

Module 9



Working with Young People on AOD Issues

Working with young people on AOD issues



Topic 1

Introduction

Learning outcomes



When you have completed this module you will be able to:

- ✓ Identify AOD interventions suitable for working with young people
- ✓ Apply Stages-of-Change model and motivational interviewing to work with young people
- ✓ Implement strategies for working with resistance and ambivalence with young people
- ✓ Demonstrate skills in harm minimisation and brief and early interventions with young people
- ✓ Apply relapse prevention and management strategies.

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Topic 2

Introduction to AOD interventions

Harm minimisation



- ✓ Harm reduction
- ✓ Demand reduction
- ✓ Supply reduction

Harm minimisation approach

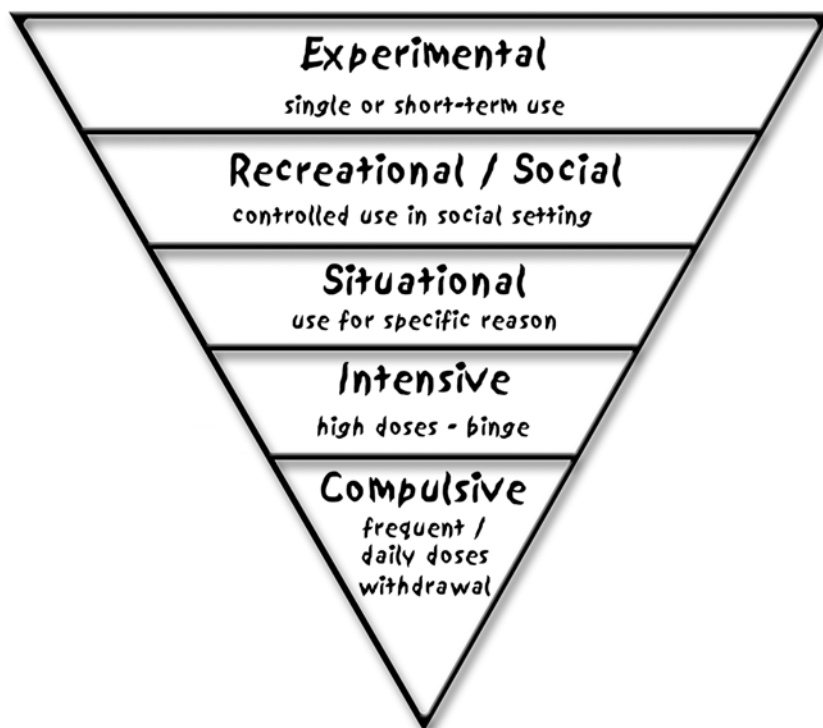


- ✓ Drug use, both licit and illicit, is an inevitable part of society
- ✓ Drug use occurs across a continuum. Patterns range from occasional use to dependent use
- ✓ A range of harms are associated with different types and patterns of use
- ✓ A range of approaches can be used to respond to these harms

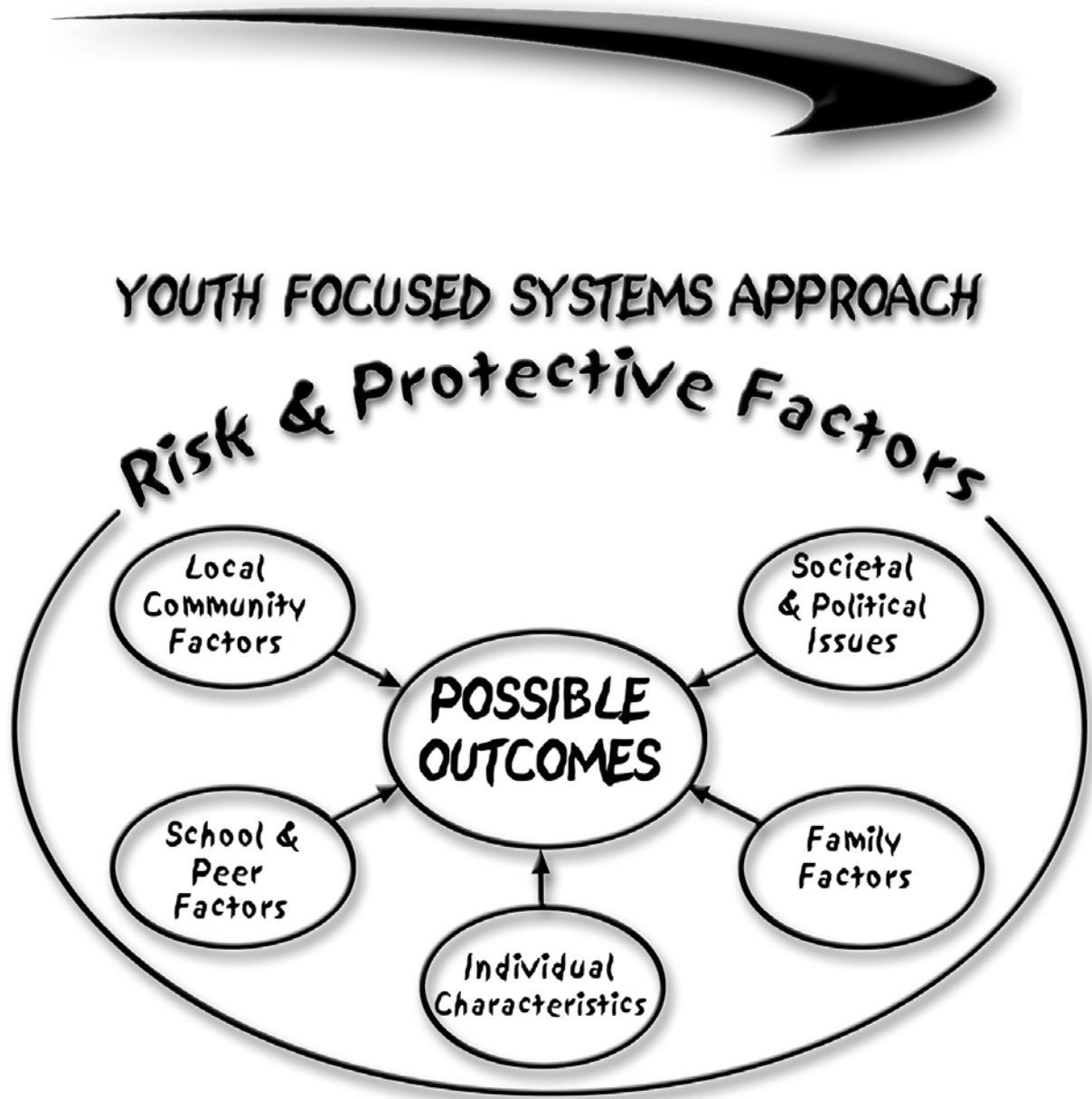
Schaeffer's model



Schaeffer's Model - Patterns of Drug Use



Risk and protective factors



Overview



- ✓ Harm minimisation focuses on reducing harms from AOD use, not the use itself
- ✓ Not all young people experience problems from their drug use
- ✓ The context of the young person must be considered
- ✓ The context of drug use must be considered

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Topic 3

Understanding change

Natural change



- ✓ Finding a new reference
- ✓ Finding (or rediscovering) a new purpose in life
- ✓ Dramatic and humiliating events associated with their drug use
- ✓ 'Maturing out' from heavy use
- ✓ Pregnancy

Natural change Cont ...



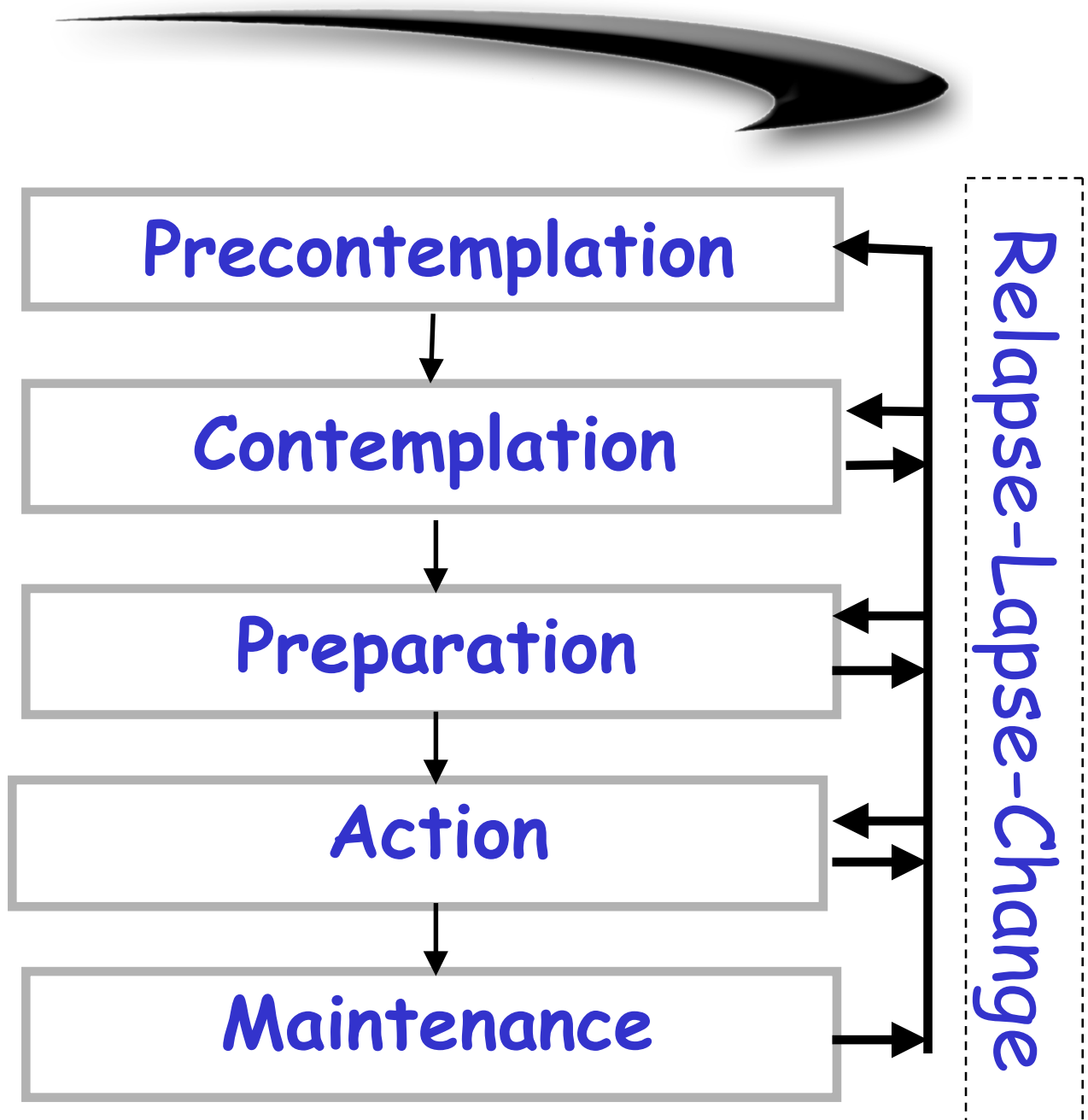
- ✓ Developing new personal relationships that are not compatible with heavy AOD use
- ✓ Financial and/or legal problems
- ✓ Health concerns
- ✓ Work problems
- ✓ Advice from friends and family

Roadblocks to communication

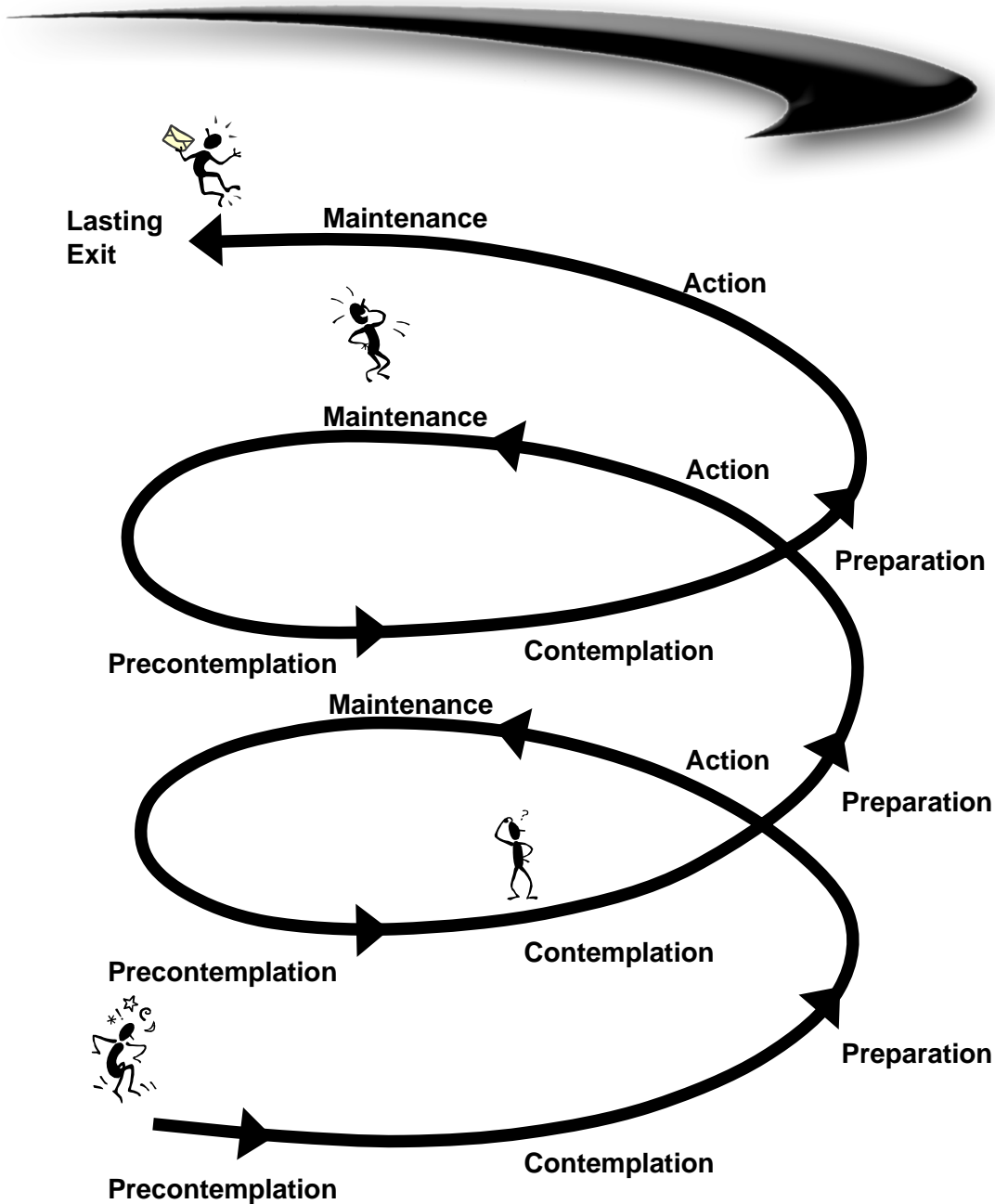


- × Ordering
- × Over-sympathising
- × Warning/threatening
- × Lecturing
- × Diagnosing
- × Judging
- × Interrogating

Stages of change



Stages of change



Five stages of change



- ✓ Precontemplation
- ✓ Contemplation
- ✓ Preparation
- ✓ Action
- ✓ Maintenance

Readiness to change



0 1 2 3 4 5 6 7 8 9 10

Not
considering
change

Already
changing

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Topic 4

Motivational interviewing

Understanding change



- ✓ Change is a process, not a single event
- ✓ People may go around the cycle of change many times before achieving control
- ✓ Client resistance may be a sign that the worker has overestimated readiness for change
- ✓ 10-point change scale useful tool for starting conversations on how a young person feels about changing AOD using behaviours

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Topic 5

Some motivational interviewing techniques for working with young people

Motivational interviewing



- ✓ Therapeutic approach developed by William Miller and Stephen Rollnick
- ✓ Main idea is to purposefully create a conversation around change without attempting to convince the person of the need to change or instructing them about how to change

Key principles of motivational interviewing



- ✓ Express empathy
- ✓ Develop discrepancy
- ✓ Avoid argument
- ✓ Roll with resistance
- ✓ Provide support
- ✓ Encourage self-efficacy

Working with ambivalence



- ✓ No such thing as 'unmotivated' behaviour
- ✓ The more involved a young person is with drug use and associated lifestyle issues, the greater the chance they will feel some conflict or ambivalence about changing their pattern of use
- ✓ Ambivalence is a normal, human condition, central to decision-making
- ✓ Working with ambivalence is a key to assisting a young person move through the change process

Working with resistance



- ✓ Worker's style is a powerful determinant of resistance
- ✓ Argument tends to evoke resistance
- ✓ Young people may respond to confrontation by presenting reasons against change
- ✓ When resistance is evoked, young people tend not to change

Working with resistance

Cont ...



- ✓ Resistance may be a message from the young person that you do not understand them or their situation
- ✓ Motivation emerges from the interaction between the young person and the worker
- ✓ Motivation can be increased by using a variety of strategies

Motivational interviewing



- ✓ Intervention technique that purposefully creates a conversation around change without attempting to convince the person of the need to change, or instructing them about how to change
- ✓ Working with ambivalence is central
- ✓ Reflection can be a useful technique to work with resistance

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Topic 6

Brief interventions

Some techniques



- ✓ Decisional balancing
 - pros and cons for making change or staying the same
- ✓ Looking forward/future directions
- ✓ Worst case scenario/best case scenario

Good things/less good things



- ✓ Essential strategy, 'heart and soul' of MI
- ✓ Builds and explores ambivalence
 - current drug use
 - possibility of changing drug use
- ✓ Builds rapport
- ✓ Assesses readiness for change
- ✓ Assesses other factors such as triggers for relapse, if change were to occur

Decisional balancing



| | Good things | Not so good things |
|----------------------|-------------|--------------------|
| Continue drug use | | |
| Reduce/stop drug use | | |

Looking forward/ future directions



- ✓ Helping clients to imagine a different future
- ✓ Some useful questions:
 - 'How do you think things might be different for you once you turn 18?'
 - 'What would be the best possible result that you could imagine, if you were to make a change?'
 - 'If you made a change to your drug use, how would you like things to turn out?'

Looking forward/ future directions Cont ...



- ✓ The goal is to facilitate movement to the next stage of change if the young person is ready
- ✓ Ten-point scale is a useful tool to use with this technique

Worst case scenario/ best case scenario



- ✓ Some questions:
 - 'If you were to stop using heroin, what do you imagine would be the worst things that could possibly happen?'
 - 'If you were to stop using heroin, what do you imagine would be the best things that could possibly happen?'
- ✓ Vary to use worst and best case imaginings around change and staying the same

Motivational interviewing



In summary:

- ✓ One way to work with some people, some of the time, in some situations
- ✓ An approach that aims to work with people at their own pace, and address the need for change
- ✓ Uses a quiet, eliciting rather than a directive style
- ✓ Has application in specialist AOD and other settings and is useful in brief interventions

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Topic 7

Working with young people to determine a plan of action

Brief interventions



- ✓ Engage with those clients not yet ready for change
- ✓ Increase the client's perception of real and potential risks and problems associated with AOD use and practices
- ✓ Encourage change by helping a young person to consider reasons for change and risks of not changing

When not to use brief interventions



When a person:

- ✓ doesn't wish to engage in conversation and becomes visibly distressed or angry when questioned
- ✓ is in a highly emotional state
- ✓ is extremely intoxicated
- ✓ is on medication that is mood/mind altering

Counterproductive assumptions



- ✓ This person **ought** to make a change
- ✓ This person **wants** to make a change
- ✓ This person's health/relationship/legal situation is a prime motivating factor
- ✓ If they decide not to change, the intervention has failed

Counterproductive assumptions Cont ...



- ✓ People are either motivated to change or not
- ✓ Now is the right time to consider change
- ✓ A tough approach is most effective
- ✓ I'm the expert. The young person must follow my advice

Brief interventions



- ✓ In summary:
- ✓ Don't require ongoing formal counselling sessions
- ✓ Make the most of small opportunities
- ✓ Can occur at anytime in your work with young people
- ✓ Can provide information quickly when it's most needed
- ✓ Can increase a young person's acceptance of information

Assisting with goal-setting



- ✓ To plan action, a goal must be pictured
- ✓ Goal must be related to a young person's values, beliefs and dreams (meaningful)
- ✓ Goals can be short-term or long-term
- ✓ Goals need to be negotiated
- ✓ Setting small steps will empower a young person

Beginning the process



Useful questions:

- What sort of things are important to you?
- What is one of the most important things in your life that you would miss the most?
- What sort of person would you like to be?
- If things worked out in the best possible way for you, what would you be doing one year from now?
- What are some of the good things your friends and family say about you?
- How does your drug use fit in with your plans for the future?

SMART approach



- ✓ Specific
- ✓ Meaningful
- ✓ Assessable
- ✓ Realistic
- ✓ Timed

SMART approach questions



- ✓ Make a list of goals for:
 - the day
 - this week
 - this month
 - the year
 - for 5 years
- ✓ What will be your next (first) step now?

SMART approach questions

Cont ...



- ✓ What will you do in the next one or two days (week)?
- ✓ Have you ever done any of these things before to achieve this?
What will you need to do to repeat these actions?
- ✓ Who will be helping and supporting you?

SMART approach questions

Cont ...



- ✓ On a scale of 1 to 10, what are the chances that you will carry out the next step?
- ✓ Be hesitant about accepting anything under a seven - the initial goal or next step may need to be more achievable

Problem-solving training



The goals of problem-solving training are for the client to:

- ✓ recognise when a problem exists
- ✓ generate a range of possible solutions
- ✓ decide on the most appropriate option and determine a plan for enacting it
- ✓ be able to evaluate the effectiveness of the selected option

Determining a plan of action



In summary:

- ✓ Assisting a young person to set realistic and reachable goals can be an important step in the process of taking action for change

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Topic 8

Summary and conclusion

Determining a plan of action



- ✓ Once it is clear what a young person aims to achieve by making a change, concrete help with problem-solving and decision-making can be necessary
- ✓ Setting goals, solving problems and making decisions are all part of the process of change

Relapses



- ✓ A lapse is normal and should not be viewed negatively
- ✓ Strengthen motivation to change throughout the change process
- ✓ Identify high-risk situations
- ✓ Develop coping strategies and skills for high-risk situations
- ✓ Develop coping strategies and skills to deal with lapses
- ✓ Recognising and implementing changes in the young person's environment and lifestyle

Relapse strategies



- ✓ Positive self-talk
- ✓ Problem-solving skills
- ✓ Relaxation skills
- ✓ Anger and depression management
- ✓ Coping with craving
- ✓ Identify the build up to relapse

Long-term maintenance of change



- ✓ Establishing social contacts that are not AOD-centred
- ✓ Establishing new leisure activities and hobbies that are not AOD-centred
- ✓ Living in a new place to avoid a familiar group of heavy users
- ✓ Working in a new location to avoid heavy drug-using scenes