The Power of Parenting,
The Power of Community

Welcome!

Kevin Haggerty, MSW, Ph.D.
Assistant Director,
University of Washington,
School of Social Work,
Social Development Research Group
Road Map

Introductions and Overview

Research and Background

Review & Closing

Practice: Sharing your Guidelines

GMC Middle and High school

Alcohol and the Brain

Critical Conversations
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

Lifetime ever use of Alcohol Shorewood/Einstein

Grade 8
Grade 10
Grade 12

Before the age of 13
39
54
65
Past 30 day use of Alcohol (Shorewood/Einstein)

Wa. State Healthy Youth Survey, 2010
Starting drinking before age 14 increases risk for physical fights after drinking by 11 times (Hingson et al., 2003).
The earlier children start to drink, the greater their risk of being in traffic crashes both as adolescents and as adults.

- For example: Starting before age 14 increases accident risk 7 times over waiting to age 21 to start drinking (Hingson et al., 2002).
50% of 8th graders who drank in past 30 days report getting alcohol from their parents.

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.
Give this information, what would be appropriate expectations for parents to have of a 8th grade student....

- 10th grade student?
- 12th grade student?
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>
<tr>
<td>Managed by others</td>
<td>Self Management Skills</td>
</tr>
</tbody>
</table>
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

Shorewood High School/ Shoreline MS.
Recent Marijuana Use
Past 30 days

Shorewood High School

Healthy Youth Survey 2010
Recent Cigarette Use
Past 30 days

Shorewood High School

Healthy Youth Survey 2010
Early Initiation of Marijuana increases later use

![Bar chart showing marijuana smokes per week before and after age 16.](chart.png)

- **Before age 16**: High marijuana smokes per week.
- **After age 16**: Lower marijuana smokes per week.
What They Start With:
Teens Who First Started Using Drugs in the Past Year, 2007
(Estimated N=1,471,000)

Marijuana
- can hinder a teen's ability to learn
- is linked to poorer grades,
- is linked to higher dropout rates,
- impacts the brain in the same areas that are developing during the teens
- is associated with mental health problems, especially depression and suicide,

We don’t know so much about the effects of this drug on biology.
THC potency is increasing

Figure 1: Non-normalized average THC % vs. year of confiscation.

Potency monitoring project: ONDCP
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

Increased risk for schizophrenia in later years in some teens who smoke marijuana.³

Discussion Question:

- Given the relatively high prevalence of marijuana use what are appropriate expectations for a parent to have of:
  - An 8th grade student
  - 10th grade student
  - High school senior?
Critical Conversations
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.
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

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

\[ M = \text{Monitor} \]

\[ C = \text{Consequence \\ & Problem-Solving} \]
Guidelines Should Be:

- Stated Simply
- Stated in Positive Terms
- Kept to a Minimum Number
- Enforceable
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
Curfew
Car
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 relation to some of the situations on the back of the sheet.
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 you 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
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 finally love me *without measure*.

15 year old boy
Durham, North Carolina
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/

Center for Human Services, Shoreline—206-362-7282

Changes Parent Support Network www.cpsn.org

www.thebrain.mcgill.ca/flash/index_d.html#
Dubuc, B. (2004). The brain from top to bottom

Information about Drugs
http://drugabuse.gov/