

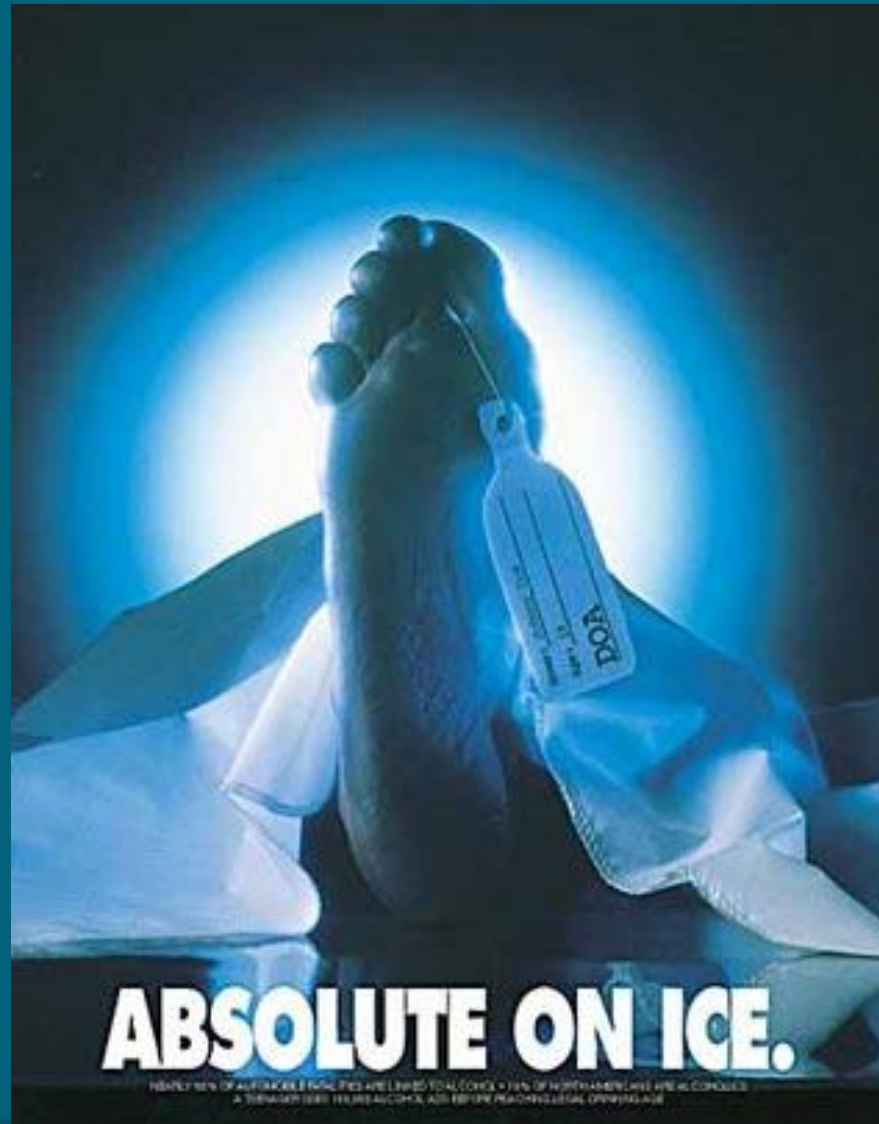
# **Substance Use and Abuse Workshop**

**Facilitated by  
Jay Pasternack  
JACS**

Alcohol...number one favoured  
for use...



and the number one for abuse



A new drug has hit the market in  
the past 5 years called...  
“Just Marijuana”







# Ontario Student Drug Use Survey 2011

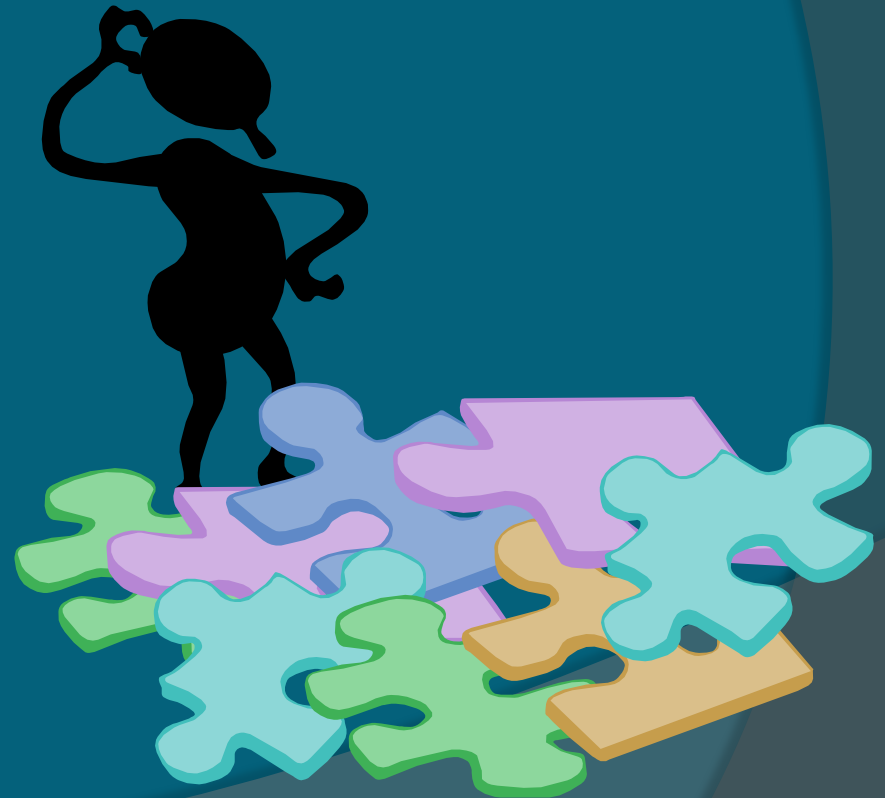
## Marijuana Use

Gr 7	3 %	Gr 8	10 %
Gr 9	23 %	Gr 10	33 %
Gr 11	40 %	Gr 12	45%

**87% of all secondary school students had used some substance within 6 weeks prior to survey**

**Drug and alcohol use can create the illusion for some teens, that they are reaching emotional and mental competency in these areas.**

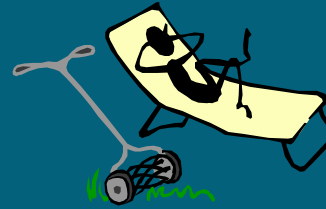
**But frequent use can actually retard growth in these areas of development.**



# Continuum of Substance Use

CURIOSITY

Pleasure  
I Like It



IRREGULAR OR  
SOCIAL

Passion  
I Love It



(MISUSE or RELIEF USE)

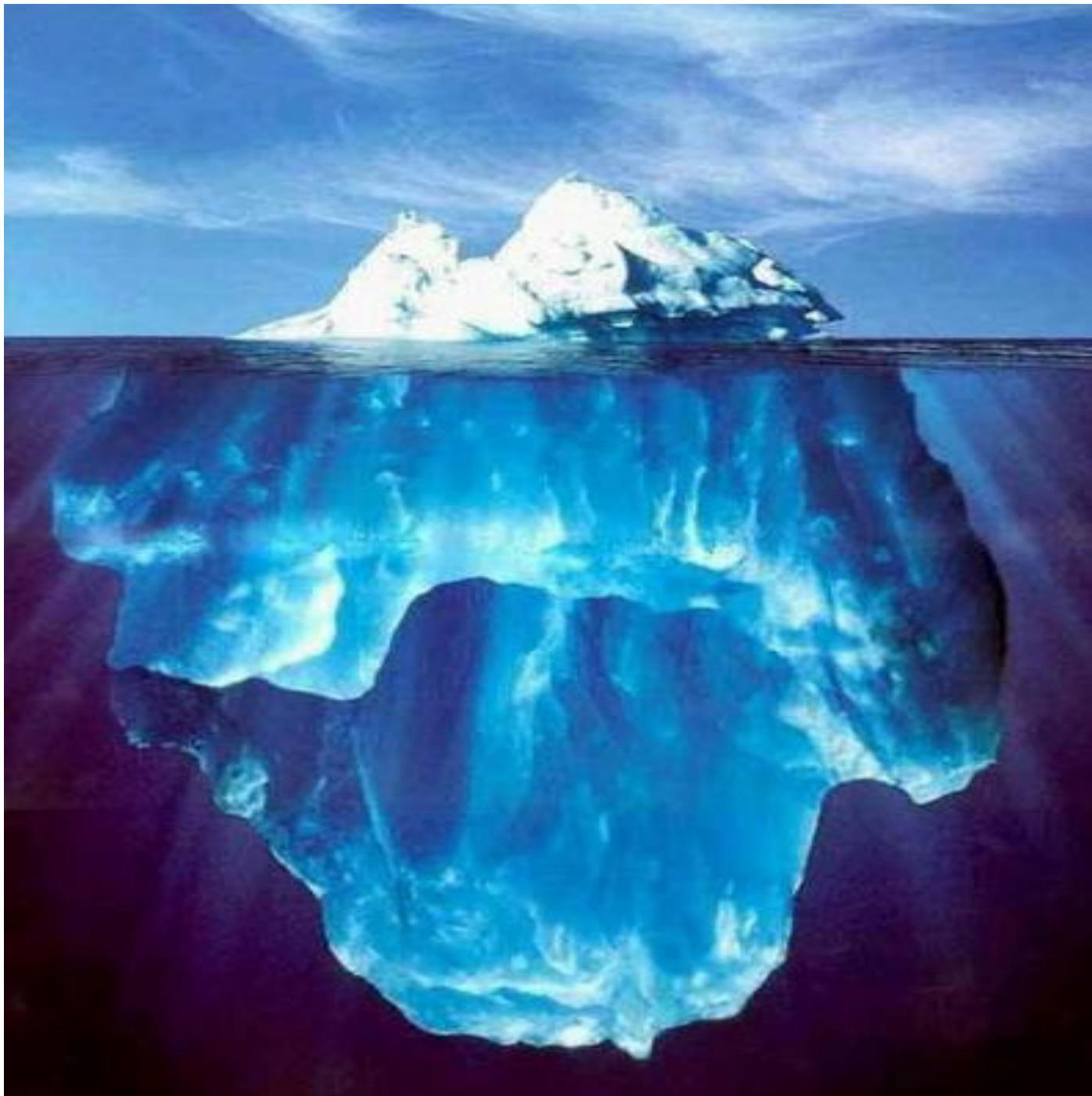
Purpose  
I Need It

ABUSE



DEPENDENT





# Risk Factors

- ① The Individual
- ① Family
- ① Peers
- ① School
- ① Community

# Risk Factors in Key Systems

## ⦿ Family

- Family Management Problems
- Condoning teen use of alcohol and drugs
- Parental misuse of tobacco, alcohol and other drugs
- Low expectations of children's success
- Family history of addiction

# Risk Factors in Key Systems

## ⦿ Peers

- Early anti-social behavior
- Alienation and rebelliousness
- Favourable attitudes toward drug use
- Early first use
- Greater influence by and reliance on peers than parents
- Friends who use tobacco, alcohol and other drugs

# Risk Factors in Key Systems

## ⦿ School

- Negative school climate
- School policy not defined or enforced
- High availability of tobacco, alcohol and other drugs
- Transitions between schools
- Academic failure
- Lack of student involvement
- Truancy and suspension



# Risk Factors in Key Systems

## ⦿ Community

- Economic and social deprivation
- Low neighborhood attachment and community disorganization
- Lack of employment opportunities and youth involvement
- Easy availability of tobacco, alcohol and other drugs
- Community norms and laws favourable to misuse

# Protective Factors in Key Systems

- ① The Individual
- ① Family
- ① Peer
- ① School

# Individual Protective Factors: Competencies

- Purpose in life, dreams and goals
- Determination and perseverance
- Spirituality
- Belief in Uniqueness
- Optimistic, humor and hopefulness
- Planning, problem solving, academic skills
- Communication, peer resistance skills
- Multicultural and bigender competencies
- Recognition of feelings, ability to control anger and depression
- Health maintenance skills, talent development, knowledge of alcohol and drugs

# Protective Factors in Key Systems

## ⦿ Family

- Develops close bonding with child
- Values and encourages education
- Manages stress well
- Spends quality time with children
- Uses a high warmth/low criticism parenting style (rather than authoritarian or permissive)

# Protective Factors in Key Systems

## ⦿ School

- Expresses high expectations
- Encourages goal-setting and mastery
- Staff views itself as nurturing caretakers
- Encourages pro-social development (altruism, cooperation)
- Provides leadership and decision-making opportunities
- Foster active involvement of students



# Protective Factors in Key Systems

- ⦿ School, continued
  - Involves parents
  - Provides alcohol/drug-free alternative activities

# Talking to our teens

If you think your teen is using alcohol and/or other drugs, don't panic!

Remember that experimentation does not necessarily mean he or she has a problem or is dependent.

National surveys tell us that MOST kids (85%) who experiment with alcohol and other drugs never become dependent, and eventually grow out of this phase.

Parents who try and enforce absolutes are often in conflict with their teens and most often are kept in the dark about their activities.

The alternative is to discuss choices pros and cons of these new-found opportunities in a non-threatening manner, and obtain their understanding in advance of consequences for breach of trust.

Convey to them that you want them to be safe which implies that they must take personal responsibility for their actions, use their own judgment, and make their own choices.

# TALKING TO TEENS ABOUT THE PROBLEM?

- Don't jump to conclusions
- Identify specific concerns with spouse first
- Get as many facts before facing child
- Arrange a time and place for discussion
- Discuss specific changes with child
- Be cool, calm, collected, concerned

## **DON'T PANIC OR BE CONFRONTATIONAL**

- Ask the child for an explanation
- Don't assume anything, wait for an answer
- State rules and consequences of failure to follow Continue to monitor the situation after the discussion

Dr. Marsha Rosenbaum ,  
Safety First Program, Mom's Advice

Dr. David A. Wolfe CAMH:  
How to keep your teen safe

Jay Pasternack, New Life  
Counselling,  
416-398-3211



