

Parenting for Prevention

Building Youth Assets

Scott Caldwell, MA, CSAC



Oregon Youth Assets



- Survey of 6-12th graders (N = 1,497)
- Developmental Assets framework
- Identified:
 - Risk factors
 - Protective factors

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40 Developmental Assets



External Assets:

- Support (6)
- Empowerment (4)
- Boundaries & Expectations (6)
- Constructive use of time (4)

Total Assets = 20

Internal Assets:

- Commitment to learning (5)
- Positive values (6)
- Social competencies (5)
- Positive identity (4)

Total Assets = 20

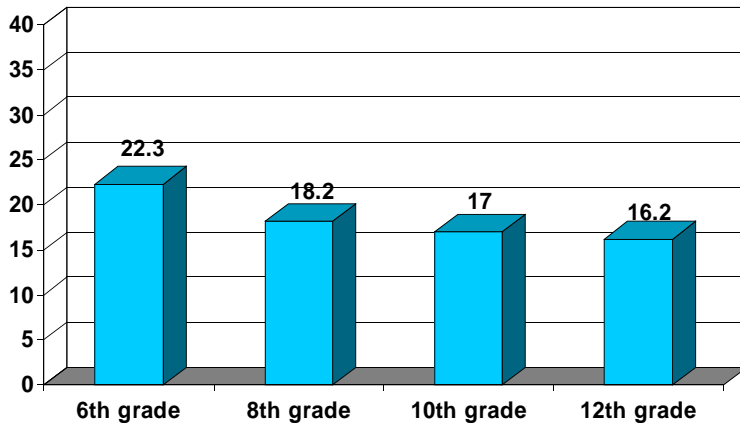
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Asset category: Support

1. Family support
2. Positive family communication
3. Positive relations with other adults
4. Caring neighborhood
5. Caring school climate
6. Parent involvement in school

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Overall Assets by Grade



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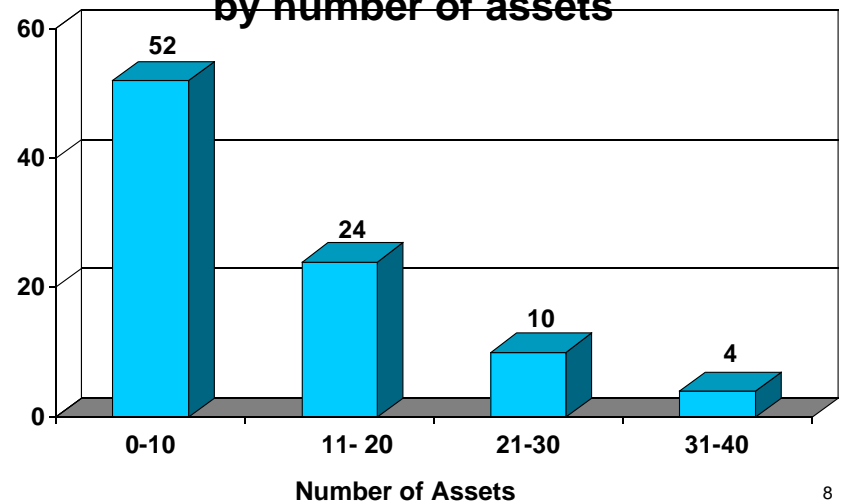
Lack of assets corresponds to AOD use and risk.

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Assets can mitigate risk factors

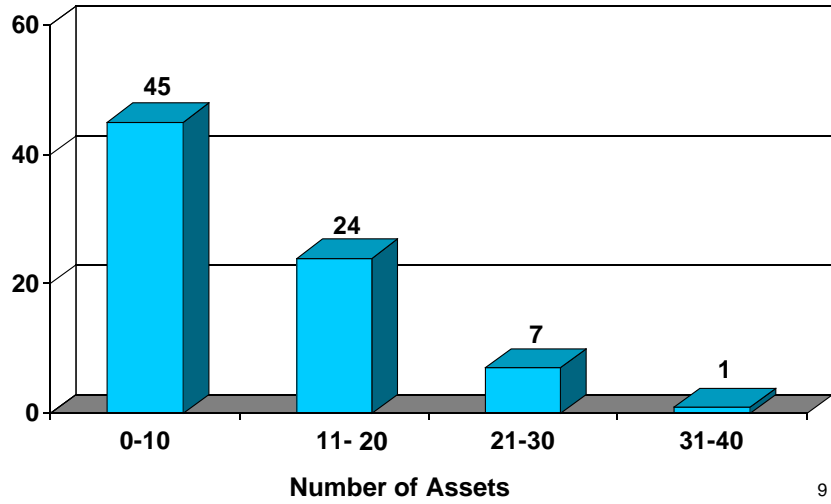
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Percentage of Oregon students who reported current alcohol use or binge drinking by number of assets



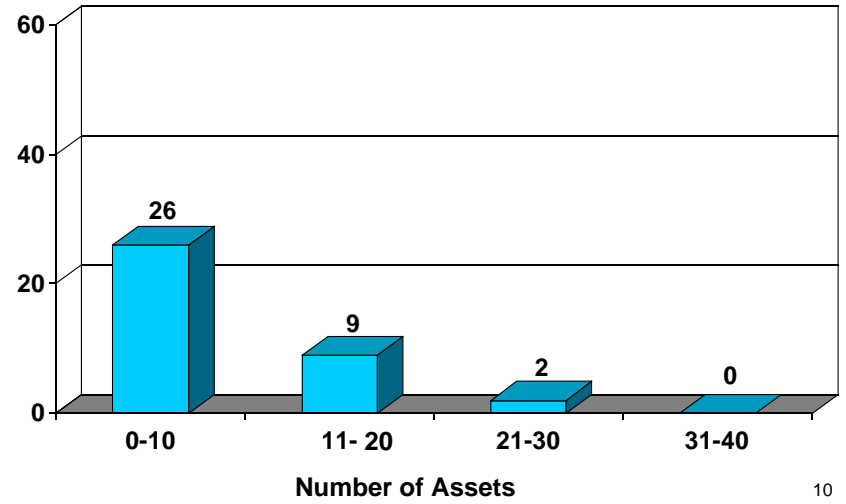
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Percentage of Oregon students who reported past year marijuana use by number of assets



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Percentage of Oregon students who reported past year illicit drug use by number of assets

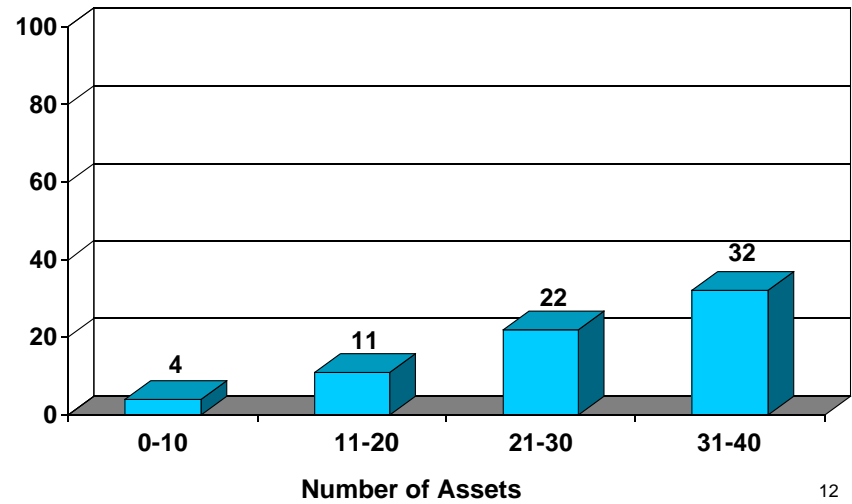


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The presence of assets corresponds with health and protection.

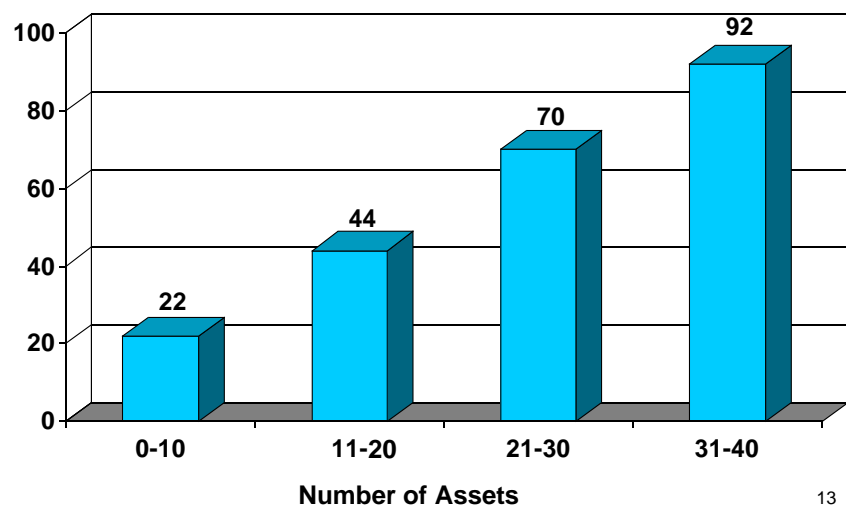
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Percentage of Oregon students who avoid doing things that are dangerous



12

Percentage of Oregon students who pay attention to health nutrition and exercise



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Parenting Matters

- How to build your son/daughter's developmental assets
- What you do matters!
- How to maximize your protective influences:
 1. INVOLVEMENT/ RESPONSIVENESS
 2. DEMANDS/ EXPECTATIONS

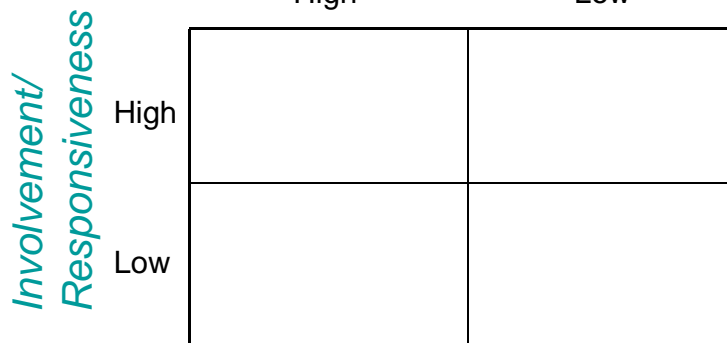
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4 Styles of Parenting

Demands/ Expectations

High

Low



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Authoritative parenting correlates with the best child developmental outcomes:

- social competence ↑
- better school achievement ↑
- problem behaviors ↓
- AOD involvement ↓
- internal distress ↓

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Authoritative parenting builds developmental assets:

- **Being involved & responsive**
 - Expressing love & support
 - Good parent-teen conversations
 - Quality family time
- **Having demands & expectations**
 - Clear limits
 - Monitoring
 - Accountability

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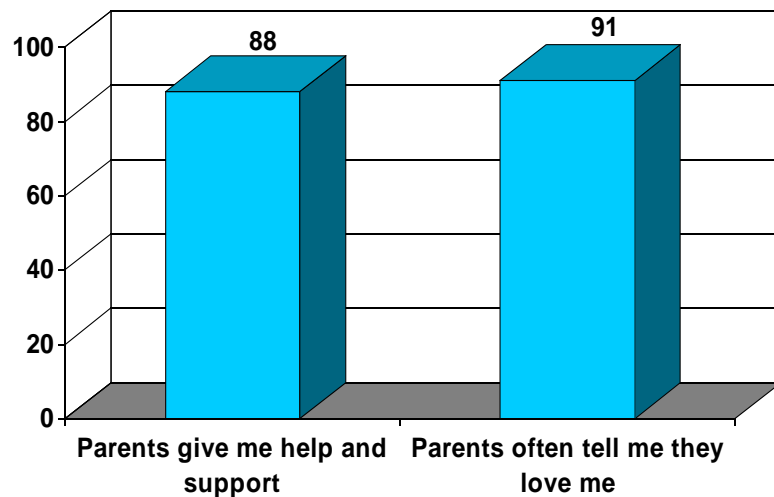
Asset: Your Love & Support

- Focus on your child's strengths
- Express how proud you feel and what makes him/her special
- Keep affection age-appropriate
- Avoid criticizing or judging

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Oregon 6th graders

(% who responded *agree/ strongly agree*)



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National research shows that...

- Strong, positive family relations are a powerful deterrent to teen AOD use and abuse

source: CASA (2005)

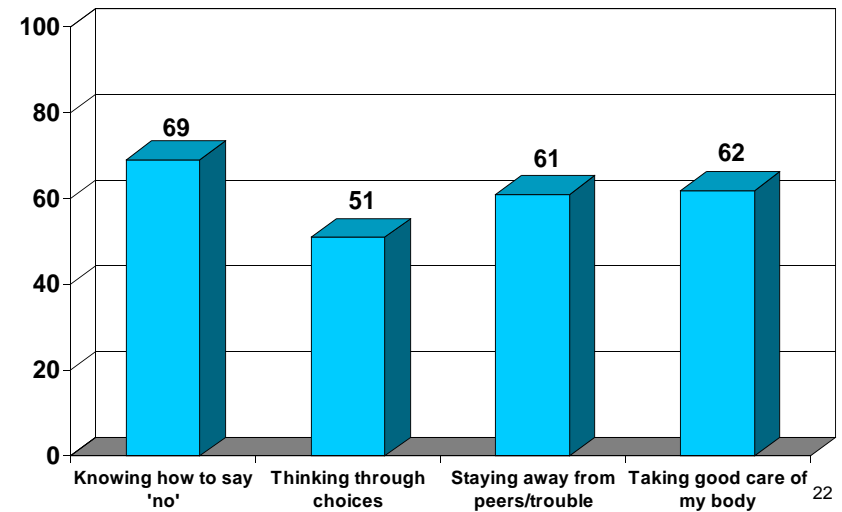
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Asset: Your Love & Support (cont.)

- Support problem solving
- Support developing refusal skills
- Support new ways for him/her to express emotions
- Promote healthy habits and choices

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Oregon 6th graders: people who know me would say this is quite or very much like me



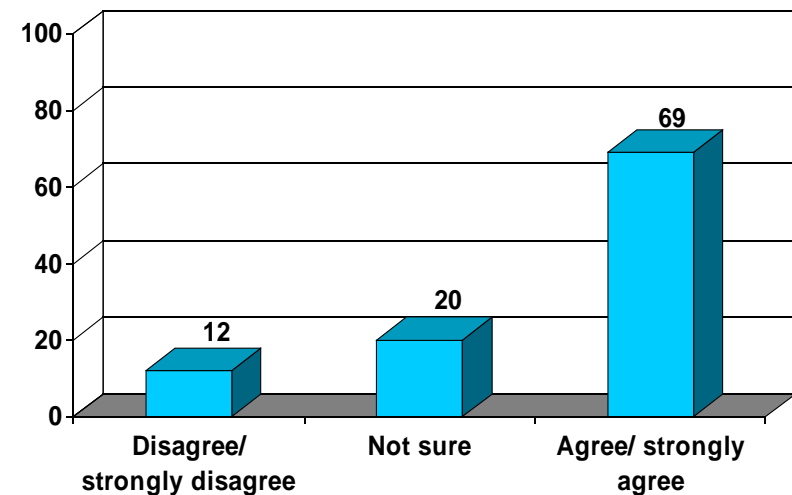
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Asset: Good Parent-Child Conversations

- Children are curious about what their parents think
- Take opportunities to discuss AODs – it's not too early!
- Keep discussions here-and-now
- Information should be factual

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Oregon 6th graders: I have lots of good conversations with my parents



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Age-appropriate topics:

- Immediate effects of alcohol, tobacco, and other drugs
- What harm drugs can cause to users and their families
- Why drugs are illegal
- Differences between medicinal uses and illegal uses

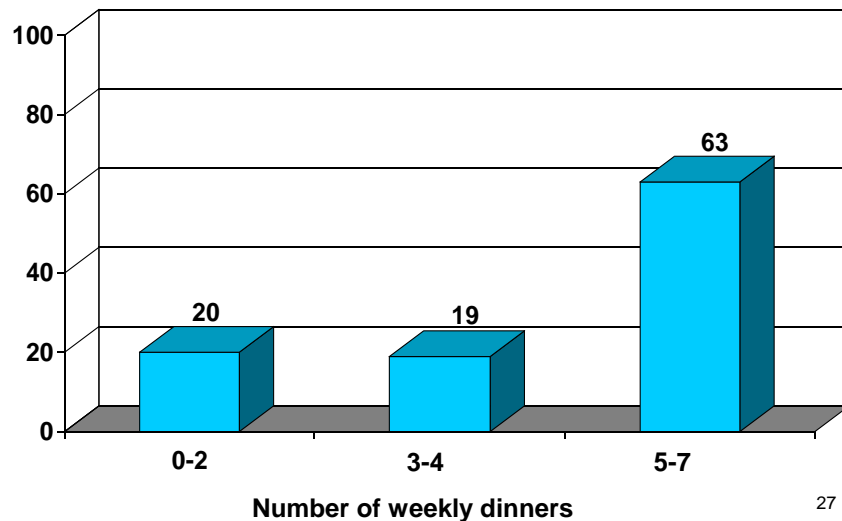
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Asset: Quality Family Time

- Quality versus quantity
- Engage activities your son/daughter enjoys (include friends?)
- Regular family dinners

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Oregon 6th graders: In an average week, how many family dinners?



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National research shows that...

- Frequent (5-7 weekly) versus infrequent (0-2 weekly) family dinners
- Parents report:
 - knowing teen's friends better
 - knowing more names of teachers
 - having better quality parent-teen relations
- Teens report:
 - less association with AOD-involved peers
 - less AOD use and risk for substance abuse
 - achieving better grades

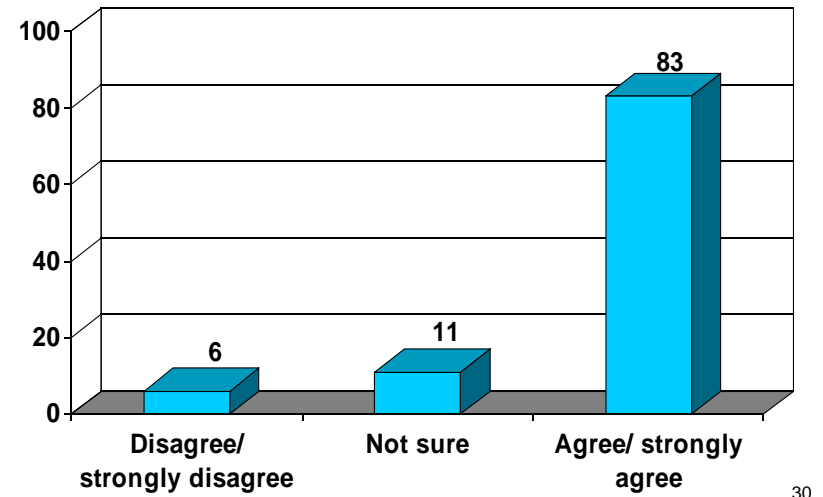
source: CASA (2006) 28

Asset: Clear Limits

- Establish a pattern of setting clear limits
- Risk-taking increases throughout adolescence
- Parents as “surrogate frontal lobes”

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Oregon 6th graders: In my family, there are clear rules about what I can and cannot do



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Where do you stand on the use of alcohol? marijuana? other drugs?



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National research shows that...

- Teens who say their parents would be “a little/not upset at all” if they used marijuana use were six times more likely to have tried marijuana than those who say their parents would be “extremely upset”

source: CASA (2005)

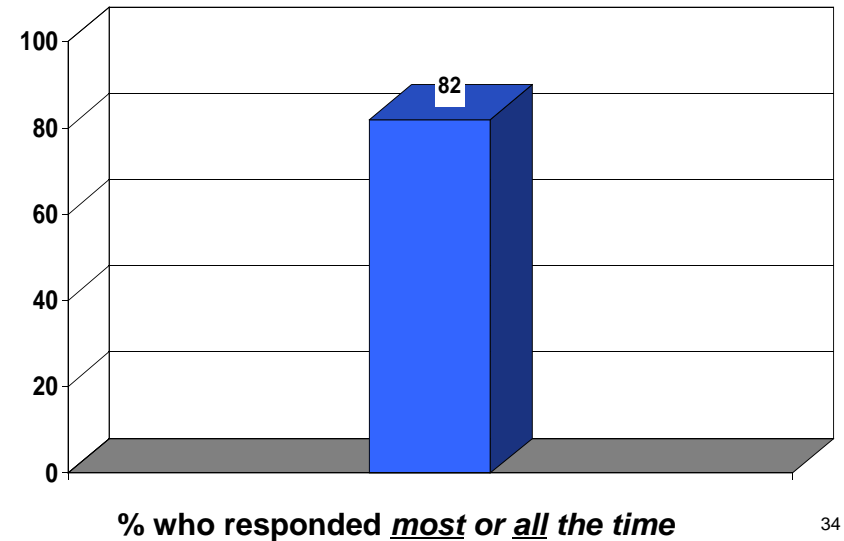
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Asset: Monitoring

- Monitor what?
 - whereabouts, activities, time with friends
 - get to know your son/daughter’s friends and their friends’ parents
 - homework completion, grades
 - entertainment use: internet, TV, DVDs
 - alcohol in the home/garage, the medicine cabinet, prescription drugs
- “Trust but verify”
- Balance between too little and too much

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Oregon 6th graders: Parents ask where I am going/with whom I’ll be with



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National research shows that...

- Parental monitoring is a powerful protective factor because it delays the initiation of AOD use

CASA (2005)

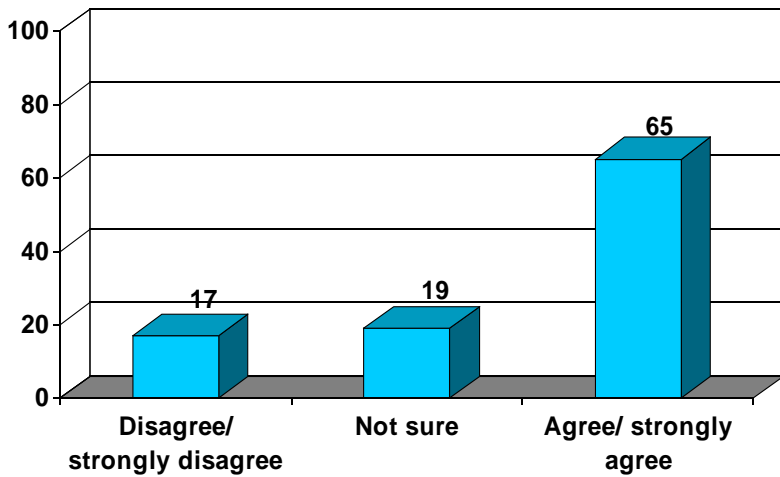
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Asset: Accountability

- Establish a pattern of giving consequences for rule-breaking
- Maximizes your influence
- Consistency is important
- Consequences should not be too harsh or too lenient – firm but fair

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Oregon 6th graders: If I break one of my parents' rules, I usually get punished



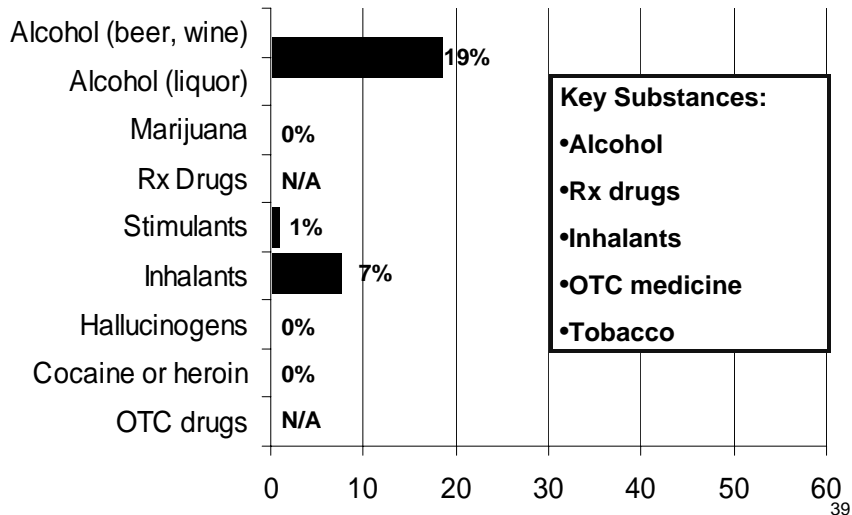
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Oregon parents & asset building: Report card

- Provide love and support (88% - 91%) **AB**
- Clear rules (83%) **B**
- Monitoring whereabouts (82%) **B**
- Good conversations with my parents (69%) **D+**
- Follow through when rules are broken (65%) **D**
- Frequent family dinners (63%) **D**

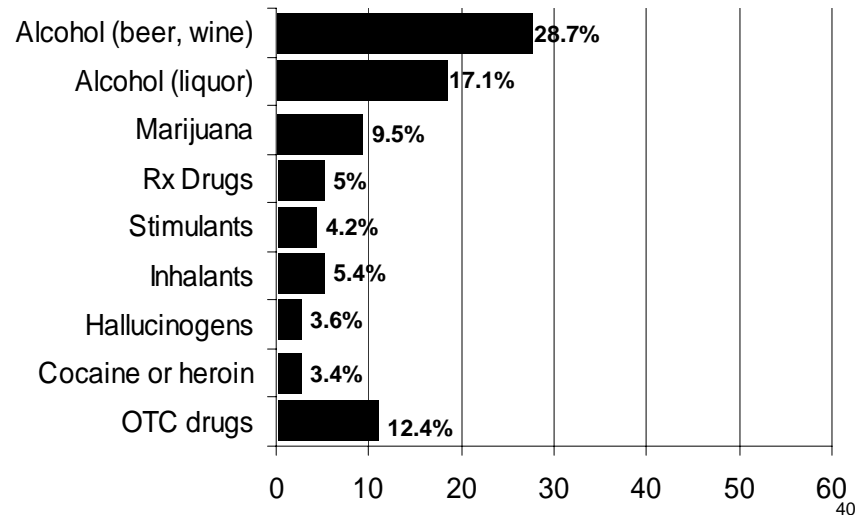
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Any past year use by Oregon 6th graders



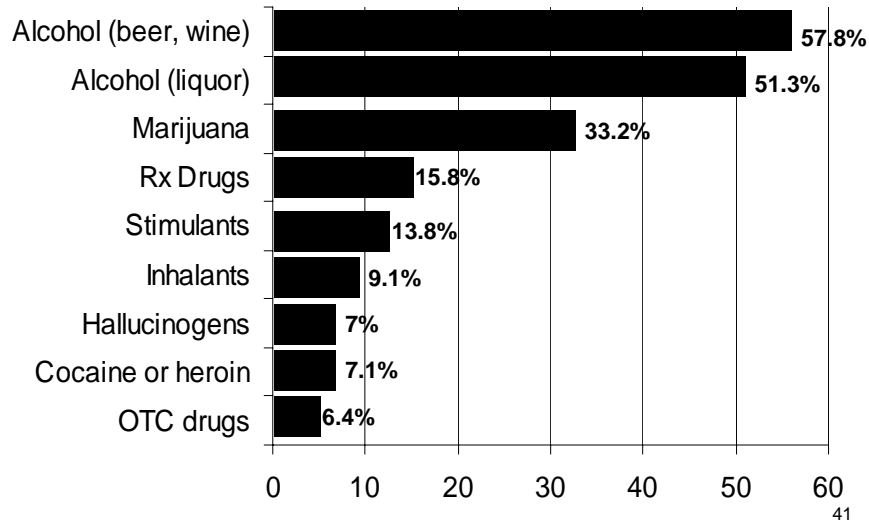
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Any past year use by Oregon 7-8th graders

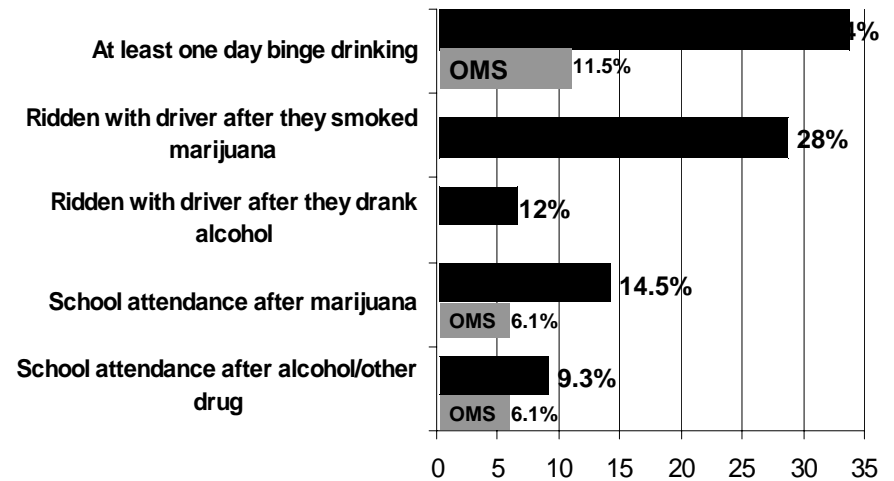


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Any past year use by Oregon 9-12th graders



Oregon students' AOD risk behaviors during past 30 days



Alcohol affects adolescents differently than adults:

- Reduced sensitivity to impairment effects
- Less “hangover” effects
- Rapid development of tolerance
- Increased sensitivity to social disinhibitions
- Increased risk taking
- Greater adverse effects to cognitive functioning and learning

sources: Spear (2006), Winters (2004)

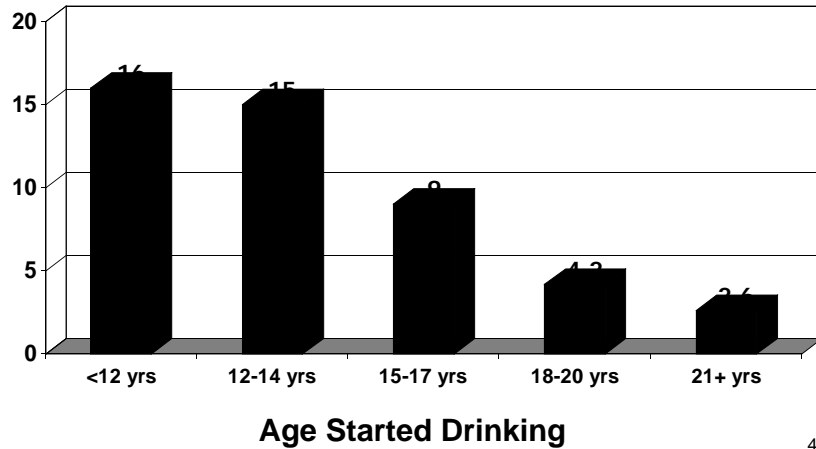
Biological risk factors

- Family history – genetic vulnerability
- Difficult temperament
- Male
- Early onset of puberty
- Sleep difficulties
- Early age of use initiation

sources: Guo et al. (2001), Hawkins et al. (1992), Zucker et al. (2006)

Percentages of Past Year Alcohol Dependence or Abuse Among Adults Aged 21 or Older, by Age of First Use

source: SAMHSA (2005)



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Psychological risk factors

- Mental health problems (depression, anxiety)
- Experiences of maltreatment, abuse, or neglect
- Difficulties regulating emotions
- Behavioral undercontrol
- Low risk perception, thrill seeking
- Positive expectancies for AOD effects

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Social risk factors

- Exposure to environments in which substances are abused
- Peer rejection
- Association with AOD-involved peers
- Disconnection from home or school
- Certain parenting practices:
 - poor attachment
 - minimal monitoring
 - permissive messages

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Recommendations

- Continue to develop strong, positive relations
- Continue to monitor whereabouts and activities
- Add 1-2 weekly family dinners
- Focus on conversations
- Send non-permissive messages about AODs
- Consistent follow through when rules are broken
- Know your resources

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Suggested readings:

- *The Primal Teen: What the New Discoveries About the Teenage Brain Tell Us About Our Kids.* Strauch, B. (2003). NY: Anchor Books.
- *The 10 Basic Principles of Good Parenting.* Steinberg, L. (2004). NY: Simon & Schuster Paperbacks.
- *You and Your Adolescent: A Parent's Guide for Ages 10-20 (Revised edition).* Steinberg, L., & Levine, A. (1997). NY: Harper Resource.

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Suggested internet sites:

- www.theantidrug.com
Parenting site sponsored by the National Drug Control Policy
- www.nida.nih.gov/parent-teacher.html
National Institute on Drug Abuse: Resources for parents and teachers
- www.drugfree.org
Partnership for a Drug-Free America resources for parents

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School resources:

- Steve Staton, AOD Resource Counselor
835-4471
- Anne Staton, Community Education Director
835-4096
- Amy Miller, Parent Support Resource
835-4017

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