

# **Whole School Approach Professional Development Day**

# Fostering a Positive School Environment

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**AT THE HEART  
OF THE MATTER,  
NZ DRUG  
FOUNDATION.**  
Te Tūāpapa Tarukino o Aotearoa

Be a Doctor!

Be a Sports  
Player!

Be a Movie  
Star!

Finish  
School!

Find a Job!

Find Love!



# Key Points

HOW?

WHAT CAN  
WE DO?

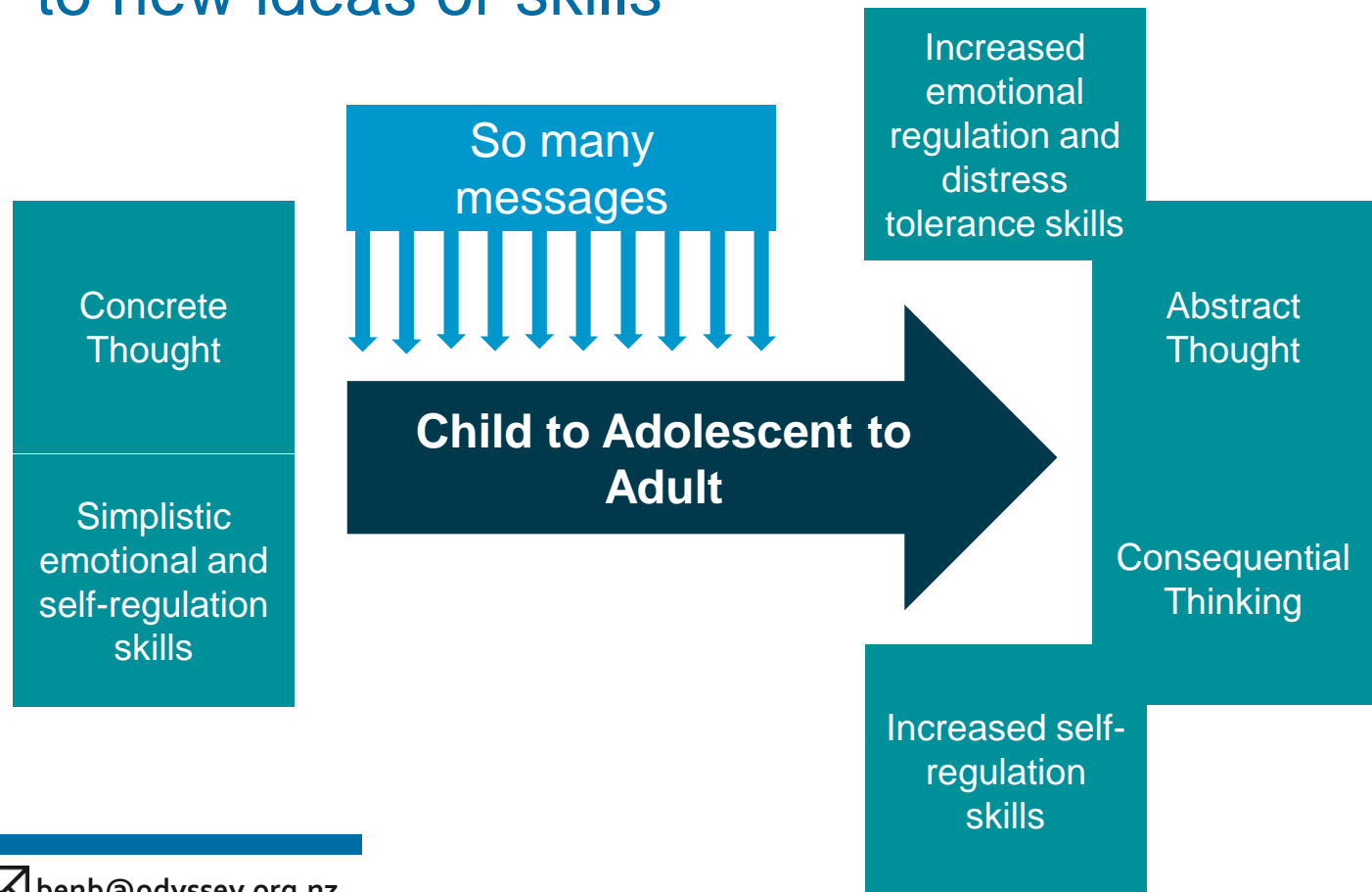
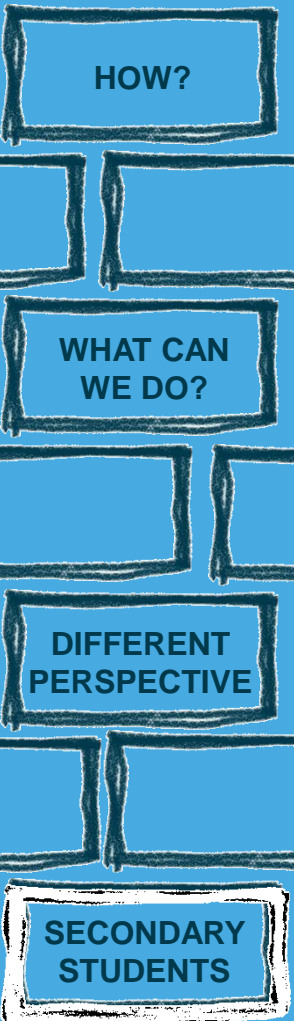
DIFFERENT  
PERSPECTIVE

SECONDARY  
STUDENTS

- Young people are seeing the world as they grow.
- Their world view is based on:
  - What they have seen before
  - What they have experienced before
  - The information given to them by all the people around them
  - How competent they feel

# Looking at Development

- People learn through progressive exposure to new ideas or skills



# The Health of Aotearoa's Secondary School Students

HOW?

WHAT CAN WE DO?

DIFFERENT PERSPECTIVE

SECONDARY STUDENTS



**Most youth in  
New Zealand  
are physically  
healthy**

**However,**

There are **high rates of preventable death, illness, and disability.**

Some **health behaviours** during adolescence can have **long term impacts** on health and wellbeing.

The most **serious health risks** are **concentrated among identifiable vulnerable groups.**

# The Cause of Most Youth Health Issues

HOW?

WHAT CAN WE DO?

DIFFERENT PERSPECTIVE

SECONDARY STUDENTS

The main causes of death and serious health problems can be related to:



Brain development

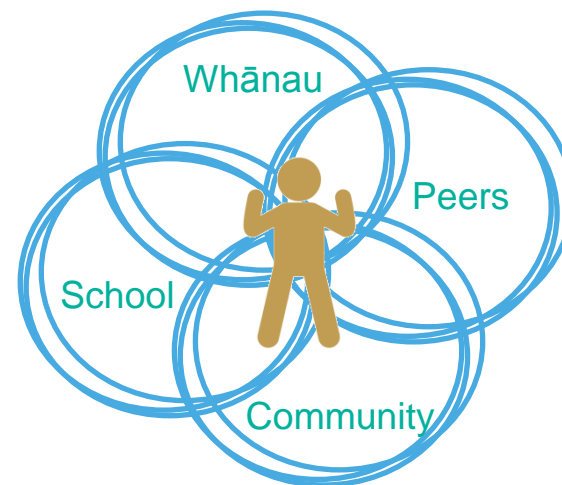


Behavioural choices

These are expected challenges during youth development

# The Biggest Gains

Young people's health is strongly influenced by **family, school, peer, and community experiences.**



**The biggest health gains for young people are due to changes in systems and environments that best support development.**

HOW?

WHAT CAN WE DO?

DIFFERENT PERSPECTIVE

SECONDARY STUDENTS

# Is Substance Use a Normal Part of Adolescent Development?

HOW?

WHAT CAN WE DO?

DIFFERENT PERSPECTIVE

SECONDARY STUDENTS

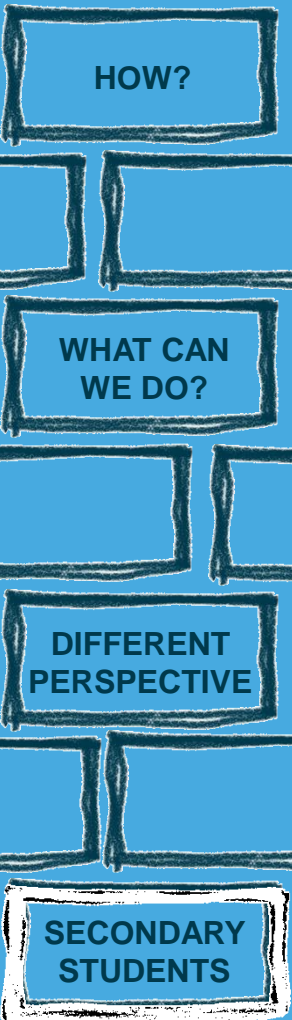
- **EVERY** young person will decide whether or not they will use substances. Some will revisit this decision many times.
- **MANY** young people will try substances
- **SOME** young people will use substances regularly, with some short-term harms
- **A FEW** young people will use substances regularly, and potentially develop long-term patterns and associated harms



One third of secondary school students aged 17 years or over said that they had tried cannabis.

Youth 2012

# Alcohol as an Example



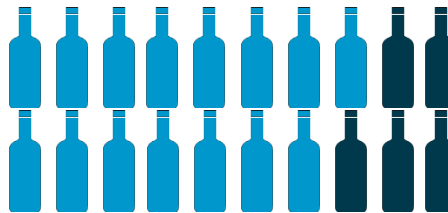
Every

Out of every ten secondary school students aged 17 years or over:



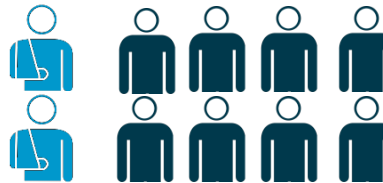
10 would have decided whether or not to drink alcohol

Many



8 would have tried alcohol  
7 would currently drink alcohol

Some



2 would have experienced an alcohol-related injury

A Few



1 would have had friends or family members tell them to cut down

# Alcohol

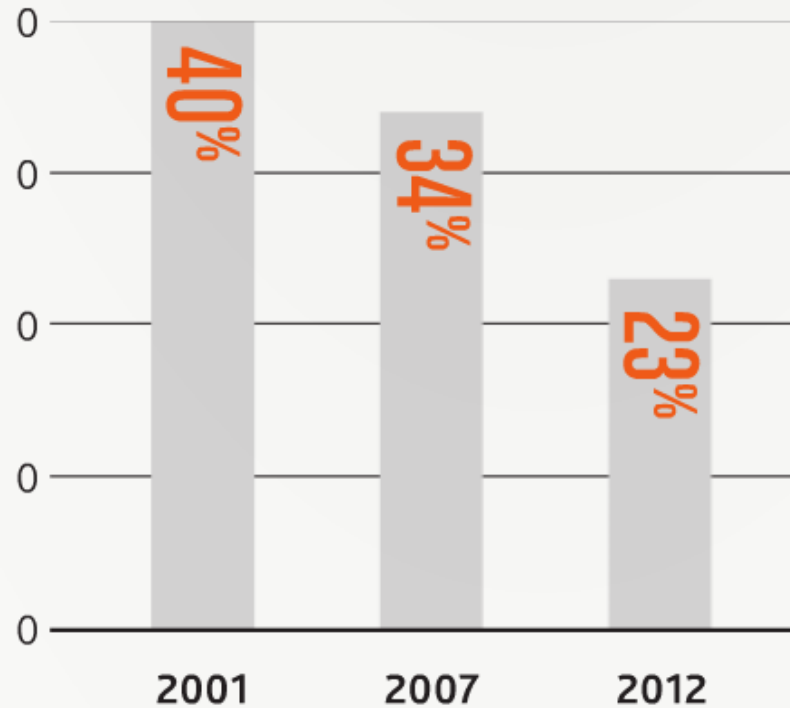
HOW?

WHAT CAN WE DO?

DIFFERENT PERSPECTIVE

SECONDARY STUDENTS

BINGE DRINKING BY STUDENTS IN THE LAST FOUR WEEKS



# Cannabis

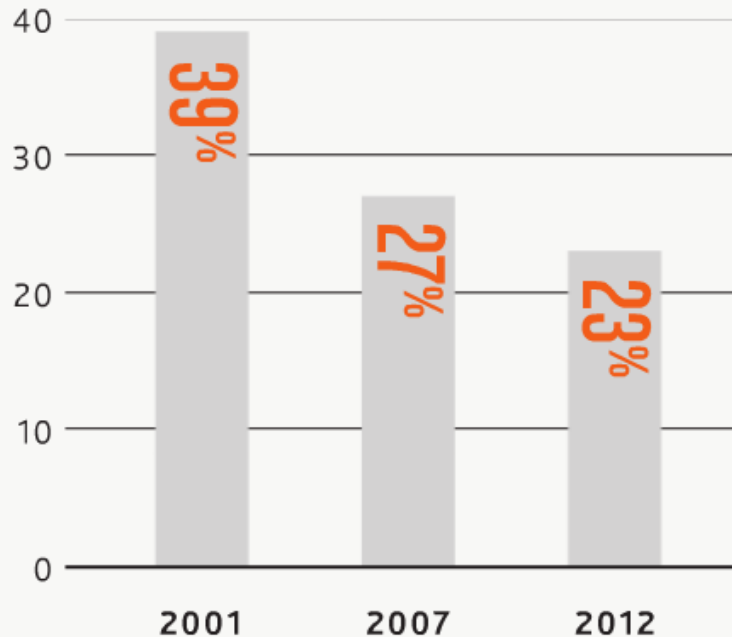
HOW?

WHAT CAN WE DO?

DIFFERENT PERSPECTIVE

SECONDARY STUDENTS

## STUDENTS WHO HAVE EVER USED MARIJUANA



**i** Only 3% of secondary school students said that they use marijuana on a weekly or more basis.

# Tobacco

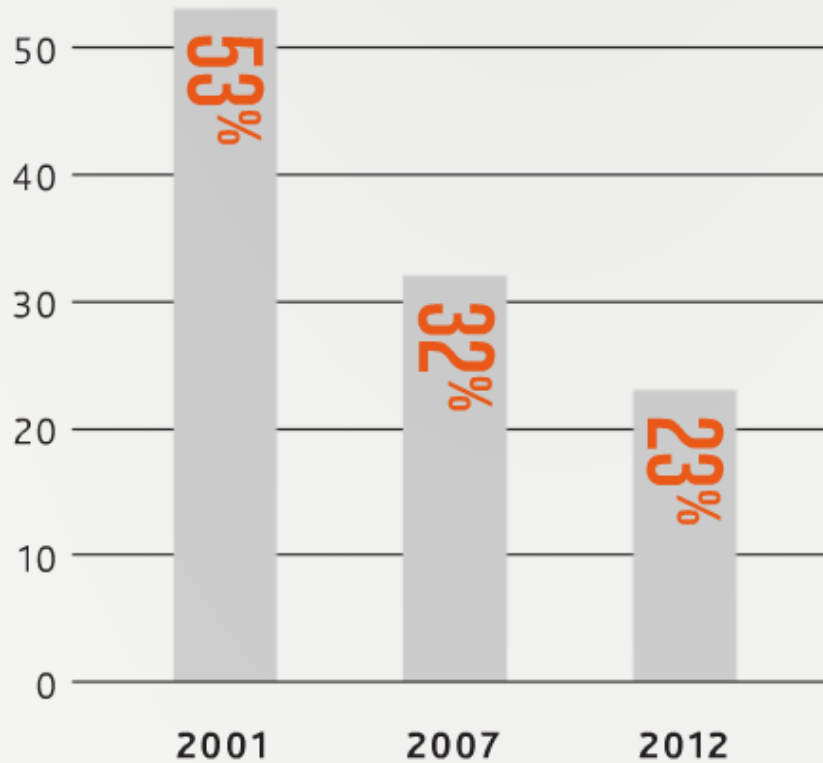
HOW?

WHAT CAN WE DO?

DIFFERENT PERSPECTIVE

SECONDARY STUDENTS

## STUDENTS WHO HAVE EVER SMOKED A CIGARETTE



# Other Drugs

HOW?

WHAT CAN WE DO?

DIFFERENT PERSPECTIVE

SECONDARY STUDENTS

OTHER DRUG USES  
ARE UNCOMMON

4% USED  
PARTY PILLS

3% USED  
ECSTASY

<1% USED P

**i** However! Volatile substance use is concerning

1.2% of secondary school students have tried volatile substances.

2/3 of those had only done it once.

However, it lead to the **deaths** of **25 young people** under 17 years within a 10 year period.

# Indicators

HOW?

WHAT CAN WE DO?

DIFFERENT PERSPECTIVE

SECONDARY STUDENTS



11 percent of New Zealand secondary school students used substances at levels that were “likely to cause significant current harm and may cause long term problems.”



Half of the people in New Zealand who experience alcohol dependence would have developed it by the time they were 19 years of age



# What Perspective do you See?

HOW?

WHAT CAN WE DO?

DIFFERENT PERSPECTIVE

SECONDARY STUDENTS

## Health Focus

- ⊕ Rates of risky substance use are decreasing among secondary school students.
- ⊕ The top level of need for support is still very large.
- ⊕ There is more that can be done to reduce substance-related harm for young people who don't know they need support.

## Education Focus

- ⊕ Substance use impacts on a young person's ability to learn, and how others in a class can learn.
- ⊕ Rates of substance use are decreasing among secondary school students.
- ⊕ There is more that can be done to reduce the impact that substance use has on my classes ability to learn.

# What Perspective do you See?

HOW?

## Health Focus

Primary driver is  
**improving wellbeing**

## Education Focus

Primary driver is  
**improving knowledge  
and skill**

WHAT CAN  
WE DO?

Explicit role to enable a  
**return to wellness** from  
an **issue**

Explicit role to create  
opportunities that  
**enable development**

DIFFERENT  
PERSPECTIVE

SECONDARY  
STUDENTS

# Key Points

HOW?

**We all want our young people to succeed.**

WHAT CAN WE DO?

**Our language means different things.**

DIFFERENT PERSPECTIVE

**The methods we use to enable development can appear different.**

SECONDARY STUDENTS

**The timing of our processes don't always align.**

# There are Benefits to Staying in School

HOW?

There are **benefits** to staying longer at secondary school:

- Increased income opportunities
- Better health
- More stable relationships
- Less risky behaviours

WHAT CAN WE DO?

This creates a **positive shadow** over people's lives.

**Even if qualifications aren't achieved during that time.**

DIFFERENT PERSPECTIVE

SECONDARY STUDENTS

**The more vulnerable the young person – the greater impact these advantages have on their life trajectory.**



OECD estimate: In New Zealand there is a \$130 000 public/private benefit for every person who attains upper secondary or post secondary non-tertiary education



# These Benefits are not a School's Core Business

HOW?

WHAT CAN WE DO?

DIFFERENT PERSPECTIVE

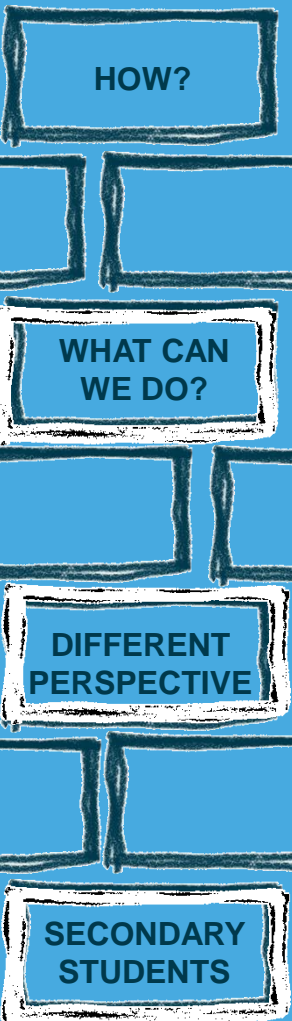
SECONDARY STUDENTS

The only social contract between parents of a young person and a school, is the teaching of the New Zealand Curriculum.



Are your recommendations a “nice to have”?

# Shared Work between Health and Education



**Good intent to the side...**

**Aligning our efforts and bridging the gap between our work needs a shared framework, with common understandings.**

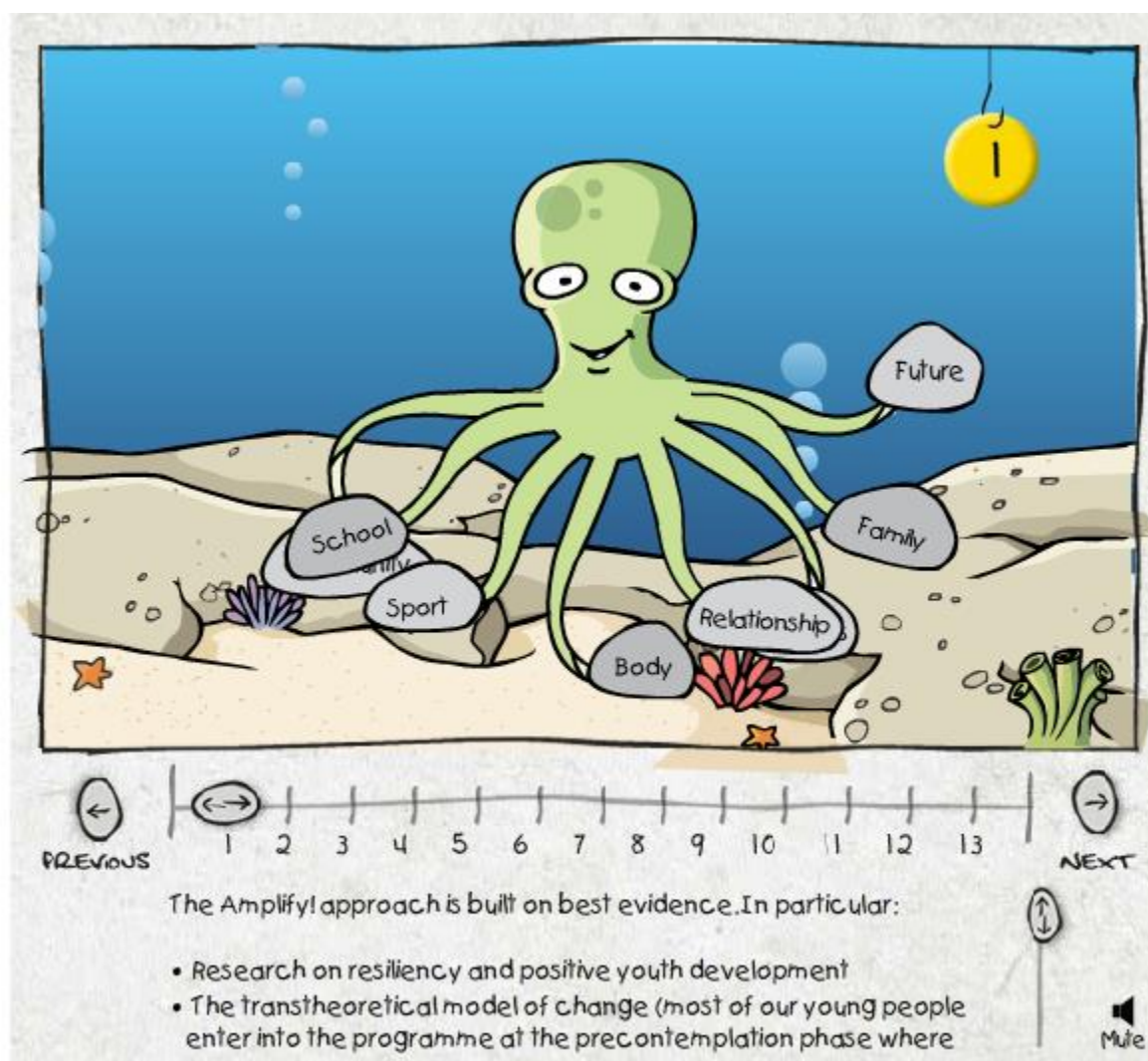
# How does addiction develop without us noticing?

HOW?

WHAT CAN WE DO?

DIFFERENT PERSPECTIVE

SECONDARY STUDENTS



This animation is based on:

- Positive youth development research
- Transtheoretical model of change
- Peter Adam's model in *Fragmented Intimacy*
- Te Whare Tapa Whā
- Fonofale

[www.amplify.org.nz](http://www.amplify.org.nz)

# What can we do?

Development is a process.



How well does your community provide opportunities for people to:

- Experience
- Learn and Practice Skills
- Reflect and Make Meaning

HOW?

WHAT CAN WE DO?

DIFFERENT PERSPECTIVE

SECONDARY STUDENTS

# Building on Protective Factors

**i** Protective factors buffer against the negative impact of risk factors



Parental substance use



**i** Important Protective Factors:

- Self esteem
- Internal locus of control
- Positive affect
- Religiosity
- Academic achievement
- Family connectedness
- Parental education expectations

**i** Feeling connected to **just one** positive adult outside of the family can buffer the impact of several risk factors

HOW?

WHAT CAN WE DO?

DIFFERENT PERSPECTIVE

SECONDARY STUDENTS

# In fact, it is all about connection

HOW?

**Family connection** is the common theme in successful prevention programmes that involve families

WHAT CAN WE DO?

The **octopus animation** showed how connections change

DIFFERENT PERSPECTIVE

And this **video** too...

SECONDARY STUDENTS

# Vocational Pathway and Educational Achievement

HOW?

WHAT CAN WE DO?

DIFFERENT PERSPECTIVE

SECONDARY STUDENTS

Among other things, this provides opportunities to have **experiences of competence** and find a **sense of purpose and direction.**

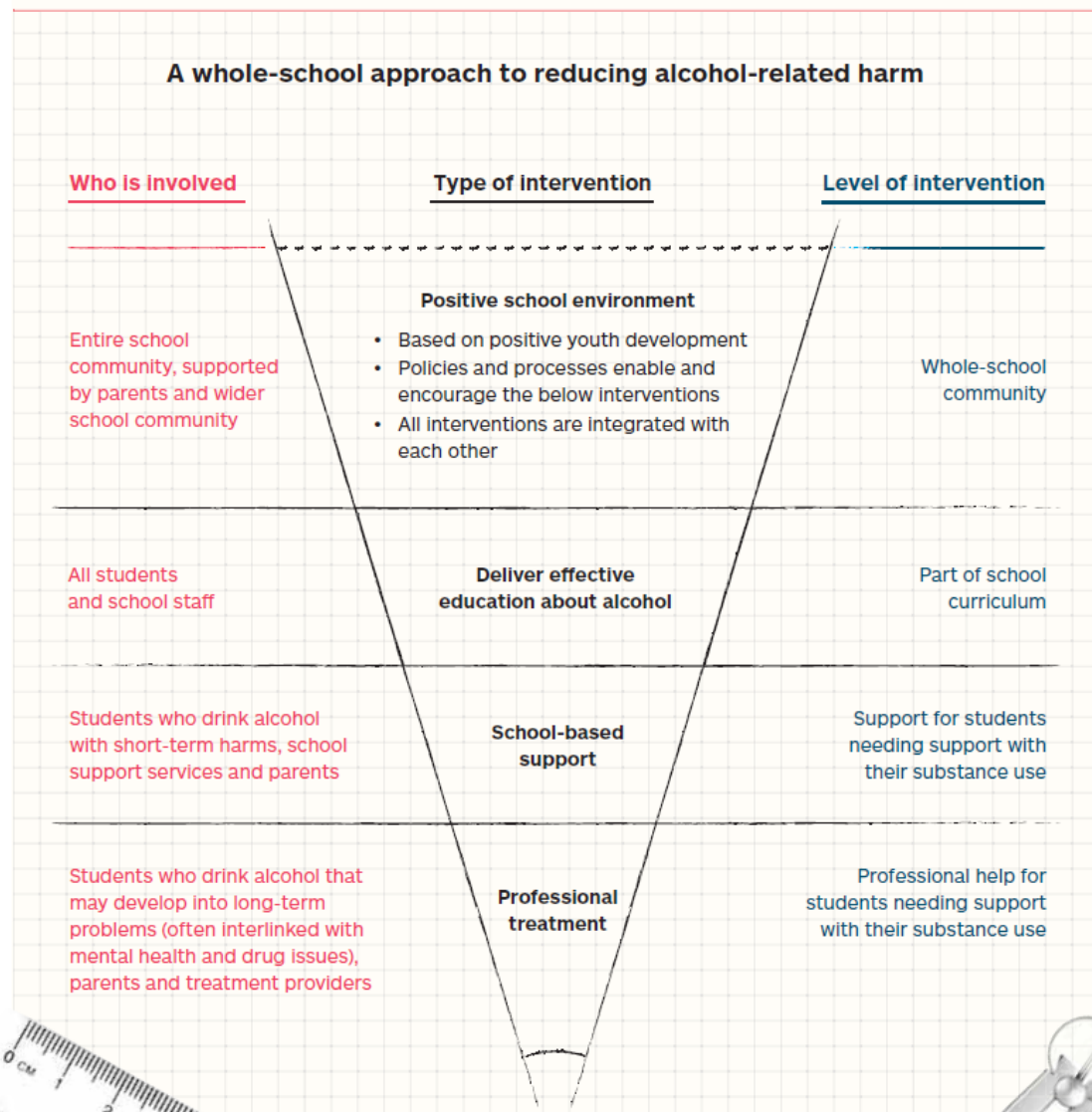
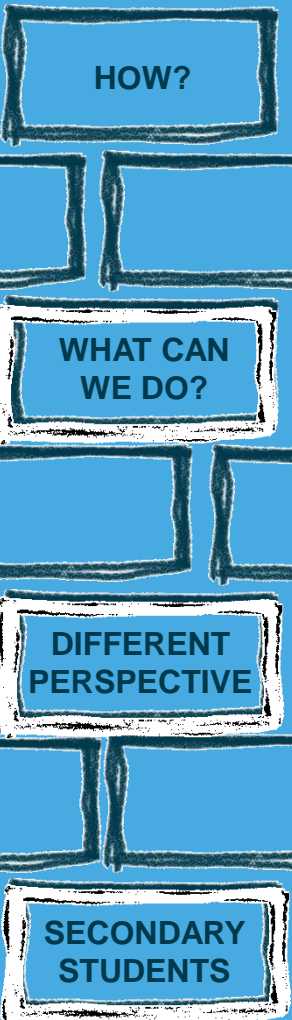


Our schools do a great job at this.

Recommendations for schools:

- Focus on a **positive school climate** that promotes wellbeing and student connectedness
- Provide **developmentally appropriate, factual, and normative education** about substances
- **Proactively bring in support** for the students that need it

# Empowering our Schools - A Whole School Approach



# Positive School Environments

## WHOLE SCHOOL COMMUNITY

HOW?

Positive school environments explicitly focus on:

- Student wellbeing
- Promoting positive relationships
- Encouraging the development of social, emotional and intellectual skills.

WHAT CAN WE DO?

DIFFERENT PERSPECTIVE



The values of a school community are mostly learned through how students experience the environment.



The Gatehouse Project in Australia found that a focus on school climate and student connectedness “may be equally, if not more effective in addressing health and problem behaviours than specific, single issue focused education packages”

SECONDARY STUDENTS

# Positive School Environments

## WHOLE SCHOOL COMMUNITY

HOW?

WHAT CAN WE DO?

DIFFERENT PERSPECTIVE

SECONDARY STUDENTS



This takes a long term commitment.



Road safety campaigns that reduced the buffer around speed limits for a fixed time period showed dramatic changes while the law was being enforced. These changed as soon immediately after the law stopped being enforced.



Positive messages around wellbeing and substance use need to be a consistent part of a school community.

Brief, short-term promotions on their own have limited long-term effects.

# Positive School Environments

## WHOLE SCHOOL COMMUNITY

HOW?

WHAT CAN WE DO?

DIFFERENT PERSPECTIVE

SECONDARY STUDENTS

### The importance of peers

1. Change school
  2. Choose a group of friends to hang with, who fit with their view of themselves *at that time* (usually happens within the first few weeks)
  3. Decide early whether or not to adopt the behaviours of the new group
- There aren't groups of 'deviant' young people who roam around looking for new members.
  - Groups are transient, new people enter, and leave constantly.
  - Groups form because they have similar likes, dislikes, or views of who they are.
  - Even though the specific actions that led to these young people leaving school happened a few months after, often in the middle of the school year, most young people identified the first few weeks of their new school as the beginning of their pathway out of school.

# Effective Education around Substances

## WHOLE SCHOOL COMMUNITY

HOW?

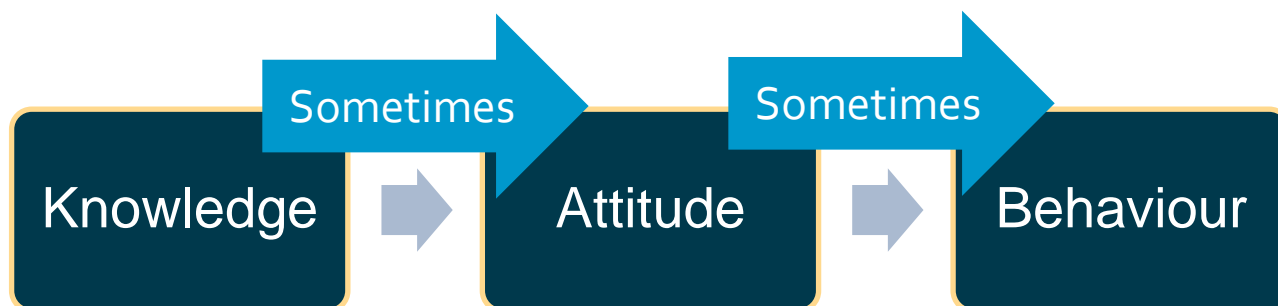
WHAT CAN WE DO?

DIFFERENT PERSPECTIVE

SECONDARY STUDENTS



Evoking fear by emphasising the risks of substance use and associated behaviours has limited long term effects. In some cases, this has been found to cause more harm.



Building motivation for behaviour change involves many different factors. It rarely follows this linear chain.

# Working Together - Education Myth

## WHOLE SCHOOL COMMUNITY

HOW?

### MYTH

Drug education is not effective.

WHAT CAN WE DO?

### CONTEXT

Drug education is not effective at creating behaviour change *on it's own*. Effective drug education has an important place as one component of behaviour change.

DIFFERENT PERSPECTIVE

SECONDARY STUDENTS

**Who we are  
(our identity)  
has more  
bearing on our  
decisions than  
what we know  
(our knowledge)**

# Effective Education around Substances

## WHOLE SCHOOL COMMUNITY

HOW?

WHAT CAN WE DO?

DIFFERENT PERSPECTIVE

SECONDARY STUDENTS

Successful educational approaches:

- Build on strengths.
- Take into account the contexts that young people live in.
- Use a social influence approach that provides:
  - Factual information
  - Normative information
  - Skills training



Does this solely sit within the Health and Physical Education curriculum?

# School-Based Support

## STUDENTS EXPERIENCING SHORT TERM HARMS

HOW?

Teachers, school counsellors, and deans are often the first point of contact for young people looking for support.

WHAT CAN WE DO?

The school environment **must** support this for it to be effective.

Accessing school-based support is very visible to peers.

DIFFERENT PERSPECTIVE



Youth 2012 - What got in the way of young people accessing health care?

51 percent – Hope it goes away

46 percent – Not wanting to make a fuss

28 percent – No transport

SECONDARY STUDENTS

# Working Together – School Based Support

## STUDENTS EXPERIENCING SHORT TERM HARMS

HOW?

WHAT CAN WE DO?

DIFFERENT PERSPECTIVE

SECONDARY STUDENTS

### School-based support:

- ➔ This isn't just the school counsellor
- ➔ Training in screening and brief intervention
- ➔ Consultancy as needed
- ➔ Early identification and integration of support before incidents occur

Early identification of truancy and follow through with support can change a young person's journey with alcohol and other drugs.

Many young people have named this as a big protective factor, both as:

- ➔ A boundary, feeling like someone is looking out for them
- ➔ A caring adult outside of the family

# “Did You Know?” Series - Alcohol

STUDENTS EXPERIENCING SHORT TERM HARMS

HOW?

WHAT CAN  
WE DO?

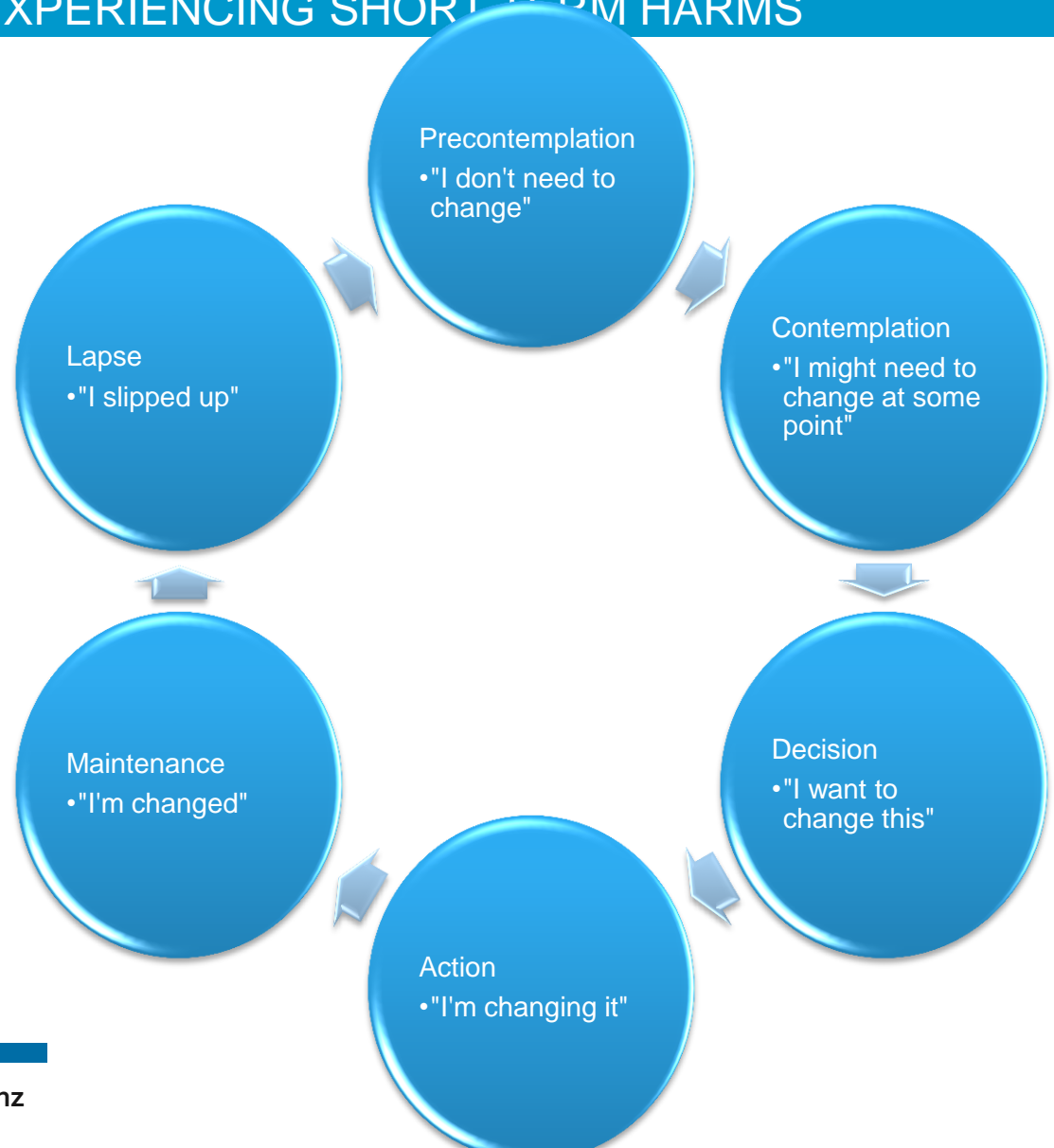
DIFFERENT  
PERSPECTIVE

SECONDARY  
STUDENTS

# School-Based Support

## STUDENTS EXPERIENCING SHORT TERM HARMS

### The Trans-Theoretical Model of Change



HOW?

WHAT CAN WE DO?

DIFFERENT PERSPECTIVE

SECONDARY STUDENTS

# School-Based Support

STUDENTS EXPERIENCING SHORT TERM HARMS

## What do I say to make the most difference?

HOW?

WHAT CAN WE DO?

DIFFERENT PERSPECTIVE

SECONDARY STUDENTS

Preparatory change talk:  
Desire  
Ability  
Reason  
Need

Mobilising change talk:  
Commitment  
Activation  
Taking Steps

# Urine Drug Testing for Cannabinoids

## STUDENTS EXPERIENCING SHORT TERM HARMS

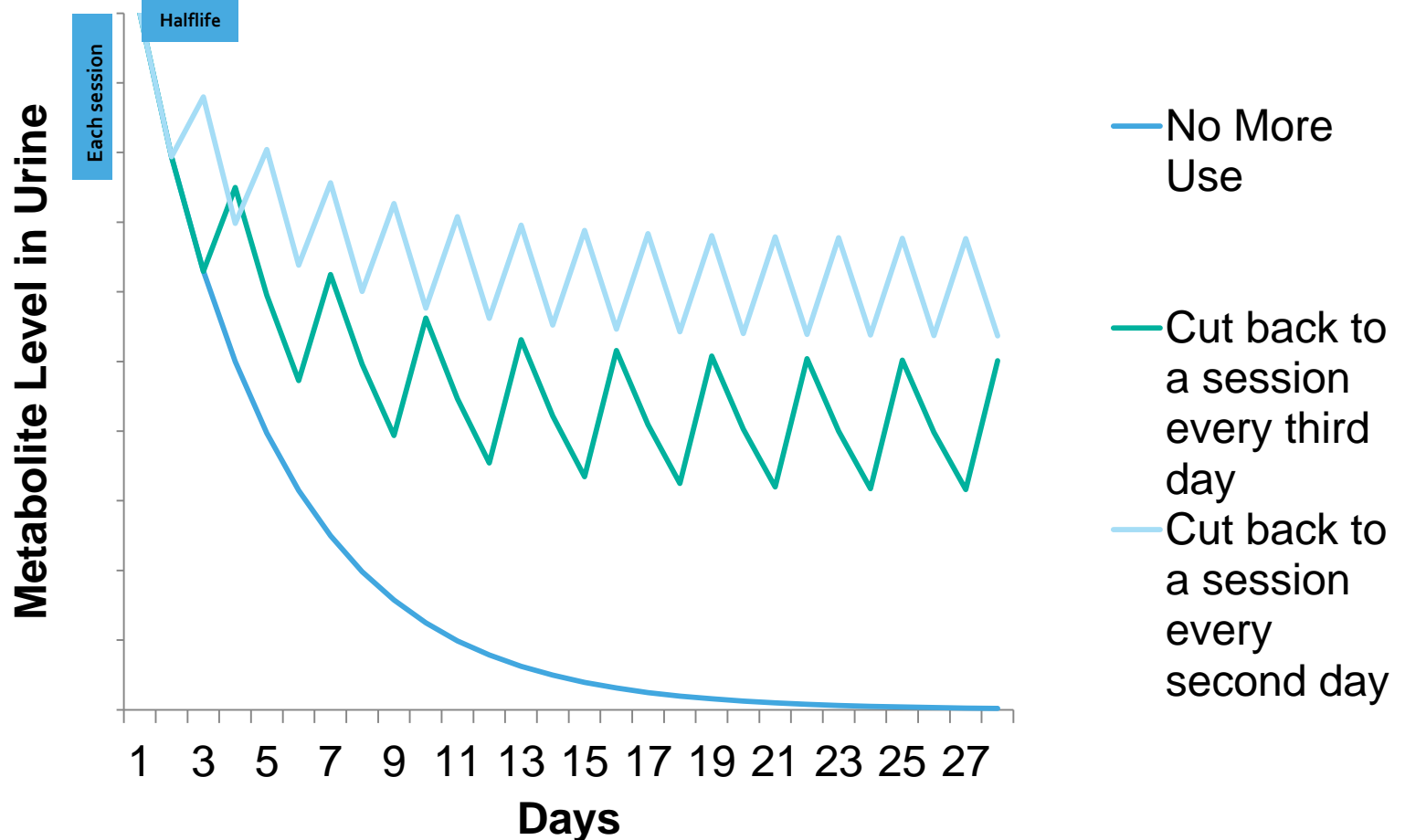
HOW?

WHAT CAN WE DO?

DIFFERENT PERSPECTIVE

SECONDARY STUDENTS

### Assumptions



# Professional Treatment

## STUDENTS EXPERIENCING LONGER TERM HARMS

HOW?

WHAT CAN WE DO?

DIFFERENT PERSPECTIVE

SECONDARY STUDENTS

Independent services

Independent services provided at a school

Integrated services



Changing addictive patterns, particularly complex multi-generational patterns requires additional support and time.



Expect several backward slips as the young person and their whānau make changes.

# Working Together – Professional Treatment

## STUDENTS EXPERIENCING LONGER TERM HARMS

HOW?

WHAT CAN WE DO?

DIFFERENT PERSPECTIVE

SECONDARY STUDENTS

### Professional Support:

- ⊕ Proactive arrangements with services and schools
- ⊕ Training for **services** on how to work together with schools, and that building engagement with education is a key part of their role
- ⊕ Support for **families to become more engaged with schools**



There is a gap in how we work proactively together.


Proactive arrangements can identify and minimise these.

Most involve changes to processes on both sides.

# Cannabis as an Example




Out of ten secondary school students aged 13 years or less who currently used marijuana:

 4 usually used marijuana before or during school

 0 usually used marijuana alone

 2 were worried about how often they use marijuana

 4 had tried to cut down or give up marijuana

Based on Youth 2012 Data



What needs to be in place for these 13 year old young people?

HOW?

WHAT CAN WE DO?

DIFFERENT PERSPECTIVE

SECONDARY STUDENTS

HOW?

WHAT CAN  
WE DO?

DIFFERENT  
PERSPECTIVE

SECONDARY  
STUDENTS

What does your  
school do to  
**increase**  
**connection**  
for the students  
who need it the  
most?