



Community
Matters

*Empowering Youth
Transforming Communities*

Peer to Peer Prevention Program: Partnership of Evidenced-based Bystander Education and ATOD Strategies

Rick Phillips, M.S. Ed.

www.community-matters.org

Community Matters Mission

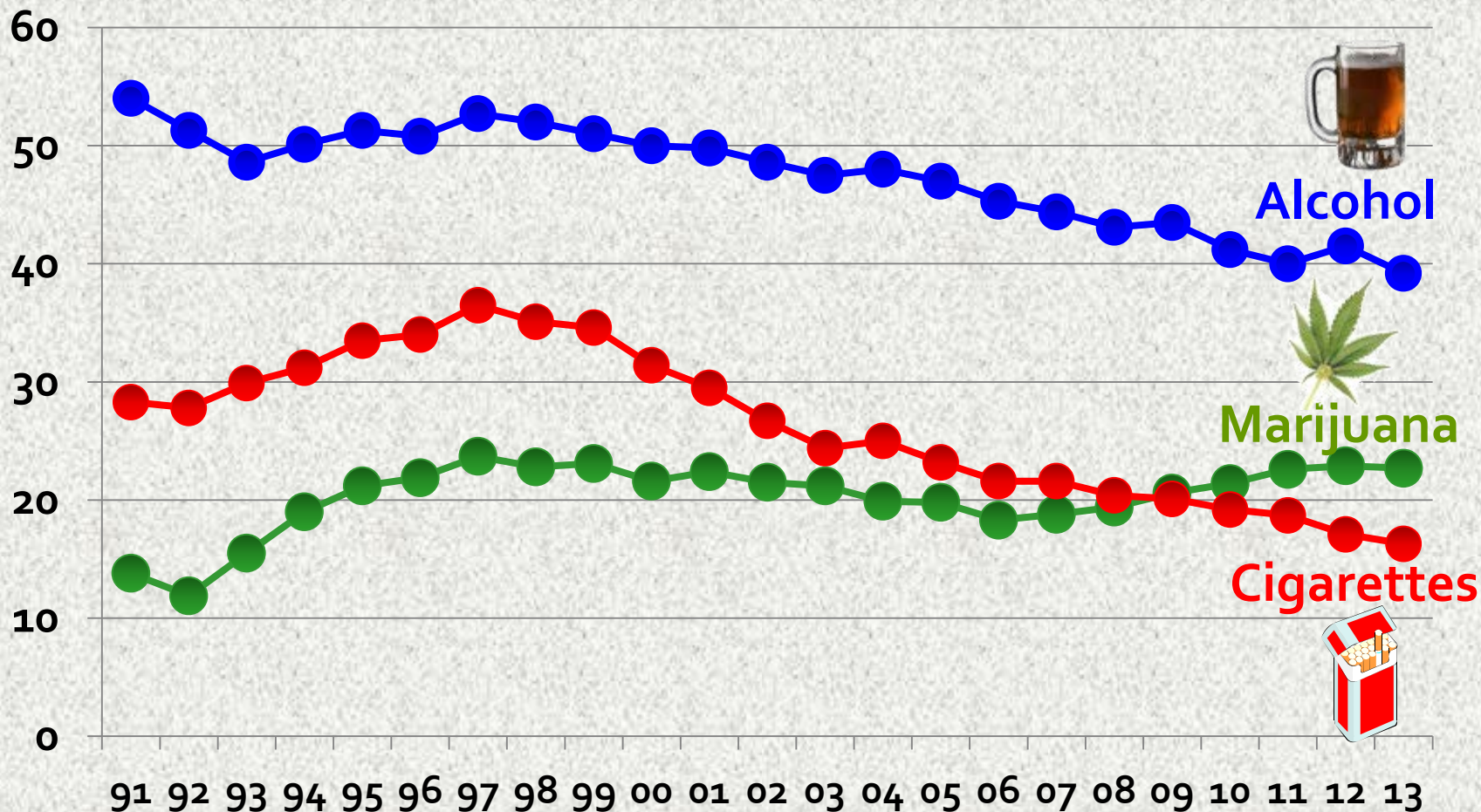
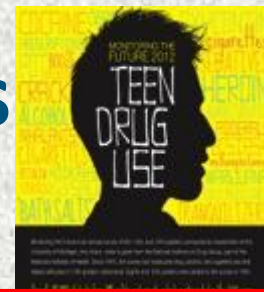
“To wake up the courage of students and adults to create schools that are safe, welcoming and inclusive.”



The Issue: ATOD Use and Schools

- Increased ATOD use by students
- New substances and methods of use that are harder to recognize and identify
- Rising ATOD related health issues
- Traditional approaches not getting desired results
- Marijuana legalization adding to student confusion
- Increased costs and time lost for schools and decreasing student achievement

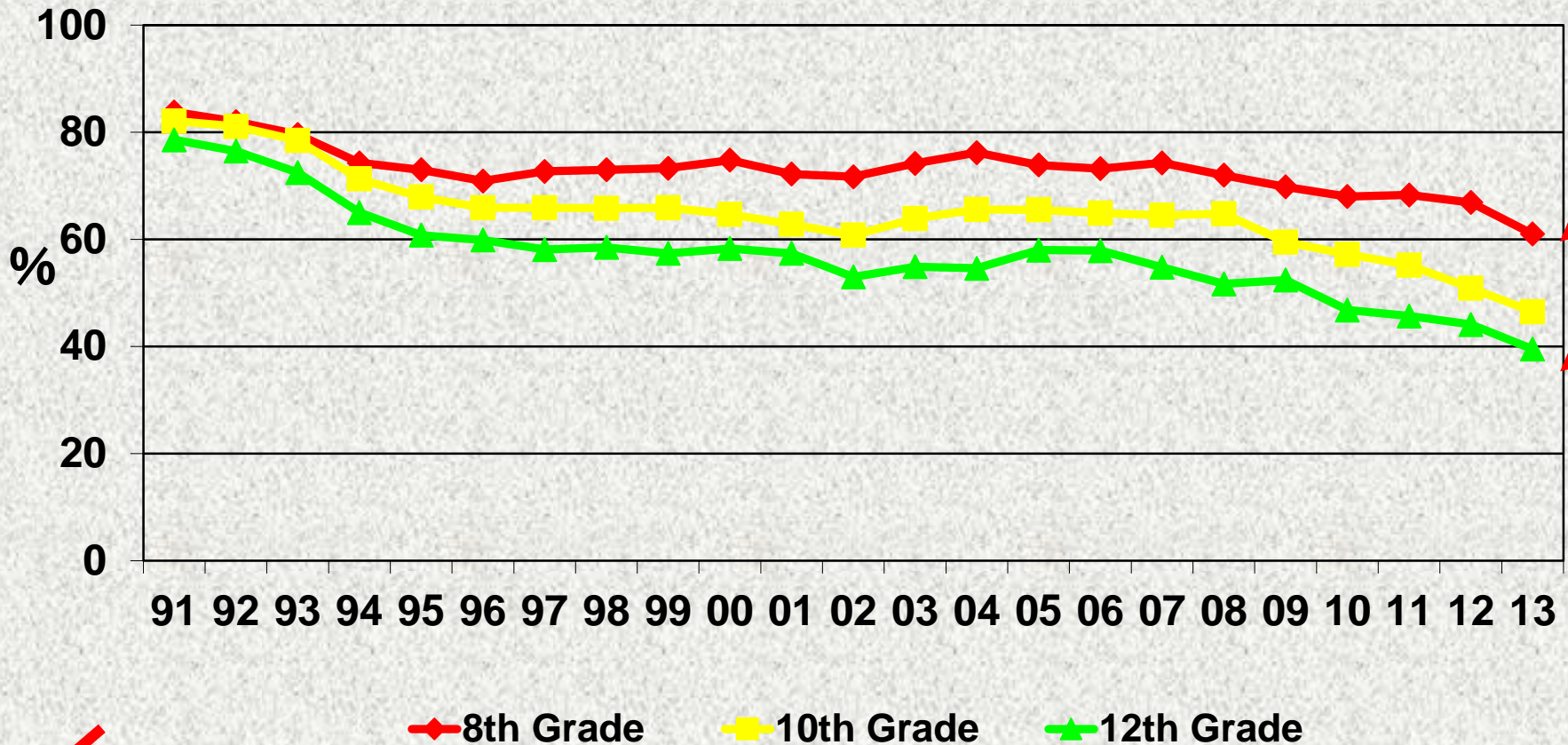
Percentage of U.S. 12th Grade Students Reporting Past Month Use



Source: University of Michigan, 2013 Monitoring of the Future Study

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Percent Perceiving Great Risk of Smoking Marijuana Regularly Has Declined



Denotes significant difference between 2012 and 2013

Source: University of Michigan, 2013 Monitoring of the Future Study

Addiction: Age at First Use Matters!

- 9% percent of people who try marijuana become dependent
- 17% of youth who begin use before age 18 become dependent
- Up to 25-50% of daily teen users will become dependent
- 86% of all U.S. State-funded treatment admissions for ages 12 to 17 involved marijuana

Source: California Society of Addiction Medicine, 2009

Educational Achievement and Marijuana

- Youth that use regularly exhibit a 6 to 8 point drop in IQ that remains in adulthood.
- Youth that smoke every weekend for two years are:
 - Almost six times more likely to drop out of high school than non-smokers
 - More than three times less likely to enter college
 - More than four times less likely to earn a college degree

Source: SUE NELSON, EdD, Governor's Prevention Advisory Council, October 23, 2014.

Impact of ATOD Use on Youth

- Impaired Judgment
- The Brain is not fully developed until 25 years
- The National Institute on Drug Abuse (NIDA) finds the teenage brain in general is 4-5 times more likely to become addicted to any mood altering substance than an adult over 25 years old

(Source: Voices United)

- Drivers ages 16-20 are 17 times more likely to die in a crash when alcohol is involved

(Source: NIDA)

The History of the Program

- Growing concerns about adolescent AOD use in Santa Clara County
- A new concept: What about applying the SSA framework to AOD prevention?
- Partnering between Santa Clara County Department of Alcohol and Drug Services (DADS) and Community Matters (CM)
 - CM developed pilot project with funding and technical assistance from DADS



Safe School Ambassadors® Are Effective

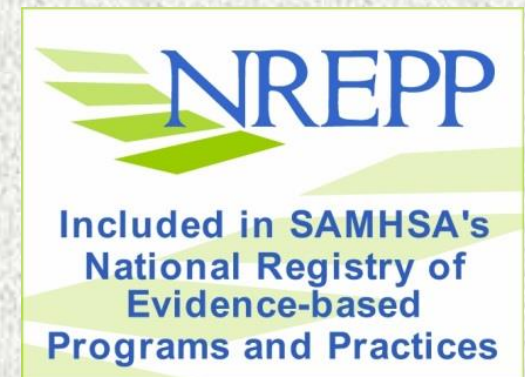
A two year study by two different universities found statistically significant evidence of positive impact:

Suspension rates were 33% lower than prior to SSA implementation while suspension rates at demographically matched non-SSA control schools increased 10% in the same period.

<http://www.communitymatters.org/downloads/EvaluationReportSSA2011.pdf>

Based on this study, the Safe School Ambassadors® Program is now listed in SAMHSA's National Registry of Evidence-Based Programs and Practices

<http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=331>



ATOD Prevention:

What Doesn't Work? What Does?

Doesn't work:

- Appealing to fear
- Just saying “no”

(Source: Ineffectiveness of Fear Appeals in Youth Alcohol, Tobacco and Other Drug (ATOD) Prevention, Springfield, IL: Prevention First.)

Does work:

- Addressing social norms
- Building personal and social skills to help resist pressure
- Utilizing interactive teaching approaches
- Using peer leaders
- Addressing misconceptions about perceived level of ATOD use
- Being culturally and developmentally appropriate

(Source: NIH, School-Based Programs to Prevent and Reduce Alcohol Use Among Youth, Stigler, Neusel, M.P.H.; and Perry, Alcohol Research & Health, Volume 34, Issue Number 2)

What are the Core Elements of the Safe School Ambassadors (SSA) Framework?

- Engage socially-influential student leaders
- Provide training:
 - Equip students with the knowledge and motivation to speak up when they see meanness
 - Train on safe and effective intervention techniques
- Provide ongoing support and guidance
- Track and measure interventions
- Celebrate success!

Why Would You Use This Approach to Address Substance Abuse?

- Students want their friends and loved ones to be healthy and safe
- Engaging students in meaningful ways can lead to greater knowledge and decision-making
- Students empowered with knowledge, tools and motivation will take action
- **Youth are change agents in shaping their own norms**

Goals and Objectives

Goals

- Decrease ATOD use by empowering, engaging, and equipping socially-influential youth with the tools to make healthy decisions in situations involving ATOD

Objectives

- Build awareness on the impacts of ATOD
- Discuss the “why behind the high” and healthy alternatives
- Explore diverse values that drive ATOD decisions
- Strengthen peer-to-peer prevention & intervention courage & skills
- Increase access to additional support and resources

What Is Unique About this Prevention Program? It's Peer to Peer Change.

- Select youth with a predisposition to speak up against substance use
- Recruit adults who demonstrate an interest in youth empowerment
- Build community around ATOD prevention
- Tap into desire to help friends

What Is Unique About this Prevention Program? It's Peer to Peer Change (cont.)

- Engage youth in meaningful ways to impact use:
 - Explore values that drive decisions
 - Examine the *why behind the high* and healthy alternatives
 - Apply restorative processes
 - Expand knowledge about ATOD risks and consequences
- Teach concrete skills and effective strategies for intervening with friends
- Learn how to exit gracefully
- Change norms through peer interventions

The PPPP: What It Isn't

This training is not about:

- Scaring kids into not using
- Condoning drug use
- Advocating drug abstinence
- Providing an intervention for students in need of specific recovery support or Mental Health services

What It Is:

- Engaging of socially-influential student leaders
- A two day training:
 - Equips students with the knowledge and motivation to speak up when they see ATOD use and misuse
 - Includes Restorative Practices
 - Trains on safe and effective intervention techniques
 - Helps youth to know when to say something and how to say it
 - Supports students in identifying when not to say something
- Ongoing support and guidance
- Tracking and measuring interventions
- Celebrating success!

The Training: Day 1

Introduction/Community building

- Why we are here?
- Team building
- What called you to be here?
- Confidentiality: 2 different levels
- Community building/trust building

Understanding the issue

- “Crossing the Line”
- Facts and data introduction
- Why do kids use?
- Who’s been harmed and how?
- Impact, risks, consequences for AOD use

Inspiration: Why are you here; what brought you here

- What’s happening here with teens/students/friends? How does it look here?
- Call to action!
- What’s called up is courage: It’s the foundation
- Courage to act and/or speak up

A girl I used to hang out w/ got so drunk and sloppy that she was just letting people do whatever to her.

My mom hasn't raised any of her 5 kids past 4, (if she got that far)
- Meth

My friend was doing good in high school, when she started using me she completely let herself, and her family.

I have friends that were drinking at a party, dove home. The next morning on the news, I heard two of them had passed away.

I have smoked Cigaretts at my home school under the bleachers during Pe class.

High school Football games heavy ecstasy use @ start of game 1 friend who ended up O.D.

I had a that fought his own brother when they were both drunk.

On the floor because he was drunk.

My great-uncles still live with my great-grandmother with some of their kids on the same block for decades. They do Meth.

I have seen a person pull out their pipe 5 minutes before school was over stand by the door and start smoking weed opening the door only to exhale it.

WALKED IN GIRLS BATHROOM, 3 girls were doing cocaine. I was offered some but I said no. I got out of there before any advisors came in.

My mom hasn't raised any of her 5 kids past 4, (if she got that far)
- Meth

The Training: Day 2

Check in/Team building activity

Skills building

- **Introduce circles of influence**
- **What's your role? You have a job**
- **Skills**
 - Exiting skills (*declining, passing, rejecting*)
 - Supporting
 - Active listening
 - Reasoning
- **“Just By Looking”**
 - Distracting
 - Directing
 - Getting help

Next steps

circle check-out

Skills

Exiting skills (*declining, passing, rejecting*)

- To say “no” (or remove yourself and/or friends) from an unsafe, uncomfortable, or unhealthy situation or conversation without jeopardizing your relationships

Supporting

- Say something kind, ask a thoughtful question, or just “be there” for the person
- Is simple and quick. You do not have to become the person’s best friend

Active listening

- The skill of noticing and responding openly to a person's thoughts and feelings

Skills (cont.)

Reasoning

- Helping a friend to *think* about:
 - *consequences* - what might happen (to them or others) if they do it
 - *choices or options* - the different things they could choose to do

Distracting

- Drawing attention away from a situation by changing the subject and/or separating the people

Directing

- Telling a person to change or stop what they are doing because it is dangerous and not OK

Getting help

- Asking for help from a trusted adult, resource or health provider

Program Outcomes

- **Change from the inside-out: *Helping youth change their own environment***
- Students empowered with life skills and tools that will increase their engagement and success in school and community
- Decreased use of substances
- Increased understanding of the harm and impact of alcohol and drugs
- Decreased need and costs for intervention services and disciplinary actions

Selecting Adults

How many?

- Recommend 3 – 5 adults (1:5 ratio of adults to students)

What's their responsibility and role?

- Attend training
- Lead regular follow up meetings with the students
- Facilitate learning
- Provide ongoing support

What kind of skills or characteristics?

- Are committed to youth empowerment & ATOD prevention
- Have shown capacity to support students in non-academic settings
- Have volunteered to participate in the project
- Have capacity to facilitate young people's learning

The staff presentation is a great place to recruit!

Selecting Students

Who should we recruit?

- Social leaders representing various school cliques
- Students who have a personal interest in preventing ATOD use and abuse

What kind of recruitment is recommended?

- Solicit recommendations from staff – in particular counselors, coaches, after school staff, etc.
- Provide students with a program overview
- Appeal to their self interest
- Invite their participation – do not mandate

What Students Are Saying.....

3. What did you like most about this training?

The openness of the people and how life is

4. The most useful thing I learned was:

That we can change this place

3. What did you like most about this training?

The safety feeling & openness

What Students Are Saying.....

11. Use this space for anything else you want to say...

There is hope for where we are

11. Use this space for anything else you want to say...

Thank you so much for doing this, I will never forget this ♡

What Schools Are Saying About the Training...

3. What did you like most about this training?
The training was very hands-on; there was a good balance between "paper" work & activities. The group of kids helped the more 'intense' activities of opening up earlier. & students really opened up.
4. The most useful thing I learned was:

The variety of activities and how quickly bands were formed and barriers went down
4. The most useful thing I learned was:

What School Are Saying About the Training...

Really enjoyed the directing activities and taking on the responsibility of stopping something ^{bad} from happening

5. The amount of information covered was

Far too little too little just right too much far too much

Something most useful was the active listening because some people really just want to be heard.

5. The amount of information covered was

Far too little too little just right too much far too much

~~6. Little~~ Little actions - words, etc. can be meaningful

Questions?



Community Matters

For More Information:

707-823-6159

www.community-matters.org

LeeAnn Lichnovsky

LeeAnn@community-matters.org