

# Module One

## Behavioral Health Needs of Students

### Addressing Mental Health and Substance Abuse

40 Developmental Assets www.search-institute.org		
External Assets		
<i>Asset Type</i>	<i>Asset Name</i>	<i>Definition</i>
<b>Support</b>	<b>Family support</b>	Family life provides high levels of love and support.
	<b>Positive family communication</b>	Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parent(s).
	<b>Other adult relationships</b>	Young person receives support from three or more non-parent adults.
	<b>Caring neighborhood</b>	Young person experiences caring neighbors.
	<b>Caring school climate</b>	School provides a caring, encouraging environment.
	<b>Parent involvement in schooling</b>	Parent(s) are actively involved in helping young person succeed in school.
<b>Empowerment</b>	<b>Community values youth</b>	Young person perceives that adults in the community value youth.
	<b>Youth as resources</b>	Young people are given useful roles in the community.
	<b>Service to others</b>	Young person serves in the community one hour or more per week.
	<b>Safety</b>	Young person feels safe at home, at school, and in the neighborhood.
<b>Boundaries and Expectations</b>	<b>Family boundaries</b>	Family has clear rules and consequences, and monitors the young person's whereabouts.

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	<b>School boundaries</b>	School provides clear rules and consequences.
	<b>Neighborhood boundaries</b>	Neighbors take responsibility for monitoring young people's behavior.
	<b>Adult role models</b>	Parent(s) and other adults model positive, responsible behavior.
	<b>Positive peer influence</b>	Young person's best friends model responsible behavior.
	<b>High expectations</b>	Both parent(s) and teachers encourage the young person to do well.
<b>Constructive Use of Time</b>	<b>Creative activities</b>	Young person spends three or more hours per week in lessons or practice in music, theater or other arts.
	<b>Youth programs</b>	Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations.
	<b>Religious community</b>	Young person spends at least one hour per week in religious institution.
	<b>Time at home</b>	Young person is out with friends "with nothing special to do" two or fewer nights per week.

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Internal Assets		
<i>Asset Type</i>	<i>Asset Name</i>	<i>Definition</i>
<b>Commitment to Learning</b>	<b>Achievement motivation</b>	Young person is motivated to do well in school.

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Internal Assets		
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	<b>School engagement</b>	Young person is actively engaged in learning.
	<b>Homework</b>	Young person reports doing at least one hour of homework every school day.
	<b>Bonding to school</b>	Young person cares about her or his school.
	<b>Reading for pleasure</b>	Young person reads for pleasure three or more hours per week.
<b>Positive Values</b>	<b>Caring</b>	Young person places high value on helping other people.
	<b>Equality and social justice</b>	Young person places high value on promoting equality and reducing hunger and poverty.
	<b>Integrity</b>	Young person acts on convictions and stands up for her or his beliefs.
	<b>Honesty</b>	Young person “tells the truth even when it is not easy.”
	<b>Responsibility</b>	Young person accepts and takes personal responsibility.
	<b>Restraint</b>	Young person believes it is important not to be sexually active or to use alcohol or other drugs.
<b>Social Competencies</b>	<b>Planning and decision making</b>	Young person knows how to plan ahead and make choices.
	<b>Interpersonal competence</b>	Young person has empathy, sensitivity and friendship skills.
	<b>Cultural competence</b>	Young person has knowledge of and comfort with people of different cultural, racial and ethnic backgrounds.

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	<b>Resistance skills</b>	Young person can resist negative peer pressure and dangerous situations.
	<b>Peaceful conflict resolution</b>	Young person seeks to resolve conflict nonviolently.
<b>Positive Identity</b>	<b>Personal power</b>	Young person feels he or she has control over “things that happen to me.”
	<b>Self-esteem</b>	Young person reports having a high self-esteem.
	<b>Sense of purpose</b>	Young person reports that “my life has a purpose.”
	<b>Positive view of personal future</b>	Young person is optimistic about her or his personal future.

## Mental Health Resources

**Henderson, N., Benard, B., & Sharp-Light, N. (Eds.).** (2007). *Resiliency In action: Practical ideas for overcoming risks and building strengths in youth, families, & communities*. Rio Rancho, NM: Resiliency in Action

**Ohio Department of Education.** [www.ode.state.oh.us](http://www.ode.state.oh.us), keyword searches: *safe and supportive learning; school climate; learning supports guidelines*.

**National Center for Cultural Competency (NCCC)**, Georgetown University Center for Child and Human Development. Provides leadership and research on cultural and linguistic competency within systems and organizations. Major emphasis is placed on health and mental health care delivery, administration, education and advocacy.

<http://www11.georgetown.edu/research/gucchd/nccc/>

**Network of Care-Ohio.** Provides linkages to local support groups and personal advocacy resources by county as well as evidence-based practices on behavioral health needs.

<http://ohio.networkofcare.org/index2.cfm?productid=2&stateid=41>

**Ohio Department of Mental Health & Addiction Services** The mission of the Ohio Department of Mental Health and Addiction Services (OhioMHAS) is to provide statewide leadership of a high-quality mental health and addiction prevention, treatment and recovery system that is effective and valued by all Ohioans. <http://MHA.ohio.gov>

**Search Institute.** A nonprofit organization that promotes healthy children, youth and communities using the framework of Forty Developmental Assets

[www.search-institute.org](http://www.search-institute.org)

**Substance Abuse & Mental Health Services Administration (SAMHSA)** Center to Promote Acceptance, Dignity and Social Inclusion Associated with Mental Health, U.S. Department of Health and Human Services. Provides information and advice on countering discrimination and stigma associated with mental illness. <http://www.stopstigma.samhsa.gov/>

## Mental Health References

Bluestein, J. (2001). *Creating emotionally safe schools: A guide for educators and parents*. Deerfield Beach, FL: Health Communications.

Higgins, G. O. (1994). *Resilient adults: Overcoming a cruel past*. San Francisco: Jossey-Bass.

Maslow, A. H. (1970). *Motivation and personality* (2<sup>nd</sup> ed.). New York: Harper.

McWhirter, J. J., McWhirter, B. T., McWhirter, E. H., & McWhirter, R. J. (2007). *At risk youth: A comprehensive response for counselors, teachers, psychologists, and human service professionals* (4<sup>th</sup> ed.). Belmont, CA: Thomson Brooks/Cole.

Nakamura, R. M. (2000). *Healthy classroom management: Motivation, communication, and discipline*. Belmont, CA: Wadsworth/Thomson.

National Research Council. (2000). *How people learn: Brain, mind, experience and school* (expanded ed.). Washington, DC: National Academy Press.

State Board of Education of Ohio. (2007). *A comprehensive system of learning supports guidelines*. Columbus: Ohio Department of Education. Retrieved April 18, 2008, from [www.ode.state.oh.us](http://www.ode.state.oh.us), keyword search: *learning supports guidelines*.

Starkman, N., Scales, P. C., & Roberts, C. (1999). *Great places to learn: How asset-building schools help students succeed*. Minneapolis, MN: Search Institute.

## Substance Use and Abuse Resources

### **Adolescent Substance Abuse Knowledge Base**

This Web site provides information about club drugs, current statistics, signs of drug use, symptoms of specific drugs, myths about alcohol and ways to identify drugs.

<http://www.adolescent-substance-abuse.com/national-drug-statistics.html>

### **Al-Anon/Alateen**

Those who have been affected by someone else's drinking can find information about solutions on this Web site in English, Spanish and French.

<http://www.al-anon.alateen.org>

### **Alcoholics Anonymous<sup>®</sup>**

Alcoholics Anonymous<sup>®</sup> is a fellowship of men and women who share their experiences, strengths and hopes with each other to solve common problems and help others recover from alcoholism.

<http://www.aa.org>

### **Addictions Intervention, Inc.**

Extensive information on interventions, along with addiction data by state.

<http://druginterventions.net/>

**Drug Free 24/7** is the framework for social marketing of prevention messages in communities, schools, and organizations through year-round marketing, education and programming. Constant, yet creative messages promote drug free lifestyles and facilitate the expectation of living drug free every hour of the day and every day of the year. <https://www.drugfreeactionalliance.org/drugfree247>

### **Drug-Free Action Alliance**

<http://drugfreeactionalliance.org>

<https://www.drugfreeactionalliance.org/know>

### **Drug Rehab**

Information, programs and resources to prevent and treat teen substance abuse.

<http://drug-rehab.com/adolescent-substance-abuse.htm>

**Fisher, G. L., & Harrison, T. C. (2000).** *Substance abuse: Information for school counselors, social workers, therapists, and counselors* (2<sup>nd</sup> ed.). Boston: Allyn and Bacon.

### **Focus Adolescent Services**

Information about and resources for adolescents

<http://www.focusas.com/Alcohol.html>

### **National Association for Children of Alcoholics**

Offers background kits designed to assist teachers in helping children in their classes who come from homes affected by alcohol or other drug addiction.

<http://nacoa.net/Teachers.htm>

### **National Council on Alcoholism and Drug Dependence, Inc. (NCADD)**

Offers education, information, a toll-free Hope Line and a toll-free National Intervention Network line to educate and assist the families and friends of addicted individuals.

<http://ncadd.org/>

### **National Institute on Alcohol Abuse and Alcoholism**

Research and resources for parents, students and professionals.

<http://www.niaaa.nih.gov/>

### **National Institute on Drug Abuse**

Materials that inform parents and teachers about the health effects and consequences of drug abuse and addiction; links for parents and teachers; and curriculum resources for K-12 students. Accessible in English and Spanish.

<http://www.nida.nih.gov/drugpages/stats.html>

**Ohio Department of Mental Health & Addiction Services** The mission of the Ohio Department of Mental Health and Addiction Services (OhioMHAS) is to provide statewide leadership of a high-quality mental health and addiction prevention, treatment and recovery system that is effective and valued by all Ohioans. <http://MHA.ohio.gov>

**Ohio Youth Led Prevention Network** The Ohio Youth-Led Prevention Network (OYLPN) consists of youth-led substance abuse prevention providers and youth across the state who are committed to the cornerstones of youth-led prevention, peer prevention, positive youth development and community service. The OYLPN fosters partnerships and collaborations among these youth-led prevention programs throughout Ohio.

<https://www.drugfreeactionalliance.org/ohio-youth-led-prevention-network>

**Resiliency Ohio** empowers youth and families to expect, define, and experience a lifetime of hope, well-being, and achievement with full participation in their communities. In addition, Resiliency Ohio supports and develops local mental health systems that foster resiliency at all levels of mental health care and education, including mental health promotion, prevention, and intervention, with the ultimate outcome of resilient individuals, families, and communities.

<http://www.resiliencyohio.org/>



### **The Partnership at Drugfree.org**

Equips parents and educators by helping them understand the underlying causes of teen substance use and abuse.

<http://www.drugfree.org/>

### **U.S. Department of Justice, Office of Justice Programs, Bureau of Justice Statistics.** Information about illicit drugs, trends and availability.

<http://www.ojp.usdoj.gov/bjs/DCF/du.htm>

### **U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration (SAMHSA)**

- Alcohol and drug prevention and treatment information to promote safe schools. <http://ncadi.samhsa.gov/features/school/>
- National Clearinghouse for Alcohol and Drug Information – prevention online site with research and resources for parents, students and professionals. <http://ncadi.samhsa.gov/>
- Public Health Service, Center for Substance Abuse Treatment has a series of 31 books called the Treatment Improvement Protocol (TIP) Series. Call (800) 729-6686.
- Substance Abuse Treatment Facility Locator. <http://findtreatment.samhsa.gov>
- Office of Applied Studies Statistics <http://www.drugabusestatistics.samhsa.gov/>

### **U.S. Library of Medicine, National Institutes of Health**

Information and resources for preventing and treating youth alcohol use.

<http://www.nlm.nih.gov/medlineplus/alcoholandyouth.html>

### **U.S. Surgeon General**

The recently published *Surgeon General's Call to Action to Prevent and Reduce Underage Drinking* highlights underage alcohol use as a major public health and safety issue.

<http://www.surgeongeneral.gov/topics/underagedrinking/EducatorGuide.pdf>

## Substance Use and Abuse References

- Adolescent Substance Abuse Knowledge Base. (2007). Center for Disease Control. General signs of alcohol or drug use. Retrieved July 2008 from <http://www.adolescent-substance-abuse.com/signs-drug-use.html>
- Centers for Disease Control and Prevention's (CDC) Youth Risk Behavior Surveillance System—United States, 2005). Retrieved March 2008. <http://www.cdc.gov/HealthyYouth/yrbs/data/index.htm> and <http://apps.nccd.cdc.gov/yrbss/CompTableTwoLoc.asp?X=1&Loc1=XX&Loc2=OH&Year1=2005&Year2=2005>
- Be In the Know (2005). Facts About Illegal Drugs, Alcohol, & Tobacco. Retrieved July 2008 from <http://www.beintheknowri.com/facts/tobacco.php>
- Hughes, J. R. (1995). Clinical implications of the association between smoking and alcoholism. In J. B. Fertig & J. P. Allen (Eds.), *Alcohol and Tobacco: From Basic Science to Clinical Practice* (pp. 171-185). NIAAA Research Monograph No. 30. NIH Pub. No. 95-3931. Washington, DC: Supt. of Docs., US Govt. Print. Off.
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- Jarvik, M. E., & Schneider, N. G. (1992). Nicotine. In J. H. Lowinson, P. Ruiz, & R. B. Millman (Eds.), *Substance abuse: A comprehensive textbook* (2nd ed., pp. 334-356). Baltimore: Williams and Wilkins.
- National Institute on Alcohol Abuse and Alcoholism (NIAAA), Alcohol Alerts: Alcohol and Tobacco. January 1998.
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- TeensHealth. (2008). Suicide. Retrieved July 2008 from [http://www.kidshealth.org/teen/your\\_mind/mental\\_health/suicide.html](http://www.kidshealth.org/teen/your_mind/mental_health/suicide.html)

## Restrictions and Authorization for Use of This Curriculum

The Ohio Department of Education (ODE) authorizes the use of the Safety and Violence Prevention Training Curriculum for educational purposes by all Ohio public and nonpublic schools under certain conditions that are specified below:

- The curriculum must be presented in compliance with Ohio Revised Code Section 3319.073;
- If any additions or modifications to the curriculum are made by local presenters (except when specific ODE text specifies the addition of certain local information), presenters must make clear in writing that any additional or modified text is not part of the original ODE curriculum;
- Copies of materials may be provided free or at duplicating cost for individuals participating in the program. No presenter may use or copy the curriculum materials for any other purpose.