

Got Assets?

Los Alamitos Unified School District
Parent Education Night
February 25, 2021 | 6:30-7:30 p.m.

Laura Buscemi-Beebe, MPH, MCHES, Health Educator
Sherryl Ramos, MPH, Health Educator
Orange County Health Care Agency





Objectives

1. Describe the 40 Developmental Assets.
2. Identify three assets that will promote positive behavior in my youth.
3. Recognize that the assets are important tools to prevent substance use among youth.
4. Value your critical role in the positive development of your youth.

When You Were Growing Up...



Already Parenting...

Just making it more intentional!



Adolescent Brain Development

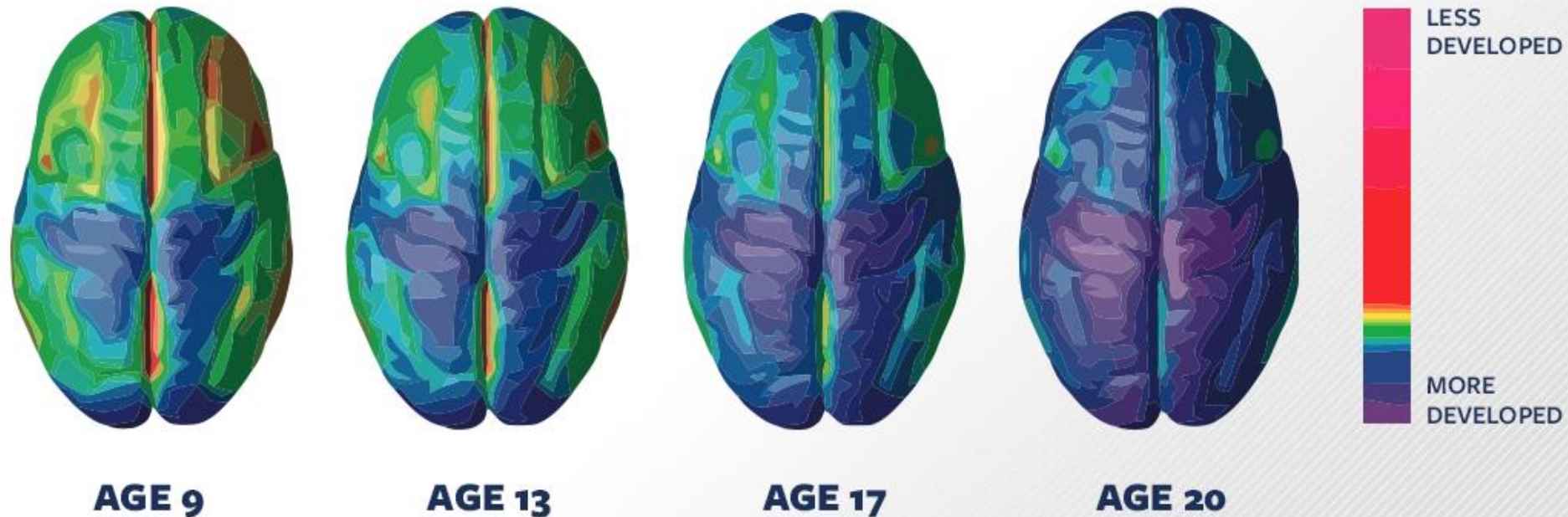
At what age is the brain thought to have matured?

- Use the chat box to respond or your *Annotate* option to write an answer on my screen:

25

The brain isn't fully mature until age 25.

During adolescence the brain is still developing. The prefrontal cortex -- which is critical for planning, judgment, decision-making and impulse control -- is one of the last areas to fully develop.¹



¹ Gogtay, N. Dynamic mapping of human cortical development during childhood through early adulthood. Proceedings of the National Academy of Sciences of the United States of America. vol. 101 no. 21 8174-8179, doi: 10.1073/pnas.0402680101



**UNDER
CONSTRUCTION**



**Prefrontal cortex
Still loading:**

Planning, judgement, decision
making, impulse control



Developmental Assets & Youth Development

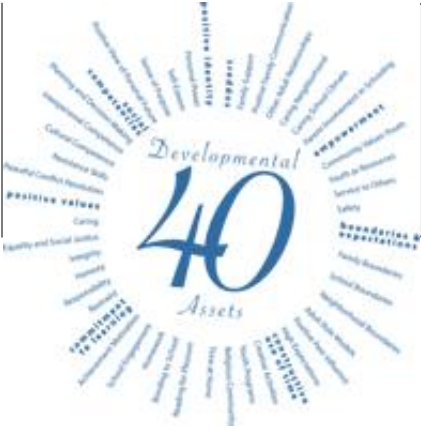




The Framework of Developmental Assets®

Developed by the Search Institute in 1990, a set of skills, experiences, relationships, and behaviors were identified that help young people grow up healthy, caring and responsible.

Developmental Assets are supports, strengths, etc. that youth experience in themselves, their families, their schools and their communities.



The important roles of families and parents/guardians in the positive development of a child

External Assets



Support

Young people need to be surrounded by people who love, care for, appreciate, and accept them.



Empowerment

Young people need to feel valued and valuable. This happens when youth feel safe and respected.



Boundaries and Expectations

Young people need clear rules, consistent consequences for breaking rules, and encouragement to do their best.



Constructive Use of Time

Young people need opportunities—outside of school—to learn and develop new skills and interests with other youth and adults.



Internal Assets

Characteristics and behaviors that reflect positive personal growth



Commitment to Learning

Young people need a sense of the lasting importance of learning and a belief in their own abilities.



Positive Values

Young people need to develop strong guiding values or principles to help them make healthy life choices.



Social Competencies

Young people need the skills to interact effectively with others, to make difficult decisions, and to cope with new situations.



Positive Identity

Young people need to believe in their own self-worth and to feel that they have control over the things that happen to them.

Social Media and Self Esteem:

The use of social media by children continues to increase. (Examples, Tik Tok, Instagram)

Protective Factors:

How it effects their mental health:

- Feel less isolation
- Able to connect with others

Other factor:

- Reach a wide audience

Risk Factors:

- Youth face unrealistic standards
- The pressure to look perfect
- Affects their mental health-increased anxiety or depression

What you can do:



Increasing their “**Internal Assets**” can help reduce the negative effects of social media and also increase their self esteem.



Positive Identity

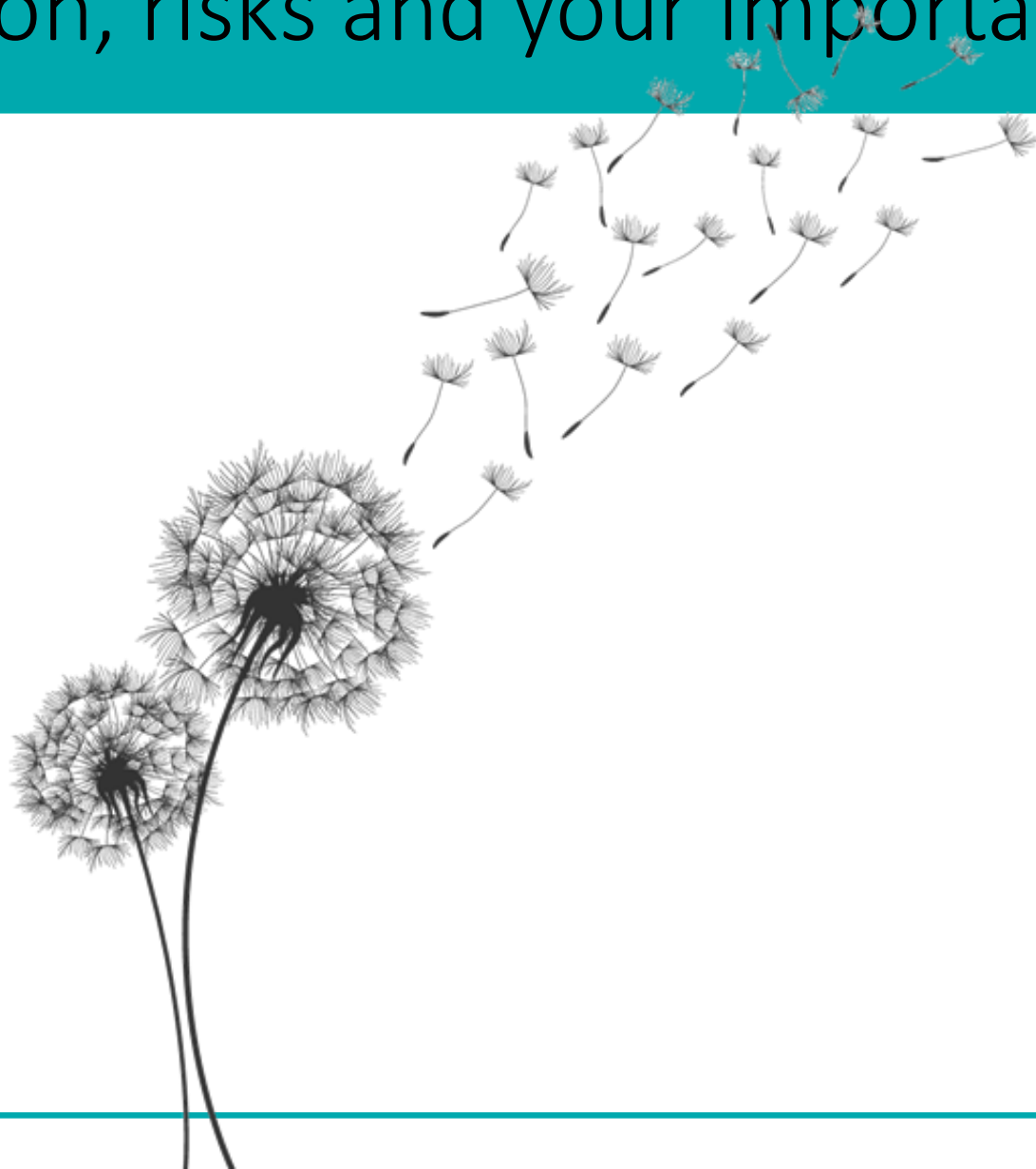
Young people need to believe in their own self-worth and to feel that they have control over the things that happen to them.

Increasing their **Positive Identity** will help increase their self-worth.



SOURCE: *A Fragile Foundation: The State of Developmental Assets Among American Youth* SURVEY: *Profiles of Student Life: Attitudes and Behaviors*

Your vision, risks and your important role



The Partnership to End Addiction



[Recursos en Español](#)

[Get Support Now](#) [Prevention & Early Action](#) [Treatment & Recovery](#) [Get Involved](#) [Professional Services](#) [About Us](#)

Prevention & Early Action

Drug Prevention Tips for Every Age

On This Page

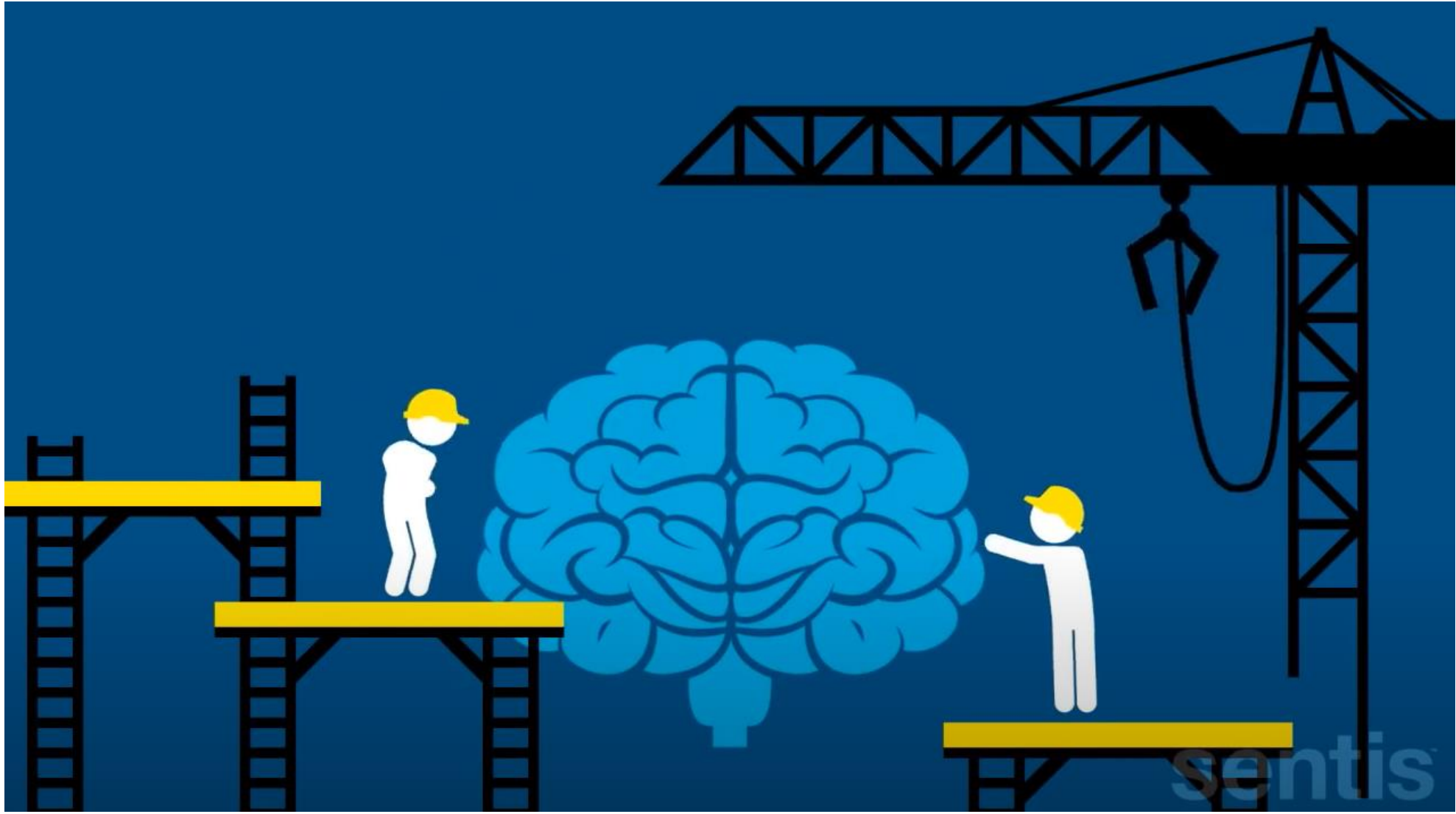
- 1 [Preschool \(2-4 years old\)](#)
- 2 [Early elementary \(5-8 years old\)](#)
- 3 [Preteen \(9-12 years old\)](#)
- 4 [Teenager \(13-18 years old\)](#)
- 5 [Young adult \(19-25 years old\)](#)

Being *Askable*

- **Be *Askable***
 - Partnership for Drug-Free Kids – Drug Prevention Tips for Every Age
 - Aha! Parenting, Talking To Your Child About Alcohol: What To Say
- **Encourage Safe Risk Taking**
- **Set Clear Expectations/Establish Values**
- **Discuss: Be on the lookout**

Being *Askable* continued

- Coach instead of trying to control
- Share Practical Strategies
- Model Healthy Living
- Stay Connected



Natural High

Use this handout to talk about healthy risk taking ideas and why it is important to live drug-free.

External Assets:
Positive Values (#31), Social Competence (#35), and Positive Identity (#37).



THE SCIENCE OF NATURAL HIGHS NATURAL HIGH CHART

NATURAL HIGH (NH)	HOW TO ACHIEVE THE NH	FEELINGS ASSOCIATED WITH THE NH	NEUROCHEMICAL(S) ASSOCIATED WITH THE NH
Laughing	Hanging out with friends; Watching funny movies and/or stand-up comedy	Euphoria; Happiness; Sense of well-being	Dopamine; Norepinephrine; Serotonin
Running	Distance running; Surfing; Biking; Skiing; any activity that significantly elevates heart rate	Euphoria; Calm; Focused; Reduced pain sensation; Sense of power	Opiates; Endorphins; Acetylcholine
Eating	Cooking 'slow food' at home or eating at a well-known restaurant – preferably with loved ones	Calm; Happiness; Reduced hunger pains	Dopamine; Serotonin
Helping	Volunteering your time to those in need; Donating money to good causes	Happiness; Sense of connection to others	Oxytocin; Dopamine
Loving	Spending time with family, friends or romantic partners; Becoming immersed in an activity you're passionate about	Euphoria; Warm feelings; Happiness; Sense of connection to others; Sense of well-being	Oxytocin; Dopamine; Norepinephrine; Serotonin
Creating Your Own	Varies (e.g., Meditating, Creating art; Outdoor activities)	Varies (e.g., Meditating produces a sense of calm / sense of being at peace with the world)	Varies (e.g., Meditating increases serotonin levels)

Table created by Matt Bellace, Ph.D., author of A Better High

[/livenaturallyhigh](https://www.livenaturallyhigh.org) | [@NaturalHigh](https://www.instagram.com/NaturalHigh) | [naturalhigh.org](https://www.naturalhigh.org) | info@naturalhigh.org

Natural High is a 501(c)(3) nonprofit organization that relies on the generosity of individuals, corporations and foundations to help youth discover, amplify and pursue their own natural high so they have a reason to say no to an artificial high.

**NATURAL
HIGH**

Educate Yourself

- General Substances

- Cannabis: www.mjfactcheck.org/
- Alcohol: www.raisinghealthyteens.org/start-with-this/alcohol/; www.samhsa.gov/underage-drinking/parent-resources
- Prescription Safety: www.raisinghealthyteens.org/start-with-this/prescription-safety/
- Impaired Driving: www.nhtsa.gov/road-safety/teen-driving

- Talk. They Hear You – Parenting Resources

- www.samhsa.gov/underage-drinking/parent-resources



WHAT TEENS NEED TO SUCCEED



HOW DO I TALK WITH MY TEEN ABOUT ALCOHOL?

Talking to teens about drugs and alcohol can be difficult, yet it's an important conversation to have. These tips are designed to help make this conversation easier.

BEFORE THE TALK.

Spend some time learning about alcohol and the risks for teens.

START THE CONVERSATION NATURALLY.

Be calm and relaxed. A more natural discussion, rather than a lecture, will increase the odds that your teen will listen. Rather than saying, "we need to talk," you might ask your teen what he or she is encountering with their friends. Ask open-ended questions to elicit a conversation rather than just "yes" and "no." It's okay for your conversation to take place over time, in bits and pieces.

BE PATIENT AND READY TO LISTEN.

Do your best to keep an open mind and ask questions. Your child is more likely to be receptive this way. Should you suspect that your child has been drinking, share your concerns without sounding accusatory. For example, "I have noticed your grades are dropping, and that you are hanging out with a new crowd." Focus on concerning behavior and why it worries you.

LET YOUR TEEN KNOW THEY'RE BEING HEARD.

Use active listening and reflect back what you are hearing. For example, you might say, it sounds like you are feeling anxious, and that you think drinking helps you relax and fit in with your friends. Is that right?

IF YOUR CHILD IS INTERESTED IN DRINKING, ASK WHY?

And, ask what might happen if they do. This gets your teen to think about their future—and some of the possible negative consequences of drinking. For example, they may be late to practice, do something stupid in front of their friends, or miss out on developing the skills needed for social settings.

OFFER EMPATHY AND COMPASSION.

Let your child know you understand. The teen years can be tough. Acknowledge that everyone struggles sometimes, but alcohol is not a useful or healthy way to cope with problems. Let your child know that they can come to you for support and guidance.

SET CLEAR EXPECTATIONS REGARDING DRUGS AND ALCOHOL.

Youngsters are less likely to drink when they know that parents and other important adults in their lives have strong feelings about it. Make sure your teen knows your rules and the consequences for breaking those rules—and, most importantly, that you really will enforce those consequences if the rules are broken.

TALK OPENLY ABOUT YOUR FAMILY HISTORY.

If there is a history of addiction or alcoholism in your family, then your child has an elevated risk of developing a problem. Discuss this risk with your child, as you would with any disease.

FACT SHEET: ALCOHOL

RaisingHealthyTeens.org



There are many reasons why teens drink, including the social pressure to fit in, the idea that most of their friends are drinking, or because they simply don't realize how harmful it can be to their developing brain and body.

Drinking during the teen years can interfere with normal brain development and lead to issues with alcohol later in life.

Q & A

Why is the drinking age 21?

The age limit for alcohol is based on research showing that young people react differently to alcohol; their bodies respond twice as quickly as adults do, yet they have difficulty knowing when to stop.

What's the big deal?

Alcohol impairs teens' judgment and lowers inhibitions for both young women and men. They do things they otherwise might not do and are more likely to get into dangerous situations such as driving under the influence or riding with an impaired driver. Underage drinking can also affect social development, especially if teens rely on alcohol as a means of coping. Studies show that young people who use alcohol may have difficulty making lasting friendships.

Can parents teach their teens how to drink responsibly by giving them small amounts?

There's no evidence that this approach actually works and there is evidence to the contrary. When teens feel they have their parents' approval to drink, they tend to drink more often and in larger amounts. When parents have concrete, enforced rules about alcohol, young people drink less.

OTHER HEALTH EFFECTS OF ALCOHOL



Alcohol disrupts sleep. Alcohol can interfere with sleep patterns by reducing time spent in deep restful sleep.



Alcohol is a diuretic causing the body to lose important vitamins and minerals required for athletic performance.



Alcohol disrupts the muscle-building process as alcohol is metabolized first, pushing aside other nutrients needed for muscle recovery.



Alcohol spikes the production of cortisol, the body's stress hormone, which impairs thinking, raises blood pressure, decreases bone density and muscle tissue, and increases abdominal fat.

With all of these effects, it's no surprise that alcohol reduces performance potential by as much as 20-30% in high school athletes. A night of drinking can erase two weeks of working out.

ALCOHOL AND THE TEEN BRAIN

The age limit for alcohol is based on the fact that a young person's brain is still undergoing some important development which continues well into adulthood. Using alcohol or drugs during this development can actually reverse the brain for addiction as it interferes with the reward center of the brain. Research shows that when teens start using at a young age, they are more likely to continue the habit into adulthood. In fact, teens who begin drinking before age 15 are six times more likely to develop a problem with alcohol later in life than those who begin drinking after age 21.



Alcohol and the Brain

Use this worksheet to have a discussion about the consequences of substance use to the body and brain to reinforce the importance of the Drug-Free lifestyle.

External Assets:

Positive Values (#31), Social Competence (#35), and Positive Identity (#37).

Alcohol and Your Brain

• What to Know •

Drinking alcohol affects the way your brain works—changing everything from the way you act to your ability to walk. Some effects can be long-lasting. Learn about how alcohol affects different parts of the brain.¹

Cerebral Cortex: This is the main area involved in thinking, decision-making, emotions, and the five senses. Alcohol's effects on this area can impair your ability to think clearly and lower your inhibitions. It may make you act without thinking or make you angry for no reason. Alcohol may affect your senses, such as blurring your vision. Long-term alcohol abuse can permanently damage this region.

Hippocampus: Your memory is controlled by the hippocampus. Drinking a lot of alcohol at one time can cause you to blackout, or forget a period of time. Long-term alcohol abuse can permanently damage the hippocampus, making it difficult for a person to learn.

Hypothalamus: Many body processes, such as heart rate and the feeling of hunger or thirst, are controlled in this small area. Alcohol can slow your heart rate and may make you hungrier and thirstier.

Central Nervous System: Alcohol slows down this system, which is made up of the brain, spinal cord, and nerves. That affects how signals flow through your body, making you think, speak, and move more slowly.

Medulla: Involuntary processes, such as breathing and maintaining body temperature, are controlled here. Drinking a lot of alcohol at one time can shut down the medulla, leading to a coma.

Cerebellum: This part of the brain is important for coordinating many of your daily movements, such as walking and grabbing objects. Alcohol can slow your reflexes. It may cause you to lose your balance or make your hands shake.

Use the information above to answer the following questions.

1. Which part of the brain is responsible for the five senses? _____
2. Which part of the brain is affected when a person experiences a "blackout" in which they can't remember entire events? _____
3. How can alcohol lead to a coma? _____

¹ Basic information on this page taken from: "Too Smart to Start," <http://toosmarttostart.samhsa.gov/tweens/games/interactiveBody/index.aspx>, "Alcohol's Damaging Effects on the Brain," *Alcohol Alert*, no. 63, October 2004. <http://pubs.niaaa.nih.gov/publications/AA63/AA63.htm>, "Underage Drinking," *Alcohol Alert*, no. 67, January 2006. <http://pubs.niaaa.nih.gov/publications/AA67/AA67.htm>.

Fast Fact

Research suggests that a young person's brain is more sensitive to some of alcohol's harmful effects because it is still developing.

School Success and Assets

Commitment to Learning Assets: (#21-25)

- Increases high school graduation
- Enrollment in college
- Higher grades
- Test scores



School Success and Assets

Commitment to Learning Assets (#21-25)

- Increases attendance
- Less drug use
- Fewer behavior problems
- Less likely to engage in sexual activity and less likely to get pregnant

Develop Assets in Your Children

The effects of parents on children begin at (or before) birth and last a lifetime.



Develop Assets in Your Children



Post the Assets List on the fridge

- Each day talk about 1 asset with your child, spouse or friend.

Celebrate the STRENGTHS your family has!

Develop Assets in Your Children (cont.)

- Talk about values, rules, and EXPECTATIONS you want to pass on
- Volunteer together in your community

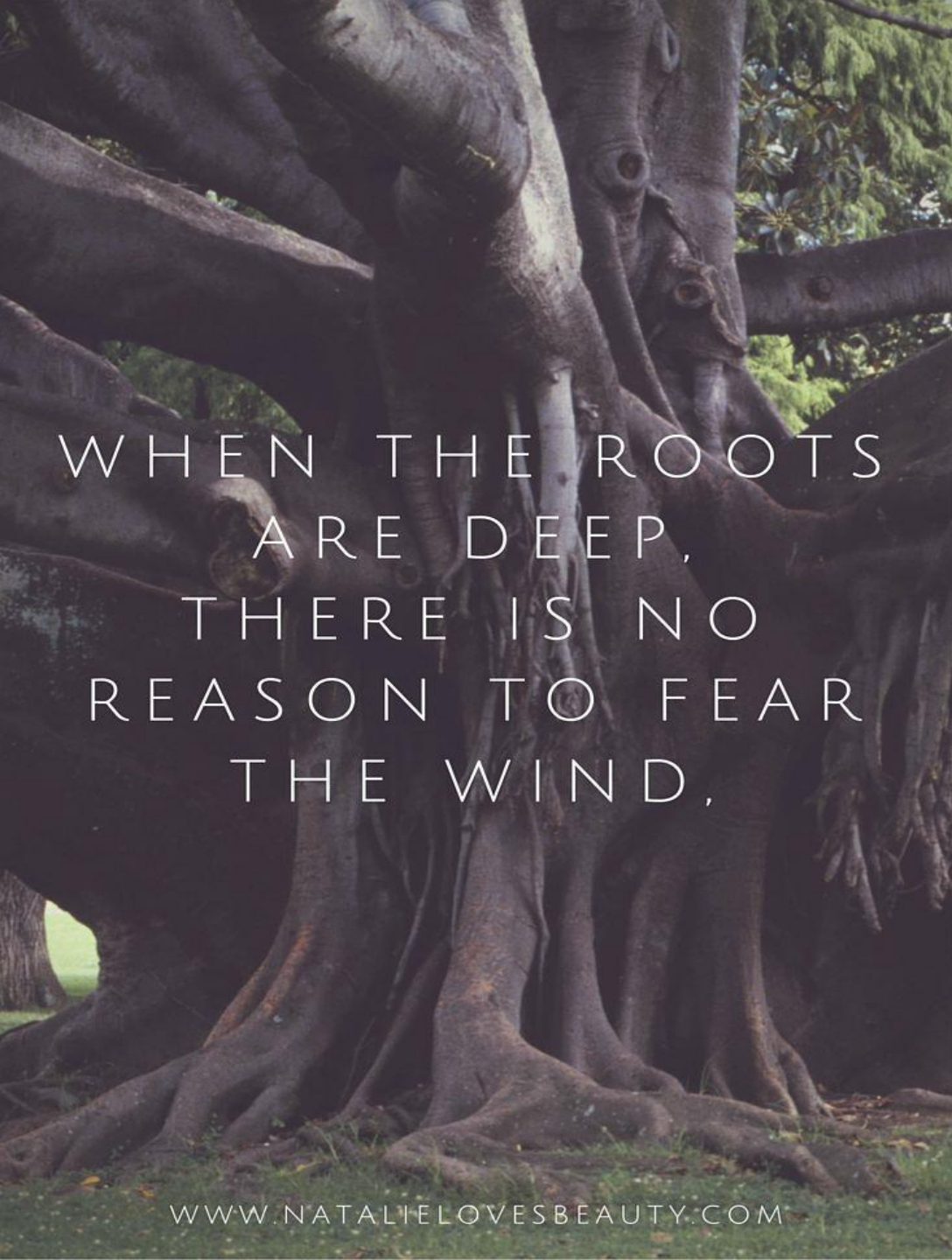
Develop Assets in Your Children (cont.)

- Eat together
- Spend time and TALK
 - Driving, walking dogs...



Develop Assets in Your Children (cont.)

- Get Involved, Be Involved, and STAY Involved.
 - Ask questions about school, homework, friends, hobbies
- Be interested
 - Give undivided attention with no distractions
- Set the rules and stick to them
 - But let them decide on smaller things



WHEN THE ROOTS
ARE DEEP,
THERE IS NO
REASON TO FEAR
THE WIND,

WWW.NATALIELOVESBEAUTY.COM

What can we answer?

Alcohol and Drug Education and Prevention Team (ADEPT)

Behavioral Health Services
Orange County Health Care Agency
(714) 834-4058
ADEPT@ochca.com
www.ochcahealthinfo.com/adept
<http://www.ochcahealthinfo.com/>



[Website](http://www.ochcahealthinfo.com/) | [Facebook](#) | [Twitter](#)

StigmaFreeOC

