


Prevention 101

Part 2

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The slide features three logos at the bottom. On the left is the '21 reasons' logo with the tagline 'to prevent underage drinking...what's your reason?'. In the center is the 'mesap' logo, which includes a map of Maine and the text 'Maine's Environmental Substance Abuse Prevention Center'. On the right is the 'MCD' logo, which consists of three overlapping circles.

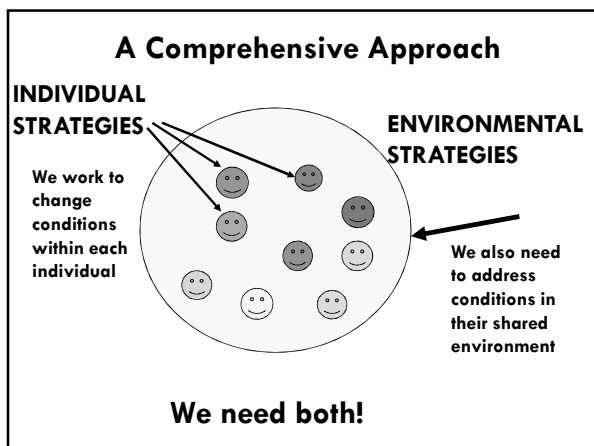
Agenda

- What's the difference between **individual** and **environmental** approaches--and why do we need both?
- What are some environmental factors that dramatically influence **underage drinking** rates?
- How can we choose strategies to target the **root causes**, and not just the symptoms?

Remember the starfish story?



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“...WHY?”

INDIVIDUAL-LEVEL	POPULATION-LEVEL
<ul style="list-style-type: none"> <input type="checkbox"/> Traffic fatalities in the 60's “Unsafe drivers” <input type="checkbox"/> Smoking “Don’t know the risks” <input type="checkbox"/> Nutrition/Physical Fitness “Don’t know what’s healthy” 	<ul style="list-style-type: none"> “Unsafe cars!” “It’s everywhere, it’s cheap, and it’s cool.” “Junk food is cheaper, & there’s nowhere to walk.”

“Holding youth solely responsible for underage drinking is like blaming fish for dying in a polluted stream.”

—Laurie Lieber, Marin Institute

Looking at the whole picture

Individual frame:

- "Parents need to do a better job"
- "Kids need to learn the consequences"

VALUES:

- Personal Responsibility
- Parental Responsibility
- Family

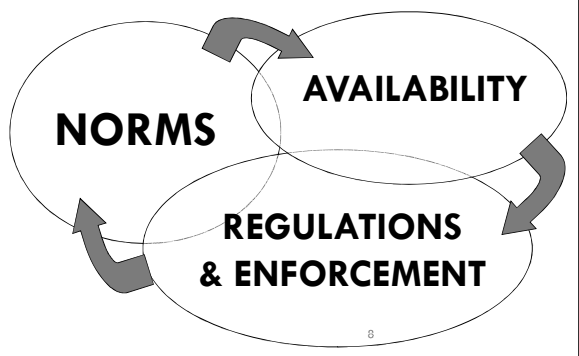
Environmental frame:

- "We need to change the way our society promotes and makes alcohol so accessible to kids"

VALUES:

- Community Responsibility
- Corporate Responsibility
- Social Justice

What's shaping your community's climate around alcohol?



COMMUNITY NORMS

Youth who believe adults in their community think it's OK for kids to drink are 2 times more likely to drink.
(60% vs. 27%)

Source: 2006 Maine Youth Drug and Alcohol Use Survey, grades 6-12, compiled by Maine's Office of Substance Abuse

AVAILABILITY

Youth who think it's easy to get are 4 times more likely to drink than youth who think it's hard to get.

(45% vs. 12%)

Source: 2006 Maine Youth Drug and Alcohol Use Survey, grades 6-12, compiled by Maine's Office of Substance Abuse

ENFORCEMENT

Youth who think underage drinkers will NOT be caught by police are 4 times more likely to drink.

(36% vs. 8%)

Source: 2006 Maine Youth Drug and Alcohol Use Survey, grades 6-12, compiled by Maine's Office of Substance Abuse

PARENTAL MONITORING

Youth are almost 5 times more likely to drink if they believe they would NOT get caught by their parents.

Source: 2006 Maine Youth Drug and Alcohol Use Survey, grades 6-12, compiled by Maine's Office of Substance Abuse

Elevator Speech Activity

- You're preparing to talk to a community member who knows nothing about substance abuse prevention.
- Individually, spend **2 minutes** writing your 30-second "elevator speech" (3 sentences or so) explaining environmental substance abuse prevention and why it's important.
- Pair up with the person sitting next to you and share your speeches with each other.

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"Your community is perfectly engineered to get the results you are currently getting."

--Community Anti-Drug Coalitions of America

From CADCA Presentation, November 2005, "Being an Effective Coalition using the Strategic Prevention Framework"

Outcome-based Prevention

Consequences

- Social, economic and health problems that result from alcohol and illicit drug use.

Consumption: Who, what, & how much?

- Overall consumption
- Acute or heavy consumption
- Consumption in risky situations
- Consumption by high risk groups

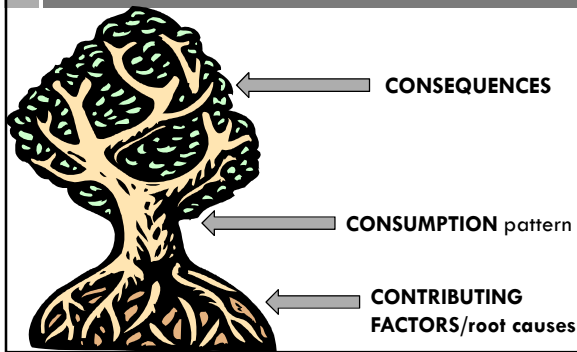
Contributing Factors: "WHY?"

The factors that "cause" substance-related consequences and consumption in communities.

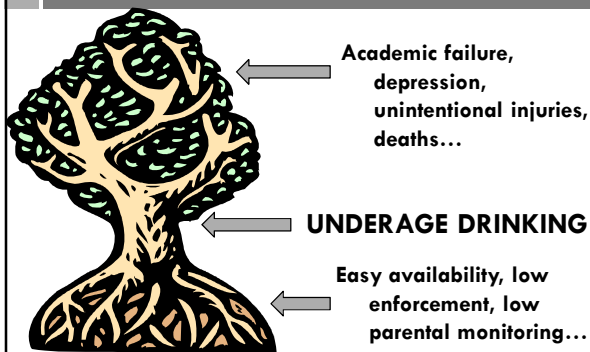
A.K.A.:

- "risk and protective factors"
- "intervening variables"
- "causal factors"
- "root causes"

The Logic Tree



EXAMPLE: Logic Tree



Community Assessment

- What are the consequences and consumption patterns of top concern in your community?
- What are the conditions in your community that are contributing to these problems?
- What resources does your community have to address these issues?
- What is your community's level of readiness to address these issues?

Sample Assessment Activities

- Survey data (e.g. MYDAUS)
- Archival data (e.g. law enforcement violations)
- Focus groups
- Key informant interviews
- Observational data

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Activity: Logic Tree, part 1

For your substance abuse pattern, with your own community in mind:


- Brainstorm at least **3 negative community consequences** that result from this substance abuse problem, and list in the branches.
- Brainstorm at least **3 possible root causes** of this problem. Consider both:
 - INDIVIDUAL-LEVEL factors
 - COMMUNITY-LEVEL (environmental) factors

Reporting back

- How was this process different from the way many people tend to think about substance abuse problems in their communities?

Selecting strategies



1. **Target the roots!** 
2. **Consider community capacity and readiness.**
3. **Use a balanced approach with multiple strategies.**
4. **Review evidence base.**

Ingredients for a balanced approach:

1. Policy
2. Enforcement
3. Communication
 - Public education, social marketing, media advocacy
4. Collaboration
5. Education

Where can you find evidence-based strategies?

- Federal Registries & Lists
- Surgeon General Call to Action (underage drinking)
- OSA Resource: "Pre-approved" Strategy Guide
- Experts in the field (NIAAA)
- Research Literature (peer reviewed journals)

Activity: Logic Tree, part 2

Using your logic tree:

- Select one (1) root cause to work with.**
- Brainstorm at least three possible strategies to address this root cause. Consider multiple strategies that include:
 - POLICY
 - ENFORCEMENT
 - COMMUNICATIONS
 - COLLABORATION
 - EDUCATION & TRAINING

Reporting back

- Were your strategies any different from what you would have come up with if you weren't focusing on a root cause?
- If this were part of a community planning process, what would be your next steps?
- What additional questions would you want to address before proceeding with each strategy?

Additional Resources

Northeast CAPT offers lots of online prevention materials & regular online trainings:

<http://captus.samhsa.gov/northeast/resources/resources.cfm>

NREPP is the national registry of evidence-based prevention practices:

<http://www.nrepp.samhsa.gov>

CADCA offers many free documents online:

http://www.coalitioninstitute.org/Coalition_Resources/CoalitionResourcesHome.asp

Contact information



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