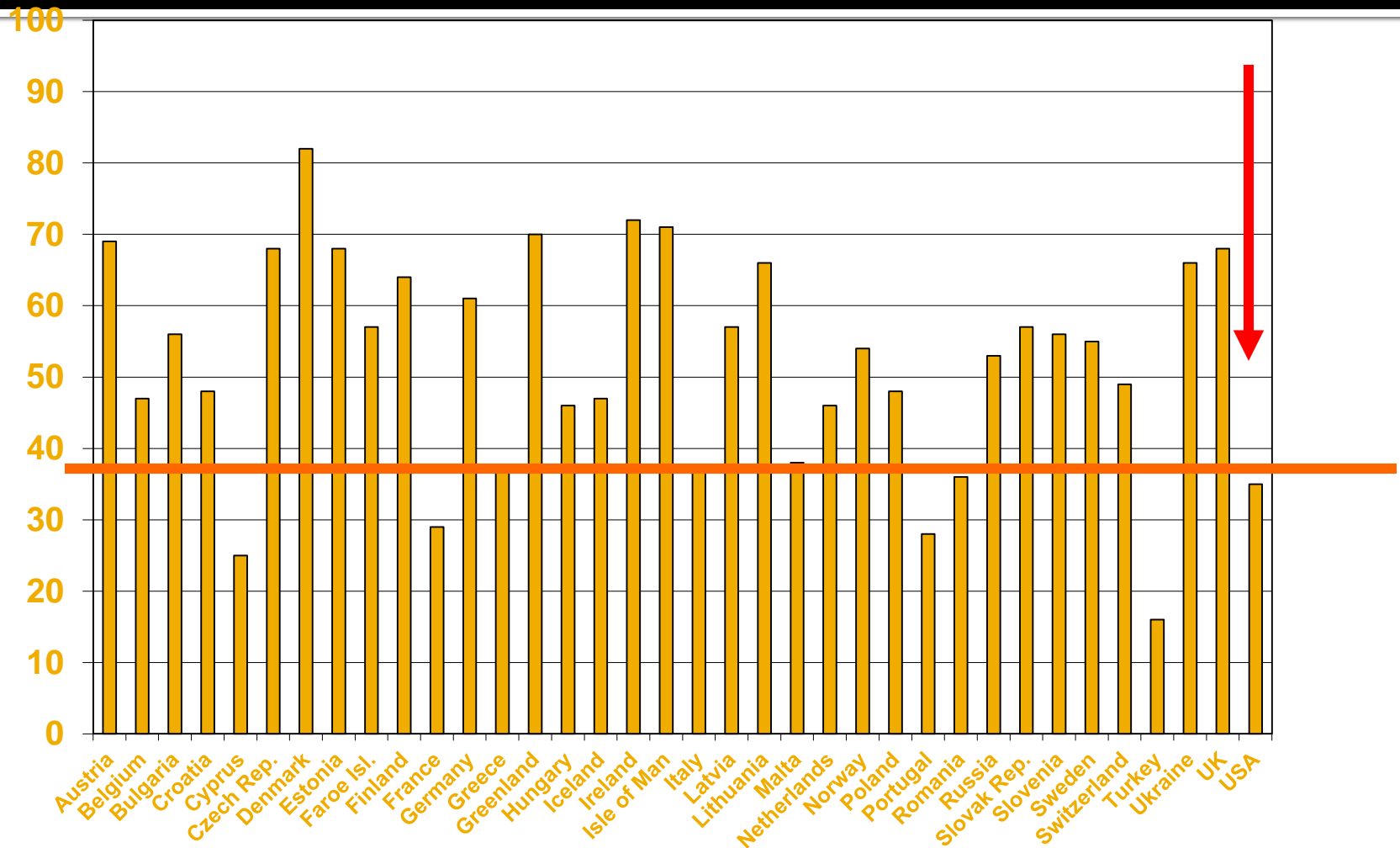
<http://drugabuse.gov/>

If I were born with all of my knowledge at birth, I would have said to my parents something like this:

As I grow, push, but do not shove; talk, but do not scream; teach, but do not lecture; hold me, but do not pull me; guide, but do not take my place; and lastly love me without measure.

15 year old boy
Durham, North Carolina

Frequency of being drunk in last 12 months: Students age 15- ESPAD 2003



Comment: Of 35 European countries 31 had a higher percentage of 15 year olds than in the U.S. who reported being drunk in the past year