As you come in:
Introduce yourself to someone around you.
Tell them something great about your teen!
Teens, Marijuana, Alcohol, and Reality... Setting the framework for healthy communication

Welcome!

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Three important questions to consider:

1. What are teens telling us about drug use?
2. How does alcohol impact teens differently than adults?
3. What can you do as a parent?
Reflection

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

- Drink alcohol?
- Get drunk?
- Use marijuana?
- Have sex with someone?
Parent Quiz

1. What percent of 10\textsuperscript{th} grade students at Roosevelt report using marijuana in the past 30 days?
Recent Marijuana Use
Past 30 days

Healthy Youth Survey 2010
Recent Cigarette Use
Past 30 days

WA St. Healthy Youth Survey 2010
Recent Marijuana Use
Past 30 days

Healthy Youth Survey 2010
Early Initiation of Marijuana increases later use
Percentage of U.S. Twelfth Grade Students Reporting Past Month Marijuana Use and a Perceived Great Risk of Harm from Regular Marijuana Use, 1975-2012

THC potency is increasing

Average Marijuana Seizure Potency Exceeds 10% in 2008

SEIZURE SPECIMEN POTENCY TRENDS


Potency monitoring project: ONDCP 2010
Long Term Effects of Marijuana Use

- Cognitive Impairment (learning, memory, attention)
- Affects REM (dream) sleep
- Interferes with the maturation process, has the capacity to induce regression, “irreversible immaturity”
- May affect brain development during adolescence
- Early heavy use can reduce I.Q.
- Produces tolerance and dependence (1:9 adults, 1:6 youth)
- Withdrawal: irritability, restlessness, poor concentration, decreased appetite
- Connection to more serious mental health conditions
Research on Marijuana and Mental Health

- Young people who use marijuana weekly have double the risk of depression later in life.  

- Teens aged 12-17 who smoke marijuana weekly are three times more likely than non-users to have suicidal thoughts.

- There is evidence of increased risk for schizophrenia in later years in some teens who smoke marijuana.

3 Arseneault, L., et. al. (2002), Cannabis use in adolescence and risk for adult psychosis longitudinal prospective study. BMJ
Marijuana is ADDICTIVE and ILLEAGAL.

Washington State DBHR

WA Youth
Pubically Funded
Treatment Admissions

<table>
<thead>
<tr>
<th>Drugs</th>
<th>% Admitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol</td>
<td>19.0%</td>
</tr>
<tr>
<td>Marijuana</td>
<td>62.0%</td>
</tr>
<tr>
<td>Meth</td>
<td>11.0%</td>
</tr>
<tr>
<td>Heroin</td>
<td>0.7%</td>
</tr>
<tr>
<td>Cocaine</td>
<td>3.0%</td>
</tr>
<tr>
<td>Other</td>
<td>4.0%</td>
</tr>
</tbody>
</table>
Discussion Question:

Given the relatively high prevalence of marijuana use, and legalization for adults, what are appropriate expectations for a parent to have of:

- A 9th grade student
- 10th grade student
- High school senior?
Parent Quiz

2. What is the most commonly used drug by teens in the United States?
Monitoring the Future: 2011

Alcohol is the Most Commonly Used Drug Among 8th - 12th graders

Percent using in past month

<table>
<thead>
<tr>
<th>Grade</th>
<th>Alcohol</th>
<th>Cigarettes</th>
<th>Marijuana</th>
</tr>
</thead>
<tbody>
<tr>
<td>8th</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10th</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12th</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Monitoring the Future: 2011
Recent Alcohol Use
Past 30 days

ESD/State:  Healthy Youth Survey 2010
Monitoring the Future, 2011
Recent Alcohol Use
Past 30 days

ESD/State: Healthy Youth Survey 2010
Monitoring the Future, 2011
Alcohol Use Among High School Students
Which is higher? Boys or Girls?
Gateway Drug Progression
State Trends in 10th grade use, 1995-2010—ever use

Wa St. Survey of Health Behaviors, 1995
Other Illegal Drug Use (Ever)

Most Kids DON’T use Illegal Drugs!
Percentage of U.S. Adults Aged 18 and Older Dependent on Alcohol, By Age of Drinking Onset

How does alcohol impact teens differently than adults?
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.

<table>
<thead>
<tr>
<th>Physical</th>
<th>Mental</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic physical needs</td>
<td>Social Emotional Skills</td>
</tr>
<tr>
<td>How to Learn</td>
<td>Complex relationship skills</td>
</tr>
</tbody>
</table>

Managed by others | Self Management Skills
Binge Drinking (five or more drinks in a row in past 2 weeks)

State is 5 or more drinks in past 2 weeks

Healthy Youth Survey 2010
Binge Drinking (five or more drinks in a row in past 2 weeks)

State is 5 or more drinks in past 2 weeks

Healthy Youth Survey 2010
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.
Are adolescents more susceptible to alcohol than adults?

**Most certainly YES**

1. Reduced sensitivity to intoxication
2. More sensitive to social disinhibitions induced by alcohol
3. Greater adverse effects to cognitive functioning
4. Medicates “excitability”

Ken Winters, 2004
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.
Parent Quiz…..

- Who do teens report as having the most important influence on their decisions
Parents who believe their teen has a friend who has smoked marijuana versus their teen’s report.

Partnership for drug free America, 2005
What can parents do?

Freedom and Independence
Teens who have frequent family dinners, compared to those who have infrequent family dinners (fewer than three per week) are:

Almost three times likelier to say, “it’s okay for teens my age to use marijuana;”

Three and a half times likelier to say, “it’s okay for teens my age to get drunk;” and

Twice as likely to say that they expect to try drugs (including marijuana and prescription drugs without a
Developing Clear Guidelines

\[ G = \text{Clear and Specific Guidelines} \]

\[ M = \text{Monitor} \]

\[ C = \text{Consequence & Problem-Solving} \]
Guidelines
Principles for Setting Guidelines

*Guidelines Should Be:*

- Stated Simply
- Stated in Positive Terms
- Kept to a Minimum Number
- Enforceable
Monitoring
Principles for Monitoring

Ensure standards are followed

Maintain a strong bond with your child
Consequences
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
Car
When teens are asked "If you were granted one wish that could change the way your parent’s work affects your life, what would that be?"

How do they most commonly respond?
Teens feel parental stress

<table>
<thead>
<tr>
<th>Feeling</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sad</td>
<td>39%</td>
</tr>
<tr>
<td>Worried</td>
<td>39%</td>
</tr>
<tr>
<td>Frustrated</td>
<td>31%</td>
</tr>
<tr>
<td>Annoyed</td>
<td>24%</td>
</tr>
<tr>
<td>Helpless</td>
<td>21%</td>
</tr>
<tr>
<td>It does not bother me</td>
<td>14%</td>
</tr>
<tr>
<td>Angry</td>
<td>13%</td>
</tr>
<tr>
<td>Scared</td>
<td>13%</td>
</tr>
<tr>
<td>Alone</td>
<td>8%</td>
</tr>
<tr>
<td>Other</td>
<td>2%</td>
</tr>
</tbody>
</table>

Source: American Psychological Association
By Frank Pompa, USA TODAY
Key Principles

- 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
- Telling our children what NOT to do, not what TO do.
- We forget to have FUN with our kids!
Resources

www.samafoundation.org/about_addiction.html
Family Navigator call (206) 322-SAMA [7262 )

Recovery Help Line
1-866-789-1511

www.parenting.org
National Parenting Helpline 1-800-448-3000

Drug Abuse Treatment Locator
http://findtreatment.samhsa.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