

Protective Factors: An Environmental Approach

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How Does Prevention Work?

- Abstinence from drug use and alcohol abuse
- Reduction in substance abuse related crime
- Attainment of employment or enrollment in school
- Increased stability in family and living conditions
- Increased access to services
- Increased social connectedness

Strategic Prevention Framework:

- The Strategic Prevention Framework (SPF) changes SAMHSA's approach to prevention, and helps move the President's vision of a Healthier US to State and community-based action. The SPF is built on a community-based risk and protective factors approach to prevention and a series of guiding principles that can be utilized at the federal, State/tribal and community levels.
- The SPF requires State and communities to systematically:
 1. Assess their prevention needs based on epidemiological data,
 2. Build their prevention capacity,
 3. Develop a strategic plan,
 4. Implement effective community prevention programs, policies and practices, and
 5. Evaluate their efforts for outcomes.

SAMHSA's Prevention Platform

- SAMHSA's Prevention Platform is a systemic community-based approach, which aims to ensure that substance abuse prevention programs can and do produce results.
- This new approach to prevention helps move the country closer to the President's vision of a nation in which citizens use the powers of prevention to lead healthier, longer lives.

Risk and Protective Factors

- Research during the past 30 years supports the view that alcohol, tobacco and other drug use, delinquency, school achievement, and other important outcomes in adolescents are associated with the specific aspects of the youth's community, school, family environments and individual characteristics. These aspects are called risk or protective factors.

Risk and Protective Factors (Cont.)

- Protective Factors are individuals and environmental characteristics that are known to decrease the likelihood that a youth will engage in problem behaviors.
- For example, a protective factor in an individual environment is strong positive bonding to parents, which reduces the risk of an adolescent engaging in problem behavior.
- Research also shows that exposure to a number of protective factors is associated with lower prevalence of these problem behaviors

Risk and Protective Factors (conclusion)

- The most effective prevention programs identify what risk factors are elevated in the student's population, what protective factors are suppressed, and then implements prevention programming that specifically targets the identified risk of protective factors.

Risk Factors For Substance Use

- **COMMUNITY:**

1. Community laws or norms favorable toward problem behavior (drug use).
2. Availability of drugs.

- **FAMILY:**

1. Favorable parental attitudes or involvement in the problem behavior.
2. Ineffective parenting skills.
3. Pattern of substance abuse in family history.

- **SCHOOL:**

1. (Lack of) feeling of connectedness to school.

- **INDIVIDUAL/PEER:**

1. Favorable attitude toward problem behavior.
2. Low perception of harm.
3. Poor or underdeveloped coping skills.
4. Early initiation of problem behavior.

Protective Factors

- COMMUNITY:

1. Healthy beliefs and clear standards.
2. Availability of constructive recreation.

- FAMILY:

1. Parental disapproval of problem behavior.
2. Parent child connectedness. Feeling understood, loved, wanted and paid attention to by resident or non resident parent.
3. Parental presence before school, after school, dinner and bed time.

- SCHOOL:

1. Academic achievement, regular school attendance and pro social opportunities.

- INDIVIDUAL/PEER:

1. Development of critical thinking and problem solving skills.
2. Provide education on social and health related cost.
3. Social, School and family bonding.

Environmental Strategies

- Environmental strategies are focused on changing aspects of the environment that contribute to the use of alcohol and other drugs. Specifically, environmental strategies aim to decrease the social and health consequences of substance abuse by limiting access to substances and changing social norms that are accepting and permissive of substance abuse. They can change public laws, policies and practices to create environments that decrease the probability of substance abuse.

Individual Strategies & Environmental Strategies

- Broadly defined, individual strategies are short-term actions focused on changing individual behavior, while environmental strategies involve longer-term, potentially permanent changes that have a broader reach (e.g., policies and laws that affect all members of society). The most effective prevention plans will use both environmental and individual substance abuse prevention strategies.

Principles for Developing Strategies for the Shared Environment

- Environmental theory suggests that there are three critical components to environmental strategies of prevention: community norms, availability of substances and local regulations. It proposes that strategies targeting all youth in a community differ from those utilized when targeting individual youth. Environmental strategies are meant to support all community youth in positive activities and thwart them in negative actions.
- The strongest prevention approaches will derive from considering norms, regulations and availability as a comprehensive package.
- A strategy aimed at any one of these components should be viewed as an entry point into a systems consideration of all three.
- The most effective prevention plans will use both environmental and individual substance abuse prevention strategies. Environmental strategies focus on changing the underlying contextual processes that contribute to substance use and are useful for three reasons:

Principles for Developing Strategies for the Shared Environment (cont'd)

- Strategies directed at the shared environment are efficient because they affect every member of the target population. For example, training convenience store clerks to check IDs reduces the availability of alcohol and tobacco for local youth.
- Environmental strategies have enduring effects. When policy, regulation, or norms are changed they remain so for a very long time.

Principles for Developing Strategies for the Shared Environment (cont'd)

- Strategies aimed at the shared environment often produce results much faster than strategies aimed at individual environments. For example, enforcing the alcohol purchase age compared to increasing alcohol prices (manipulations of availability) can produce immediate reductions in youth alcohol use.
- Many communities currently have little in the way of a coordinated approach addressing the shared environment that complement their individualized strategies. An environmental approach brings a shared focus to these individual strategies, providing a community response that may encompass reaching out to all community members:
 - Youth and adults
 - Consumers, sellers and marketers
 - Health providers, clients and the public
 - Constituents and policymakers
 - Faith leaders and their congregations
 - Community leaders and their neighborhoods
 - Law enforcement, the courts and legal systems

Strategies	Methods/Goals	Reduce Prevalence	Delay Onset	Harm Reduction	Reduce Intensity	Increase Abstainers
	Restrict alcohol advertising by:					
Promotion and change community norms	Restricting billboards (placement type)		✓		✓	✓
Promotion and change community norms	Restricting shop signs (size placement type)	✓	✓		✓	✓
	Media Campaigns					
Change social norms	Education of public laws/norms	✓	✓			
Change social norms	Educate youth siblings/parents Re: alcohol	✓	✓	✓		✓



CIVIL CITATION
PROGRAM

Docket Examples

- School fight
- Disrupting a school event....
- Trespass after suspension....
- Affrays.....
- Graffiti.....

985.12 Civil Citation

- Efficient and Innovative Alternative to Supervision & Custody by DJJ
- Children who commit Non-serious Delinquent Acts
- To ensure Swift and Appropriate Consequences

985.12 Civil Citation (cont'd)

- Any Law Enforcement Officer, upon making contact with a juvenile who admits having committed a misdemeanor, may issue a Civil Citation
- Assess not more than 50 community service hours
- May require participation in appropriate intervention services

985.12 Civil Citation (cont'd)

- Available for 1st or 2nd Misdemeanor
- Child has the option to refuse
- Child shall report to the community service monitor within 7 working days
- The work assignment shall be preformed at a rate of not less than 5 hours per week
- If the juvenile fails to comply, the law enforcement officer shall issue a report alleging the child has committed a delinquent act

Civil Citation Program Overview

- Students who are between the ages of 10-17 that commit a first time, misdemeanor offense on a school campus are offered this option in lieu of arrest.
- Students complete program which includes community service as well as additional components.

Why Use Civil Citation in Schools?

- State attorney's office was overwhelmed with referrals from the school system.
- Approximately 3000 referrals from the school system.
- Many were not being filed, but used scarce resource to process
 - Police time
 - Juvenile Assessment Center staff
 - State Attorney's Office time and resources
 - Court time – Public defender, clerk of the court, etc...
- Lag time between arrest and arraignment resulted in ineffective consequences

Why Use Civil Citation in Schools?

(cont'd)

- Collaborative Process
- Buy-in is crucial
- State Attorney's Office convened a workgroup that consisted of the following pertinent stakeholders:
 - Department of Juvenile Justice
 - Law Enforcement
 - Courts
 - Schools
 - State Attorney's Office
 - Public Defender
 - Juvenile Justice Board and Council

Establishing A Program

- Administrative Office of the Courts
- State Attorney
- Public Defender
- Department of Juvenile Justice
- School District
- Police Department
- Sheriff's Office
- Department of Children Services
- Family and Children community based support group
- Respite Care Facility
- Advocacy Center for Persons With Disabilities
- Youth Charities

Thank You For Your Time!

Questions?

Comments?



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