Day One Outpatient 525 Main St. South Portland Substance Use and Mental Health Services for Adolescents and their Families Residential, Outpatient, and Corrections

Risk factors of Adolescent Substance Use

- Family poverty/high unemployment
- Alcohol/drugs readily available
- · History of substance abuse in the family
- · Norms/rules unclear
- Lack of parental supervision
- · History of Trauma
- Risk factors for substance use are also risk factors for Trauma.

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Substance use in Teens

 Adolescents who begin drinking before age 15 are more likely to: binge drink, drink and drive, be injured in fights, use other illicit drugs, perform poorly in school, become alcohol dependent as an adult.



Parental substance abuse and trauma

Neglect:

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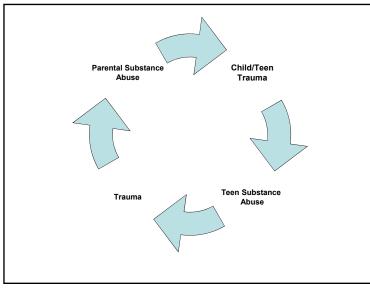
- Unavailable emotionally (significant relationship is with substance)
- Unavailable physically (periods of abandonment)
- Inconsistent in parenting, never know what to expect.
- Parentification of the child, child manages the home/siblings
- Disconnect from other healthy resources in family and community.
- Abuse:
 - Physical and sexual abuse directly by the parent/other family member or "friend" of the family.
 - Creating dangerous events that could harm the child directly ie drinking and driving, criminal activity, excessive rage and violence.

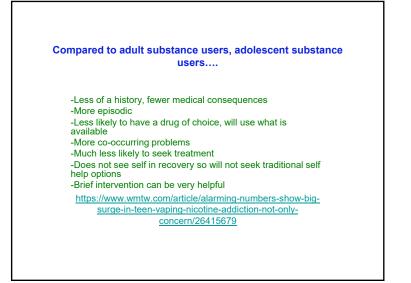
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Trauma, teens and substance abuse

- Teens who experience physical/sexual abuse or assault are 3 times more likely to report past or current substance abuse than those without trauma.
- 59% of young people with PTSD subsequently develop a substance abuse problem
- Adolescence receiving treatment for substance abuse more than 70% report having a history of trauma

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Signs of substance abuse

- Friends suddenly change; doesn't introduce new friends
- Money or valuables missing from parents' home
- secretive behavior (e.g., bedroom door locked and takes long time to answer)
- Hostile, aggressive outbursts
- Seems to have "lost" motivation
- Unusual sleeping habits
- Mood changes. Depressed, anxious

Stages of drug use

• **Drug Dependent:** It now takes more of a substance to have an impact and that impact might simply be to reduce the craving or to not feel. Feeling good or feeling normal are not attainable, with or without substance use. Even though you say you can quit whenever you want, the truth is it would be hard to stop. Much of your activity centers on alcohol or other drugs. Substance use becomes the primary focus. How I am going to get it, when I can use next and who I will use with. The substance and the person using are all that matters. Control of the substance is gone.

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Substance use and addiction

- No use
- Experimental use: Try something one, two maybe three times to see the outcome. Curiosity, risk taking, use is sporadic and not tied to any emotional outcome. Control
- Occasional use: You like the effects of drugs, but use them less than once a week. Don't go looking for drugs. Control and choice
- **Regular use:** You drink or use drugs at least once a week. You want the effect. You would look for alcohol or drugs if they were not available.
- **Harmful use:** use to manage emotions and life, to cope with life, use to feel better or to not feel, use is beginning to cause problems ie school, home, community. Control is slipping away...

In General what can parents do?

- · It is never too young to start talking about substance use.
- At least 3 or 4 times a week at a minimum have a time and place where you can
 really listen to your child and start young, face to face not phone to phone, text to
 text, computer to computer.
- As they get older, always be awake and available when they come home. Make sure they know they will have a face to face with you when they come home.
- Know their friends and if possible their friends families.
- Keep rules simple, clear and realistic.
- Tough love vs enabling
- Write down 3 things you love about your child and no matterhow bad it gets don't forget those things.
 Lead by example
- Be aware of any substances in the home ie pills, medicine cabinet, beer/liquor and pay attention to it
- · As she/he gets older stay involved and connected.

What teachers or others could do if they are concerned

- Have a conversation with the student
- Be clear and direct, supportive
- Be prepared for resistance
- Be aware of resources and be prepared to access them
- When available utilize peer support
- Involve others