

Young People AND Drugs!

a guide for school staff
to support students

Professional support
materials

2007



Drug Prevention Programs

Professional support materials

The purpose of *Young People and Drugs: a guide for school staff to support students* is to help schools maximise support for young people at risk of misusing drugs. It will assist schools to implement appropriate prevention and intervention strategies, and to identify and support young people who may be experiencing drug use problems. It will enhance the ability of schools to access drug and alcohol information and treatment services as well as link families and young people to appropriate support services.

Young People and Drugs: a guide for school staff to support students is intended to be of particular use to school executive and teachers with specific student welfare responsibilities, in consultation with the school counsellor.

Purpose

The professional support materials are designed to:

1. Introduce *Young People and Drugs: a guide for school staff to support students*
2. Assist school staff members to develop appropriate school-based prevention and interventions to support young people at risk of misusing drugs.

The support materials include:

1. A slide show (PowerPoint). Slides can be printed and used as overhead transparencies if a data projector is not available
2. Presenter's notes, including optional activities
3. Handouts – discussion triggers and suggested activities.

It is suggested that the school principal or another executive teacher should lead the professional support activities with the assistance of the school counsellor.

Suggested use

Option 1 General staff meeting (Steps 1 – 6)

A minimum of 20 minutes is required for a general staff meeting to allow time to introduce *Young People and Drugs: a guide for school staff to support students* and highlight key issues.

Option 2 Student welfare team meeting (Steps 7 – 11)

A minimum of 30 minutes is required for a student welfare team meeting to explore whole-of-school approaches to drug prevention and intervention, as well as, further strategies to support individual students. Steps 1 to 6 should be covered before implementing Option 2.

Additional activities for both options are provided to allow greater discussion and planning where this is appropriate. The time required would depend on the number of activities selected.

Option 3 Tailored package

Use relevant slides and presenter's notes to tailor a support package to suit the needs of staff. The Slide sorter view can be used to change the order and number of slides as required.

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Option 1 General staff meeting

Steps 1 to 6 are provided as ideas for a general staff meeting.

What you do	Presenter's notes
Step 1 Introduction and overview	
<p>Show Slide 1: <i>Title page.</i></p> <p>Introduce the resource.</p> <p>Show the booklet <i>Young People and Drugs: a guide for school staff to support students.</i></p>	<p><i>Young People and Drugs: a guide for school staff to support students</i> is designed as a guide for schools to implement appropriate strategies to support young people who may be experiencing drug related problems.</p> <p>The booklet should be used in conjunction with <i>Drugs in Schools Policy</i>.</p> <p>The policy is available on the internet at: https://www.det.nsw.edu.au/policies/student_serv/student_welfare/index.shtml</p>
<p>Show Slide 2: <i>Purpose.</i></p> <p>Outline and discuss the purpose of the booklet.</p>	<p>The aim of the booklet is to enhance support for students who have drug related problems.</p> <p>It aims to enhance teacher awareness of drug related issues and the range of support that can be offered. It includes suggestions as to how to:</p> <ul style="list-style-type: none"> • identify when a student might have a drug use problem • approach and talk to young people about possible drug use problems. <p>The booklet provides guidelines for appropriate referrals and contains lists of helpful contacts for schools and sources of information about drugs.</p> <p>The booklet provides a framework for effective programs and strategies that help to reduce the risk of harm associated with drug use problems for all students.</p> <p>There are examples of successful programs currently being implemented in schools.</p> <p>For further information on Slides 1 and 2 refer to pages 4 and 5 of the booklet.</p>

What you do	Presenter's notes
Step 2 What is drug misuse and what are the associated problems?	
<p>Show Slide 3: <i>What is drug misuse?</i></p> <p>Ask for examples of physical, psychological, economic, legal and social harms of drug misuse.</p> <p>Discuss the difference between drug misuse and dependence.</p>	<p>Drug misuse refers to any use of drugs that causes physical, psychological, economic, legal or social harm to the user or to others from the drug user's behaviour.</p> <p>A young person may misuse drugs without becoming dependent.</p> <p>Dependence means that the person has difficulty controlling his or her drug use and continues to use despite adverse consequences.</p> <p>For further information refer to page 6 of the booklet.</p>
<p>Show Slide 4: <i>Problems associated with adolescent drug misuse.</i></p> <p>Outline the possible consequences of adolescent drug misuse.</p>	<p>Brain development continues into early adulthood. Heavy adolescent drug use may affect the development of brain functions, such as self-control, judgment, emotions and organisation.</p> <p>Delayed maturation impedes the accomplishment of important developmental tasks, such as developing interpersonal skills, educational skills, taking responsibility, and formation of a prosocial personality (feeling empathy and concern for others and engaging in helpful actions).</p> <p>Nearly half of all people treated for a drug use disorder also suffer from a mental health disorder, e.g. anxiety, depression.</p> <p>Treatment prognosis is poorer where two disorders coexist.</p> <p>Adolescent drug use is associated with higher risk of suicide.</p> <p>There is a strong relationship between drug misuse and a history of abuse, e.g. child sexual abuse, family violence and family dysfunction.</p> <p>For further information refer to pages 6 and 7 of the booklet.</p>

Step 3 How frequently do adolescents use drugs and why do they use them?**Show Slide 5: Prevalence of drug use among young people 12 to 17 years.**

Ask staff:

Which drugs are most commonly used by young people?

Which are the most commonly used illegal drugs?

What differences can be observed between the drug use of males and females?

Alternative activity 1

Ask the questions before showing Slide 5. Then show the slide and compare responses as a check for staff understanding of prevalence of adolescent drug use.

Alternative activity 2

Ask the staff:

Do most adults use drugs? Which ones?

Ask for a show of hands for different types of legal drugs used in the past week, e.g. caffeine, alcohol, tobacco, analgesics (painkillers), prescribed medication (sedatives/hypnotics to relieve anxiety and induce sleep/calm), and other over-the-counter medication (e.g. cough syrup contains dextromethorpan DXM which has psychedelic effects in high doses).

Ask: *Who hasn't used some kind of drug in the past week?*

Summarise: Very few people choose a totally drug free lifestyle. Drug use does not equal drug abuse.

This data was collected by the *Australian School Students' Alcohol and Drugs Survey 2005 (ASSAD)*. It is based on the responses of over 22 000 students across Australia, aged 12 to 17 years.

The drugs most commonly used by young people are alcohol, tobacco and analgesics (medical and non-medical uses).

Cannabis is the most frequently used illegal drug. Levels of use of other illegal drugs are significantly lower.

It may be helpful to quote the definition of a drug given in the booklet.

A drug is any substance which, when taken into the body, alters its function physically or psychologically excluding food, water and oxygen.

Drugs can be legal (e.g. caffeine, alcohol, tobacco, over-the-counter and prescribed medications) or illegal (e.g. heroin, cannabis, cocaine).

For further information refer to pages 38 to 40 of the booklet.

What you do	Presenter's notes
Step 3 How frequently do adolescents use drugs and why do they use them?	
<p>Show Slide 6: <i>Important note.</i></p> <p>Emphasise that most young people who try alcohol and illegal drugs do not become problem users.</p> <p>All drug use has the potential for harm. However, the focus of the booklet is on helping those who do have drug use problems.</p>	<p>Drug use does not equal drug abuse. Not all drug use is hazardous or harmful, although it is not always easy to distinguish between use and abuse.</p> <p>Factors such as the person using the drug, the drug itself, how it is used and the environment in which it is used, influence the degree of risk of harm.</p> <p>An example of a single incidence of drug use having a great potential for harm is where a young person drives a car when intoxicated and injures him or herself and others.</p> <p>For further information refer to pages 6 and 36 of the booklet.</p>
<p>Show Slide 7: <i>Reasons young people use drugs.</i></p> <p>Discuss the reasons listed and ask if there are any which might indicate that a young person may have a drug use problem.</p> <p>Alternatively</p> <p>Reveal the slide heading only and ask staff to brainstorm reasons. List these on a whiteboard. Then click on the slide again to show the list provided. Compare with the group list.</p> <p>Emphasise that most young people who use drugs do not become drug dependent.</p>	<p>The use of drugs does not necessarily mean that the young person has underlying emotional problems or needs help.</p> <p>The reasons for drug misuse are complex.</p> <p>For further information refer to pages 6, 7 and 36 of the booklet.</p>

Step 4 How might you know a student has a drug problem?**Show Slide 8: Indicators of possible drug use problems.**

Highlight each indicator on the list but stress that these may not mean a person is using drugs.

Alternatively

Reveal the **heading only** to this slide and then read the following scenario:

A young client was taken by his father for drug and alcohol counselling. The father told the counsellor that he had noticed his son being more secretive than usual over the past four weeks. The son was now wearing long sleeve shirts (although it was summer), he was always out, he'd sold his bike, he owed his parents money and he was actively avoiding his father. The father was concerned that the son was using heroin.

Click on the slide again to show the list of indicators and ask the teachers to examine the son's behaviour for the presence of each indicator.

Then say: *I am now going to read the rest of the case study:*

The son, who had been in the waiting room, was perplexed about being brought in for counselling. Finally, after having acknowledged all the signs that his father had noticed, the son disclosed that he had got a tattoo and was trying to hide it as he knew his father would not approve.

From: David Mooney (1996) *Face2Face A manual for drug counselling in schools*, p.5.

Behavioural changes which may indicate a drug use problem are relatively common features of young people's behaviour.

They can be due to other causes not related to drug use. It is important not to jump to conclusions.

For further information refer to pages 10 to 11 of the booklet.

Step 4 How might you know a student has a drug problem?**Show Slide 9: Identifying drug use problems:
Cautionary notes.**

Emphasise the importance of being aware that:

- behavioural signs that can be attributed to drug misuse may have many other explanations
- drug use does not necessarily mean that a person will be misusing drugs or go on to develop a problem with drugs
- the act of labelling a young person as a drug user by itself can reinforce this behaviour and place the student further at risk of developing drug use problems.

Being labelled a drug user may lead to increased drug use because:

- the drug user perceives the label as positive, leading to increased self acceptance
- the drug user is alienated from society and therefore sees no need to conform
- the drug user has less contact with non-users and more involvement with users.

For further information refer to pages 10 to 11 of the booklet.

What you do	Presenter's notes
Step 5 How might teachers approach a young person about possible drug use?	
<p>Show Slide 10: Confidentiality.</p> <p>Ask teachers to suggest what possible issues might arise.</p>	<p>Issues raised might include:</p> <ul style="list-style-type: none"> • duty of care to report concerns about student's welfare and safety • fear by student that teacher might tell others, e.g. parent • fear by student that he or she will get into trouble. <p>Teachers should discuss with the principal matters that need to be reported and the procedures for doing so.</p>
<p>Show Slide 11: Limits of confidentiality.</p> <p>Use this slide to emphasise the key points. Relate the discussion, where indicated, to the issues raised in Slide 10.</p> <p>Alternatively</p> <p>Reveal each point on the slide, one by one. Discuss the implications for providing support to students with drug use problems.</p>	<p>Students have a right to privacy but teachers cannot always guarantee confidentiality as they have a duty of care to protect students against risk of harm.</p> <p>Teachers should advise students that they may need to tell a third person who has the power to make sure the student gets help with their problem. This should be done in a supportive manner which does not set up a barrier to the student seeking help.</p> <p>Inform the student beforehand if you intend to seek other advice or pass on your concerns to another staff member.</p> <p>When passing on concerns, only communicate to a third party what is necessary and relevant.</p> <p>For further information refer to pages 9 and 12 of the booklet.</p>
<p>Show Slide 12: Talking to young people about possible drug use.</p> <p>Stress that it is important to use an approach that encourages communication. Discuss how the suggested strategies would promote communication.</p> <p>Alternatively</p> <p>Reveal each point on the slide, one by one, and discuss.</p>	<p>First consider who is the best person to approach the student. Another staff member may be more experienced or have better rapport with the student.</p> <p>Adults should talk to young people in a way that encourages two-way communication. Lecturing and questioning at length leads to resentment and lack of cooperation.</p>

Step 5 How might teachers approach a young person about possible drug use?**Optional activity**

Distribute copies of Handout 1: *Talking to young people about drug use*.

Participants can work individually or in small groups.

Ask the participants to write down their answers to the questions under the scenario.

Ask the group to report and discuss their findings.

During discussions about drug use with a student, teachers may discover that the student uses drugs at school. This may raise disciplinary issues.

In situations where discussing drug use may put the teacher in a position where they are obliged to tell another person, it is important that teachers first explain limits of confidentiality to the student. Students need to know that the teacher may have to tell a third person who has the power to make sure the student gets help with their problem. Refer to Slide 11.

Students who use illegal drugs at school are to be suspended, consistent with *Suspension and expulsion of school students – procedures*.

In the scenario in Handout 1, if a teacher finds out from the student that he had used cannabis at school during lunch time, the teacher would need to inform the principal. Following discussion and further enquiries, the principal may suspend the student.

Suspension allows students time to reflect on their behaviour and to accept responsibility for changing their behaviour. It also allows time for school personnel to plan appropriate support for the student to assist with successful re-entry and overcome their drug use problems.

Suggested responses are provided on page 22 of the *Professional support materials*.

For further information refer to pages 12 to 13 of the booklet and also to *Drugs in Schools Policy* https://www.det.nsw.edu.au/policies/student_serv/student_welfare/index.shtml

Step 6 How can schools provide support to students?

Show Slide 13: *Strategies to support students.*

Ask the staff to suggest specific ways that teachers can support students with drug use problems.

Alternatively

Reveal the slide **heading only**. Ask the staff for ideas of ways to support students with drug use problems.

Click on the slide again to reveal the list of strategies provided and compare these with the staff suggestions.

Use the guidelines in the booklet, page 17, to discuss referral to outside agencies. The main points to consider are:

1. Referral would normally be facilitated by the school counsellor.
2. Parents and/or students are responsible for making a referral – the role of the school is to inform the client of the range of options available and provide contact details.

Teachers have a valuable role to play as an advisor or concerned adult. They can offer students information, e.g. pamphlets with drug facts, contact details for services.

Referral to the school counsellor, or another health professional, may be advisable. School counsellors are the most appropriate staff members to facilitate referrals to outside agencies.

School staff, including the school counsellor, cannot directly refer to outside agencies.

For further information refer to pages 16 to 19 of the booklet and Section 4, *Resources for schools*.

Show Slide 14: *Useful contacts for schools.*

Draw the attention of staff to the variety of resources available and where to find contact details for them in the booklet.

Ask participants to share knowledge of any useful local resources and note them on the *Quick reference chart*, which is on page 44 of the booklet.

The last section of the booklet contains information on the resources available to schools.

There is a full description of materials developed by the Department to support drug education and how to access these.

Departmental personnel whose support might be useful include: support teacher learning, assistance (STLA) behaviour team, home school liaison officer, Aboriginal community liaison officer and multicultural community liaison officer.

For further information refer to pages 21, 30 to 37 of the booklet and page 44, *Quick reference chart*.

Option 2 Student welfare team meeting

Steps 7 to 11 are provided as options for a student welfare team meeting. Steps 1 to 6 should be completed prior to implementing Option 2.

These additional slides and activities allow exploration of whole school approaches to drug prevention and intervention and further strategies to support individual students.

What you do	Presenter's notes
Step 7 What is the role of the school in prevention?	
<p>Show Slide 15: <i>What is the role of the school in prevention?</i></p> <p>Explain that providing a safe and supportive school environment where a student's social, emotional and learning needs are being met is most important in preventing drug use problems.</p> <p>Introduce the concept of risk and protective factors for drug abuse.</p>	<p>Environmental and individual characteristics (risk factors) have been identified that may contribute to some young people being particularly vulnerable to developing problematic drug use.</p> <p>Other factors (protective factors) have been shown to protect individuals from developing drug use problems by strengthening their resilience or capacity to cope with adverse circumstances.</p>
<p>Distribute Handout 2: <i>Risk and protective factors for adolescent drug misuse.</i></p> <p>Ask staff to underline the key risk and protective factors that are related to school experiences of young people.</p> <p>Share and discuss responses.</p>	<p>School related risk factors include a high rate of absenteeism and truancy; school failure and academic difficulties; a lack of commitment to schooling; and school transitions to a more impersonal, more anonymous and less protected environment.</p> <p>Key factors which protect young people against drug abuse include: academic success and commitment to schooling; well developed social and interpersonal skills; decision making skills and intellectual abilities; sense of self efficacy and personal responsibility; close relationship with a parent, teacher or adult mentor; sense of bonding to school and acceptance of society's values.</p>

What you do	Presenter's notes
Step 7 What is the role of the school in prevention?	
<p>Ask staff to give their ideas about areas in which the school can actively foster the development of protective factors.</p> <p>Discuss responses.</p> <p>Optional activity</p> <p>Distribute Handout 3: <i>Protective factors for drug misuse</i>. Participants can work individually or in small groups.</p> <p>Ask each person or group to suggest current programs and policies that promote protective factors within the school and record these responses on the handout. Make a summary of suggestions on the whiteboard.</p> <p>Discuss areas where the school may be able to improve or develop new programs to further enhance protective factors.</p>	<p>Prevention and intervention programs generally aim to modify risk factors or enhance protective factors.</p> <p>Strategies that aim to prevent or reduce drug misuse need to take account of the range and complexity of risk and protective factors, and the interactions between them. The range of risk and protective factors means that effective prevention strategies require a collaborative approach from the whole community.</p> <p>For further information refer to pages 7 to 8.</p>
<p>Show Slide 16: A framework for drug prevention.</p>	<p>The three focus areas for student welfare provide a useful framework for drug prevention.</p> <p>For further information, refer to page 22 of the booklet.</p>
<p>Show Slide 17: Drug prevention: Safe, supportive and engaging environment.</p> <p>Discuss the strategies listed on the slide and relate them to promotion of protective factors known to reduce the risk of drug misuse.</p>	<p>Refer to pages 23 to 25 of the booklet for examples of programs to illustrate strategies schools can implement to enhance a positive climate and good discipline and help protect young people against a range of health problems, including drug misuse.</p>

What you do	Presenter's notes
Step 7 What is the role of the school in prevention?	
<p>Alternatively</p> <p>Display the heading only and ask participants for strategies that will enhance a positive climate and good discipline to help protect young people against drug misuse. Then display the dot points and compare these with the staff suggestions.</p> <p>For additional activities for Slide 17, refer to page 23 of <i>Professional support materials</i>.</p>	
<p>Show Slide 18: <i>Drug prevention: Quality learning and teaching.</i></p> <p>Discuss the main points.</p> <p>Alternatively</p> <p>Display the heading only and ask participants for strategies that will enhance drug prevention through effective learning and teaching. Then display the dot points and compare these with the staff suggestions.</p> <p>For additional activities for Slide 18, refer to page 26 of <i>Professional support materials</i>.</p>	<p>Early school leaving and poor academic achievement are associated with increased risk of drug misuse.</p> <p>Drug education should have a whole-of-school approach and provide students with developmentally appropriate information about drugs and their effects.</p> <p>For further information refer to pages 26 to 27 of the booklet or contact the regional drug education consultant.</p>
<p>Show Slide 19: <i>Drug prevention: Home, school and community partnerships.</i></p> <p>Discuss the main points.</p> <p>Alternatively</p> <p>Display the heading only and ask participants for strategies that will enhance community participation. Then display the dot points and compare these with the staff suggestions.</p>	<p>The values and attitudes young people hold influence decisions they make about drug use. These values and attitudes are strongly influenced by their families. Schools should consult parents and the local community when developing drug education programs to ensure that they are relevant to the needs of students and the community.</p> <p>Positive partnerships between schools and parents and appropriate support services, including the local area health service and local police, can offer a more comprehensive, efficient service.</p> <p>Refer to pages 28 to 29 of the booklet for examples of strategies schools can implement to enhance community participation.</p>

Step 7 What is the role of the school in prevention?**Additional activity (Slides 17, 18 and 19)**

Provide a copy of Handout 4: *The role of the school in prevention* to each group member.

Ask each person (or small group) to describe the school's programs and practices that have a preventative role in drug misuse in each of the three focus areas of the drug prevention framework. Ask them to indicate what further programs could be implemented, what professional support the school would need and what the training needs would be.

Alternatively divide the group into three and ask each subgroup (or individual) to consider only one focus area. Ask each group to report on their recommendations for each focus area.

Collect group response sheets to assist future school planning.

Step 8 What do schools need to know about referral of students to the counsellor and other agencies?

Show Slide 20: *Referral to the school counsellor.*

Explain that Slide 20 lists circumstances when a student involved in a drug related incident should be referred to the counsellor for assessment of the nature of the problem and need for further support.

School counsellors have additional training that enables them to support students who have drug and alcohol problems and to develop motivation to change behaviour.

School counsellors can assess the severity of the problem and determine whether the student should be referred to specialised services.

A proper assessment is necessary to determine appropriate intervention.

School counsellors should initiate referrals from the school to outside agencies and serve as the school's contact person.

Reminder

Refer to notes for Slide 13 (page 11 of *Professional support materials*) for information on referral.

For further information refer to pages 16 to 18 of the booklet.

Show Slide 21: *The Stages of Change model.*

Explain that the Stages of Change model is useful for understanding and assessing a young person's willingness to change drug use behaviour. This model explains that changing habitual behaviour is difficult and that relapse is common.

Explain that a person who is happy with their drug use and sees no problems (precontemplation stage or 'happy user') is not likely to be receptive to suggestions that he or she should change behaviour.

Once drug use begins to cause some problems for the user, he or she may begin to contemplate change and be motivated to change and move to take action.

Maintaining the change is difficult and the user may use again (relapse). This is seen as a normal

School counsellors have had training in an alcohol and other drugs counselling method called Motivational Interviewing which is based on the Stages of Change model. This method helps the counsellor to enhance the motivation of the young person to change, assess readiness to change and determine appropriate strategies to support the person at different stages.

What you do	Presenter's notes
<p>Step 8 What do schools need to know about referral of students to the counsellor and other agencies?</p>	
<p>part of changing habitual behaviour. The person is encouraged to maintain their motivation to change and see the relapse as a temporary slip up.</p> <p>Stress that a person with a drug use problem may need long term support to change.</p>	<p>For further information refer to pages 14 to 15 of the booklet.</p>

Step 9 How can schools involve parents and caregivers?**Show Slide 22: *Involving parents and caregivers.***

Discuss each point on the slide. The key issue is to enlist parental support in order to ensure the most favourable outcome for the student.

Optional activity

Distribute copies of Handout 5: *Involving parents and caregivers*. Participants can work individually or in small groups.

Ask the participants to write down their answers to the questions under the scenario.

Ask the group to report and discuss their findings.

In general, parents/caregivers should be informed and involved when their children are misusing drugs.

Their support may be vital in helping their children overcome problems.

Consideration, however, needs to be given to privacy rights of children and young people. For further information, refer to page 17 of the booklet.

In Scenario 2, Handout 5, Sue claims that a friend has given her a prescription drug (restricted substance). If the friend is a student at the school this may need to be followed up. Following further enquiries, the principal may suspend the friend. For further information about procedures to be followed when a student supplies a restricted substance at school refer to *Suspension and expulsion of school students – procedures*.

Suggested responses are provided on page 28 of the *Professional support materials* handout.

What you do**Presenter's notes****Step 10 How can schools support students whose parents use drugs?****Show Slide 23: *Supporting students whose parents use drugs.***

Discuss each point on the slide.

While referral to the school counsellor is advisable, teachers have a role in supporting students whose parents use drugs.

Teachers are reminded to report suspected risk of harm related to abuse and neglect.

For further information refer to pages 18 to 19 of the booklet.

Step 11 How can schools help students to be non-smokers?**Show Slide 24: *Helping students to be non-smokers.***

Use the information in the *Notes* to discuss the need for schools to be proactive in helping students to be nonsmokers.

Alternatively

Show the Slide **heading only**. Ask teachers to suggest how schools can promote nonsmoking. Click on the slide again to display the suggestions given and discuss.

Optional activity

Ask the staff to break into small groups. Distribute Handout 6: *Promotion of nonsmoking in schools* and ask each group to discuss and record their responses.

After approximately five minutes, ask each group to report on their findings.

Click on the slide to display the listed strategies and use the booklet as a guide to further discussion of possible effective strategies.

Consider the value of setting up a smoking cessation program.

Collect the written responses as guides to possible changes in school policy.

Tobacco smoking is the single largest preventable cause of premature death and disease in Australia. It accounts for 82 per cent of drug related deaths.

Eight out of ten new smokers are young people who start smoking during early adolescence. Eleven per cent of NSW students aged 16 to 17 years smoke daily compared to three per cent of those aged 12 to 15 years.

Research suggests that if adolescents are less marginalised for their smoking behaviour, they may be less likely to progress to higher levels of drug use and/or other antisocial behaviour that is part of a cluster of deviant behaviours. See Slide 9 *Cautionary notes* on the effects of 'labelling'.

For further information refer to pages 19 to 21 of the booklet.

Handout 1

Talking to young people about drug use

Use with Slide 12

Consider how you would approach the situation depicted in this scenario. Record your response to each question.

James is a 16-year-old Year 10 student. He participates in class activities, remaining on task and completing all work in morning classes. However, he is frequently late to class after lunch and has poor concentration during afternoon classes. His behaviour is characterised by inappropriate giggling and sleepiness. His bookwork in the afternoon lessons is poor and unfinished. This pattern of behaviour becomes more noticeable over the school term.

What explanations might there be for James' behaviour?

How would you approach this situation with James?

What things might you avoid doing or saying?

Talking to young people about drug use – suggested responses

Use with Slide 12

James is a 16-year-old Year 10 student. He participates in class activities, remaining on task and completing all work in morning classes. However, he is frequently late to class after lunch and has poor concentration during afternoon classes. His behaviour is characterised by inappropriate giggling and sleepiness. His bookwork in the afternoon lessons is poor and unfinished. This pattern of behaviour becomes more noticeable over the school term.

What explanations might there be for James' behaviour?

James has been ingesting a drug, such as alcohol or cannabis, during the lunch break. Tiredness, due to a range of reasons, may also explain some of James' behaviour but does not account for inappropriate giggling.

How would you approach this situation with James?

Take James aside discreetly and discuss concerns. First, explain the limits of confidentiality.

Describe the behaviour and ask some open-ended questions such as:

What do you think might be happening?

Is anyone else concerned?

Are these concerns justified?

What do you make of this?

What things might you avoid doing or saying?

Avoid unsubstantiated accusations, e.g. *You must be smoking dope/taking drugs.*

Don't exaggerate or use scare tactics, e.g. *If you go on like this you'll end up a drug addict.*

Avoid threats such as involving the police.

Handout 2 Risk and protective factors for adolescent drug misuse

Use with Slide 15

Risk factors	Protective factors
<i>Individual</i>	
<ul style="list-style-type: none"> • A prior history of personality problems, especially related to anger, aggression, impulsivity or depression • Biochemical or genetic predisposition • School failure and academic difficulties – lack of commitment to schooling • Involvement in other problem behaviours, including precocious sexual activity, criminal or delinquent behaviour • Truancy and school absenteeism • Early initiation into drug use • Rebelliousness/alienation – lack of social bonding 	<ul style="list-style-type: none"> • A sense of self efficacy and personal responsibility • Well developed social and interpersonal skills • Adequate decision making skills and intellectual abilities • Academic success and commitment to schooling • Conventionality – cooperative, eager to please, conformist
<i>Interpersonal</i>	
<ul style="list-style-type: none"> • Distant or hostile relations with parents or caregivers • Family management problems • Familial disruption, reconstitution and marital conflict • Favourable parental attitudes and involvement with drug use • Family history of drug abuse • Membership of a peer group or friendship group that encourages or tolerates drug use • Childhood physical and sexual abuse 	<ul style="list-style-type: none"> • Having at least one close relationship with a parent, teacher, relative or mentor who can provide both guidance and emotional support • Strong attachment to parents • Membership in a peer group that actively discourages drug use and encourages academic, athletic or artistic accomplishments as routes to popularity and status
<i>Institutional/community</i>	
<ul style="list-style-type: none"> • School transitions that involve movement into a more impersonal, more anonymous and less protected environment • Involvement in the part time labour force in excess of 20 hours a week, in addition to school • Lack of access to meaningful roles in the community • Low neighbourhood attachment and community disorganisation • Growing up in poverty • Availability of drugs 	<ul style="list-style-type: none"> • A sense of bonding to school and other societal institutions, e.g. religious affiliation • An acceptance of society's values and expectations for behaviour

Source: Based on findings by Steinberg, (1991); Fuller, (1998); Spooner, Mattick and Howard, (1996).

Handout 3

Protective factors for drug misuse

Use with Slide 15

Protective factors	School programs and policies
<p>Individual</p> <p>A sense of self efficacy and personal responsibility</p> <p>Well developed social and interpersonal skills</p> <p>Adequate decision making skills and intellectual abilities</p> <p>Academic success and commitment to schooling</p> <p>Cooperative, eager to please, conformist</p>	
<p>Interpersonal</p> <p>At least one close relationship with a parent, teacher, relative or mentor who provides guidance or emotional support</p> <p>Strong attachment to parents</p> <p>Membership of a peer group that discourages drug use and encourages academic, athletic or artistic accomplishments</p>	
<p>Institutional/community</p> <p>A sense of belonging to school and other societal institutions; school connectedness</p> <p>An acceptance of society's values and expectations for behaviour</p>	

Ideas for additional school programs and policies to build protective factors:

Handout 4

The role of the school in drug prevention

Use with Slide 17, 18 and 19

In small groups consider what our school does to help prevent drug use problems.
Record your responses.

1 Safe, supportive and engaging environment

2 Quality learning and teaching

3 Home, school and community partnerships

Handout 4 continued

What further programs and practices could be implemented?

What support would be needed? Who could help?

Hand your responses to the group facilitator at the conclusion of discussion.

Handout 5

Involving parents and caregivers

Use with Slide 22

Consider how you would approach the situation depicted in this scenario. Record your response to each question.

Scenario 2

Sue, a Year 9 student, is feeling dizzy, slurring her words and her eyes keep closing. She is taken to the school clinic where she tells the school assistant that she has taken some sleeping pills. She admits that the pills were given to her by a friend and were not prescribed by a doctor.

What would you do in this situation?

How would you approach Sue's parents or caregivers?

What might you avoid doing or saying?

What might you suggest to Sue's parents or caregivers?

Involving parents and caregivers – Suggested responses

Use with Slide 22

Scenario 2

Sue, a Year 9 student, is feeling dizzy, slurring her words and her eyes keep closing. She is taken to the school clinic where she tells the school assistant that she has taken some sleeping pills. She admits that the pills were given to her by a friend and were not prescribed by a doctor.

What would you do in this situation?

Ensure the safety of the student by providing first aid or emergency care.

Inform the parents.

Ask them to collect Sue if emergency care at hospital is not indicated.

How would you approach Sue's parents or caregivers?

Remain calm and describe the situation and give reassurance.

Assure the parents or caregivers that Sue's welfare is the most important priority.

Invite the parents or caregivers to come to the school to discuss the incident as soon as practicable.

What might you avoid doing or saying?

Avoid negative comments about Sue and her behaviour.

Avoid being the 'expert' who tells the parents what to do and doesn't listen to their concerns.

Avoid making comments that increase the parents' anxiety, e.g. *I'd be really worried about this leading to drug addiction problems.*

What might you suggest to Sue's parents or caregivers?

Describe various options available, e.g. appointment at area health service, interview with school counsellor, consultation with general practitioner.

Encourage them to consider options in consultation with Sue.

Inform parents of drug information services and family support services as appropriate.

Handout 6

Promotion of nonsmoking in schools

Use with Slide 24

In small groups consider what the school does to promote nonsmoking amongst students.

What other strategies could be implemented?

What support would the school need? Who could help?

Hand your responses to the group facilitator at the conclusion of discussion.

