



Mentor

„Rausch als Risiko und Herausforderung –
Neue Wege der Suchtprävention“
15./16. Juni 2007 in Karlsruhe

Forum 1
Prof. Joel H. Brown
Resilience Drug Education





The Center for Educational Research+Development

ResDrugEd

**Development and intentional self
integration of strengths-based youth
drug prevention education**

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Issue: Problem Prevention verses Promoting Development

There is a distinct difference between preventing a problem and promoting the kinds of youth emotional and intellectual development leading to successful life outcomes.

In Drug Education a Primary Focus Has Been On Problem Remediation, With a Deficit View Of Young People

The pupil is...at every turn confronted with the evil effects of alcohol and tobacco, the dangers accompanying their use, and the tremendous risk of tampering with such powerful agents of destruction.

---Natress, 1893

Reality Check: Traditional drug education—similar to that over the past 100 years—has not effectively prevented use, abuse, or misuse

- **Focused on abstinence/abuse-only one “right” decision-not to use, or face consequences**
 - Characterized by strategies of high fear arousal, rewards or coercion
 - Each of these “social influence” strategies have repeatedly been determined to be ineffective
- **Disempowerment: Strips youth of skills building for decision making-decision by default**
 - Cognitive dissonance
- **Reduces professional credibility and empowerment**
- **Such practices have often narrowed discussion to “no-use” verses “promoting drug use”**

Harm reduction education is, at times, seen as an advanced drug education option

Without condoning use, harm reduction is oriented toward youth safety and reducing risks associated with use, such as misuse

With harm reduction being an important drug education option, there is an interest in strengthening educational and human development components

- **Aligns drug education with current best learning and development practices**
- **Helps move from deficit to development**

A Comprehensive Development Focus: Enhancing Drug Education Goals

- **Expand Harm Reduction**

Provide real help to youth by addressing non-use, misuse or problem use, and a host of negative individual outcomes associated with it, such as drinking and driving.

- **Create a Community Connection**

Facilitate collaborations between agencies and communities in these efforts.

- **Reorient Toward a Process Focus With Youth *and* Professionals**

Model and facilitate developmentally-appropriate education emphasizing decision-making capabilities, awareness, and responsibility.

CERD's RESPONSE: A RESILIENCE PROCESS

Perhaps For The First Time, CERD Focuses On *Prospective* Development Of Resilience In Drug Education, Called "ResDrugEd"



... 40 years of Resilience Research Tells Us That when the focus is on capacity building, approximately

80% of

young people in the most challenging situations grow into thriving adults.

Research has found that 3 “*protective*” factors foster resilience:

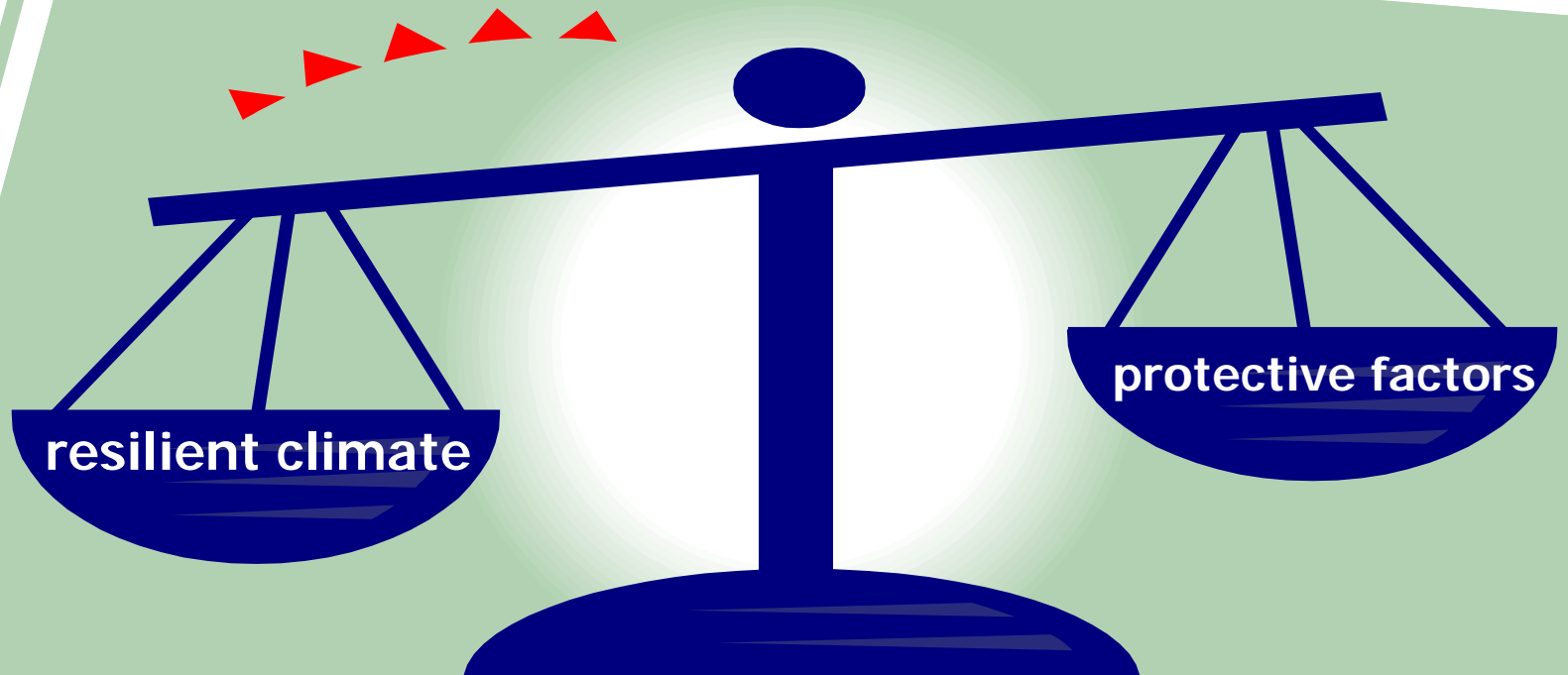
- Feeling connected with others
- Experiencing opportunities for participation and contribution, and
- Developing high expectations



When faced with life challenges, resilience helps human beings manage, adapt and move on.

OVERVIEW OF HOW CERD BUILDS RESILIENCE

Balancing A Resilient Climate While Targeting Protective Factors

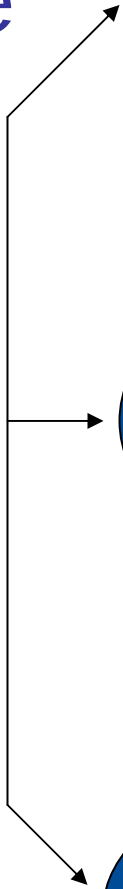


Specifics: A Three-module Professional Development Model

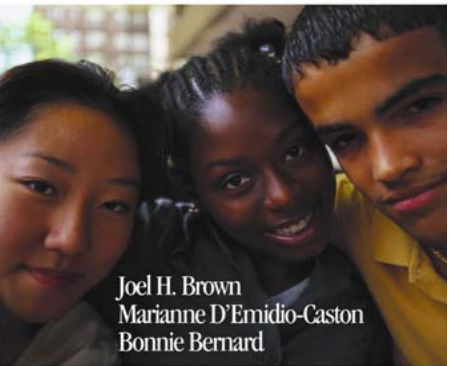
Process: Resilience Skills Building Process

Content Integration: Resilience Processes and Drug Information

Synthesis: Process, Content and Evaluation



Resilience Education



Joel H. Brown
Marianne D'Emidio-Caston
Bonnie Bernard

Theory: Due to its process orientation, ResDrugEd is presented in a context of “drug issues,” its method becomes independent of that context, mirroring principles of effective education and development:

- 1. Allows young people to *intentionally* and safely experiment with making decisions**
 - Decision by choice, not by default
 - Applies strategies engaging young peoples’ intrinsic motivations. Helps create life goals or “dreams” that the learner endorses
 - Encourages exploration of emotions related to the adversity young people face
- 2. Aligns evolving youth strengths-based decision making skills with information, to become “learned”**
- 3. Promotes health of the helper**
 - Aligns professional content with interactive skills to support youth *and* self
 - Decision by choice, not by default
- 4. Creates/sustains healthy democratic learning community**

Earlier applications of resilience reveal long term results

- **Lower drug use**
- **Lower violence**
- **Higher test scores**
- **Higher grades in core academic subjects**
- **More involved in positive youth activities**
- **Engaged in less misconduct**
- **More connected with school, e.g.**
 - **liked school more**
 - **worked harder**
 - **more engaged in their courses**
 - **greater trust and respect for teachers**
 - **higher educational aspirations**

–Referent power: To what extent do you want to connect your work approach with those used by the workshop leaders?
4.44/5

–To what extent will you attempt to integrate resilience into your practice?
4.65/5

Internal vs. External Attribution level.
Paired Samples Test:
T(20) = .5.6,
p < .001.

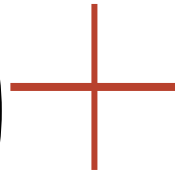
How would you rate the overall value of the workshop?
3.7/4

Conclusion:
High satisfaction combined with high level of internal attribution predict high implementation level

ResDrugEd: Initial peer reviewed and published results

The Real New Math!

(harm reduction)



Protective factor support
and a resilient climate

ResDrugEd



Summary:

CERD's Distinct ResDrugEd Contributions

- ✓ CERD is among the first to translate resilience research into an intentional, yet targeted and scientifically sound prevention education skills building approach
- ✓ To evolve from deficit to development—balances and integrates a resilient climate with specific protective factors and appropriate drug information
- ✓ Developmentally and culturally appropriate
- ✓ Respects professional skills, thus promoting health of the helper
- ✓ Economical, and due to its process focus, can be seamlessly integrated into any organization or learning environment

Thanks for inviting me and for listening!!!



For further information please
contact CERD: U.S.: 1.866.Ask.CERD
WWW.CERD.ORG



Detail: Resilience Skills Building

1. Model Resilient Community
Skills building with professionals working among young people

Experience their own resilience to subsequently facilitate and model

2. Target Protective Factors
Model and facilitate resilience building opportunities

Increasingly sophisticated skills building:
Example: strategically shifting multiple interactive configurations (individuals, dyads, triads, small groups, and large groups) to identify and support protective factors
Through multiple configurations and interactions, a strengths-based community is constructed

3. Adapt and Apply in Local Environment

Designed to evolve as needed
By shifting to a process focus, trained professionals reinterpret, model and facilitate this skills building approach
Young people can then experience, reinterpret and apply this process in making drug decisions as well as throughout the course of their lives

Integration: Resilience Educational Processes and Drug Information Content

- ✓ Creating and recognizing “teachable moments” for drug information to be integrated with resilience building
- ✓ Using the CERD custom-designed drug information guide

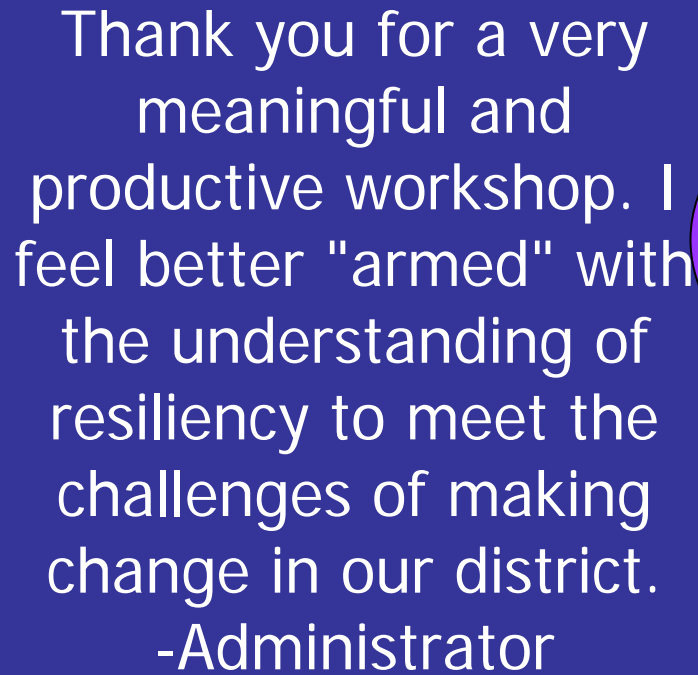
Resilience
Process +

Drug Information

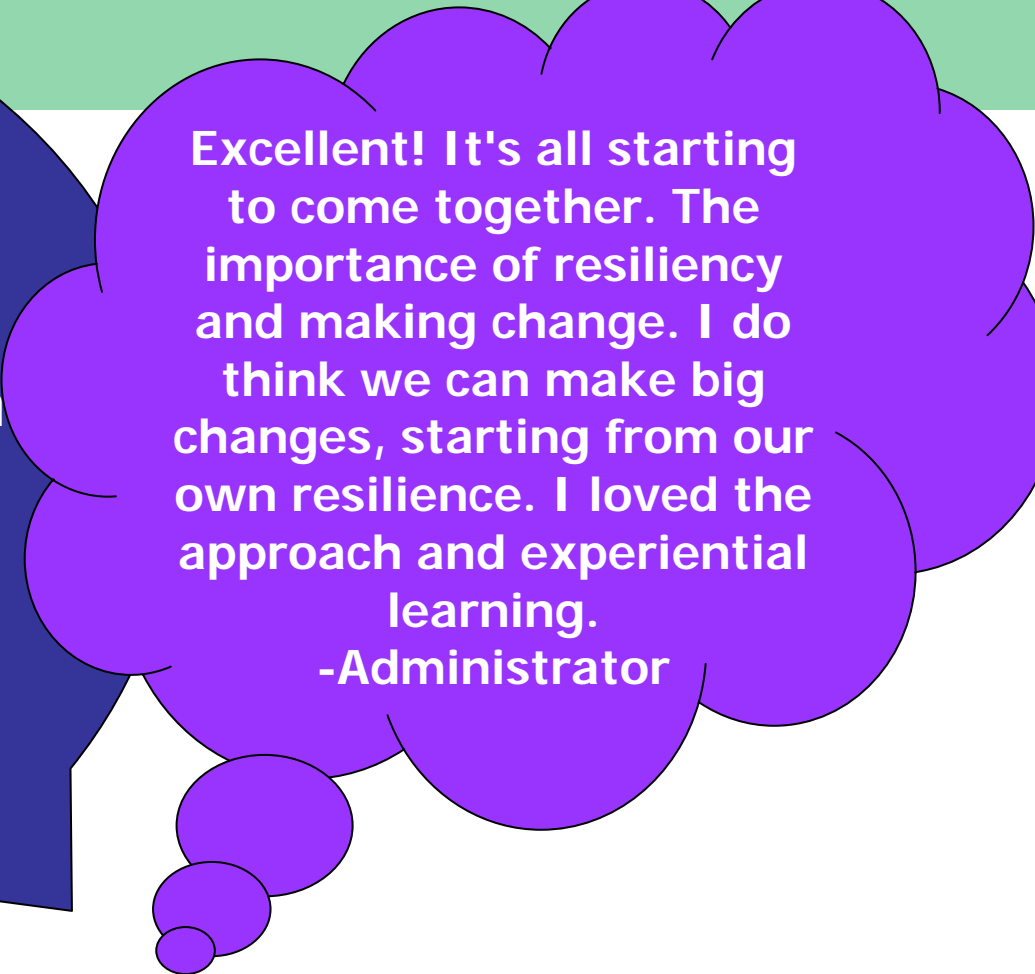
Different substances
=
Different effects

Clear
Use, abuse, misuse
distinctions

Example Criteria: Drug safety
and toxicity



Thank you for a very meaningful and productive workshop. I feel better "armed" with the understanding of resiliency to meet the challenges of making change in our district.
-Administrator



Excellent! It's all starting to come together. The importance of resiliency and making change. I do think we can make big changes, starting from our own resilience. I loved the approach and experiential learning.
-Administrator

Qualitative Findings Support and deepen published Quantitative findings

Skills Building Example: Content and Meta-Reflection

- ✓ Two distinct ways to locate and make explicit what is being learned and locate opportunities for strengths based development
- ✓ Makes explicit protective factor development
- ✓ Deepens intra and inter personal connectedness
- ✓ Supports a process for enhancing resilience and making change in real time

