



*The Decisions at Every Turn Coalition is dedicated to creating a safe and healthy Ashland by working as a community to prevent, reduce and address the problems that can lead to youth substance abuse.*



***2019 Annual Retreat***

# WELCOME

Today we welcome our Ashland community partners representing Police & Fire, Ashland Public Schools, Town Departments, local boards, volunteer & civic groups, health care & human service providers, media, and parents.

We are joined by behavioral health and prevention advocates Senate President Karen Spilka and Representative Jack Patrick Lewis.

Together, your commitment to supporting Ashland youth has made a difference. Most Ashland students make healthy decisions around substance use and do not drink alcohol, use marijuana, vape, or misuse prescription drugs.

# Today's Agenda

1. Our Foundation
2. The Health & Wellness of Ashland Youth
3. Partners in Prevention: Success Stories
4. Break
5. Group Photo
6. Guiding Conversations: Concerns, Hopes & Community Messaging
7. Closing: Appreciation and Evaluation

## What is Prevention? The Role of the Community



# OUR FOUNDATION

*To work as a community to prevent, reduce and address the problems that can lead to youth substance use and abuse.*



# Positive Youth Development



## 40 Developmental Assets®

Search Institute® has identified the following building blocks of healthy development that help young people grow up healthy, caring, and responsible.



Category	Asset Name and Definition
External Assets	<b>Support</b>
	1. <b>Family Support</b> -Family life provides high levels of love and support.
	2. <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 parents.
	3. <b>Other Adult Relationships</b> -Young person receives support from three or more nonparent adults.
	4. <b>Caring Neighborhood</b> -Young person experiences caring neighbors.
	5. <b>Caring School Climate</b> -School provides a caring, encouraging environment.
	6. <b>Parent Involvement in Schooling</b> -Parent(s) are actively involved in helping young person succeed in school.
	<b>Empowerment</b>
	7. <b>Community Values Youth</b> -Young person perceives that adults in the community value youth.
	8. <b>Youth as Resources</b> -Young people are given useful roles in the community.
	9. <b>Service to Others</b> -Young person serves in the community one hour or more per week.
	10. <b>Safety</b> -Young person feels safe at home, school, and in the neighborhood.
Internal Assets	<b>Boundaries &amp; Expectations</b>
	11. <b>Family Boundaries</b> -Family has clear rules and consequences and monitors the young person's whereabouts.
	12. <b>School Boundaries</b> -School provides clear rules and consequences.
	13. <b>Neighborhood Boundaries</b> -Neighbors take responsibility for monitoring young people's behavior.
	14. <b>Adult Role Models</b> -Parent(s) and other adults model positive, responsible behavior.
	15. <b>Positive Peer Influence</b> -Young person's best friends model responsible behavior.
	16. <b>High Expectations</b> -Both parent(s) and teachers encourage the young person to do well.
	<b>Constructive Use of Time</b>
	17. <b>Creative Activities</b> -Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
	18. <b>Youth Programs</b> -Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.
	19. <b>Religious Community</b> -Young person spends one or more hours per week in activities in a religious institution.
	20. <b>Time at Home</b> -Young person is out with friends "with nothing special to do" two or fewer nights per week.
Internal Assets	<b>Commitment to Learning</b>
	21. <b>Achievement Motivation</b> -Young person is motivated to do well in school.
	22. <b>School Engagement</b> -Young person is actively engaged in learning.
	23. <b>Homework</b> -Young person reports doing at least one hour of homework every school day.
	24. <b>Bonding to School</b> -Young person cares about her or his school.
	25. <b>Reading for Pleasure</b> -Young person reads for pleasure three or more hours per week.
	<b>Positive Values</b>
	26. <b>Caring</b> -Young person places high value on helping other people.
	27. <b>Equality and Social Justice</b> -Young person places high value on promoting equality and reducing hunger and poverty.
	28. <b>Integrity</b> -Young person acts on convictions and stands up for her or his beliefs.
Internal Assets	<b>Social Competencies</b>
	29. <b>Honesty</b> -Young person "tells the truth even when it is not easy."
	30. <b>Responsibility</b> -Young person accepts and takes personal responsibility.
	31. <b>Restraint</b> -Young person believes it is important not to be sexually active or to use alcohol or other drugs.
	32. <b>Planning and Decision Making</b> -Young person knows how to plan ahead and make choices.
	33. <b>Interpersonal Competence</b> -Young person has empathy, sensitivity, and friendship skills.
	34. <b>Cultural Competence</b> -Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
	35. <b>Resistance Skills</b> -Young person can resist negative peer pressure and dangerous situations.
	36. <b>Peaceful Conflict Resolution</b> -Young person seeks to resolve conflict nonviolently.
	<b>Positive Identity</b>
	37. <b>Personal Power</b> -Young person feels he or she has control over "things that happen to me."
	38. <b>Self-Esteem</b> -Young person reports having a high self-esteem.
	39. <b>Sense of Purpose</b> -Young person reports that "my life has a purpose."
	40. <b>Positive View of Personal Future</b> -Young person is optimistic about her or his personal future.

The 40 Developmental Assets are research-based, positive experiences and qualities that influence young people's development, helping them become caring, responsible, and productive adults.

Over time, studies of more than 5 million young people consistently show that the more assets that young people have, the less likely they are to engage in a wide range of high-risk behaviors and the more likely they are to thrive.

**Research shows that youth with the *most* assets are *more* likely to:**

Do well in school      Be civically engaged      Value diversity

**Research shows that youth with the *most* assets are *least* likely to have problems with:**

Alcohol use      Violence      Illicit drug use      Sexual activity

Prevent or delay  
Protective Factors  
Science-based strategies  
Attitude or behavioral changes  
Cultivate positive outcomes

Information dissemination

Education

Alternative activities

Community- based processes

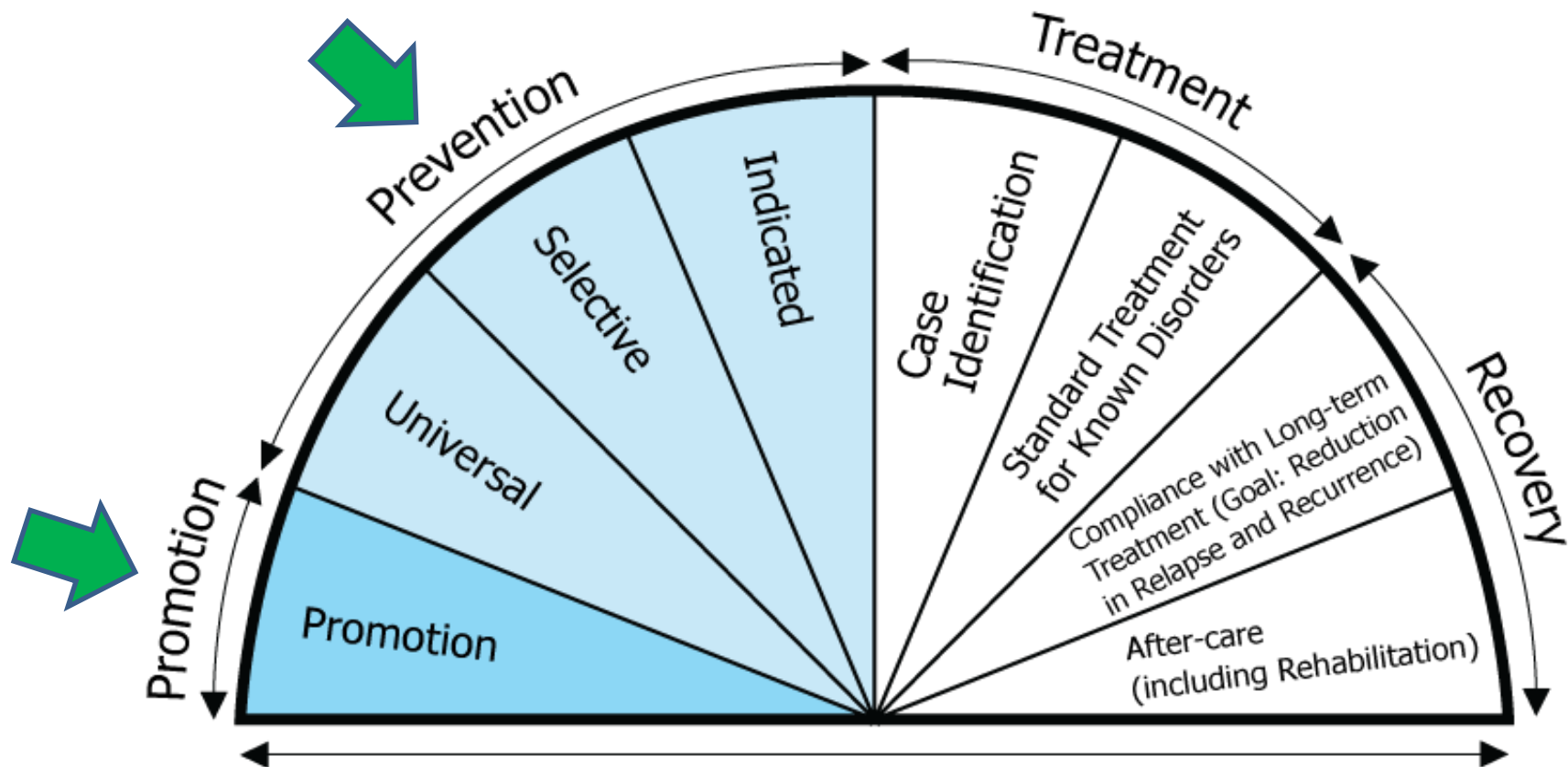
Environmental strategies

Problem identification & referral

Culturally appropriate



# Behavioral Health Promotion



**The Behavioral Health Continuum Model**  
**SAMHSA**

# Risk Factors

# Protective Factors

<b>Individual</b>	<ul style="list-style-type: none"><li>~ Low self-esteem</li><li>~ Impulsivity/risk-taking behaviors</li><li>~ Positive attitude/low perception of risk towards substance use</li></ul>	<ul style="list-style-type: none"><li>~ Parents who provide consistent structure</li><li>~ Parents who set clear expectations and “no use” rules</li><li>~ Positive family bonding</li></ul>
<b>Peer</b>	<ul style="list-style-type: none"><li>~ Has friends who think alcohol/drug use is “cool”</li><li>~ Peer group reinforces negative social norms</li></ul>	<ul style="list-style-type: none"><li>~ Opportunities for youth involvement</li><li>~ Norms that support healthy behaviors or discourage underage alcohol &amp; other drug use</li></ul>
<b>Family</b>	<ul style="list-style-type: none"><li>~ Parents with a permissive attitude toward teen substance use</li><li>~ Parents do not set clear expectations or “no use” rules</li><li>~ Family conflict, abuse or neglect</li></ul>	<ul style="list-style-type: none"><li>~ Positive school climate</li><li>~ Clear behavioral expectations</li><li>~ Clear “no use” alcohol and other drug policies</li></ul>
<b>School</b>	<ul style="list-style-type: none"><li>~ Unsupportive school climate</li><li>~ Little feeling of connectedness to school</li><li>~ Inconsistent policies/consequences for youth alcohol and other drug use</li></ul>	<ul style="list-style-type: none"><li>~ Friends with negative attitudes towards alcohol or drug use</li><li>~ Involvement with substance-free activities</li></ul>
<b>Community</b>	<ul style="list-style-type: none"><li>~ Lack of youth recreation activities</li><li>~ Community norms that support teen substance use</li></ul>	<ul style="list-style-type: none"><li>~ Strong social skills</li><li>~ Self-discipline/Resilient temperament</li><li>~ Negative attitudes/perception of high risk towards substance use</li></ul>

# Positive Culture Framework

## Social Ecologies

### **Individual**

Curricula/Programs to change skills,  
attitudes, beliefs, behaviors

### **Family & Peer**

Family training or education

### **School / Workplaces**

Policies, programs,  
trainings for all staff

### **Community**

Ordinances, laws, taxes, policies



# COLLABORATIONS & PARTNERSHIPS ARE VERY IMPORTANT TO OUR PREVENTION WORK



# OUR FOUNDATION

*To work as a community to prevent, reduce and address the problems that can lead to youth substance use and abuse.*



# THE HEALTH & WELLNESS OF ASHLAND YOUTH



# METROWEST (ASHLAND) ADOLESCENT HEALTH SURVEY

*KEY INDICATOR DATA*

Trends 2006 - 2018

# ASHLAND MIDDLE SCHOOL

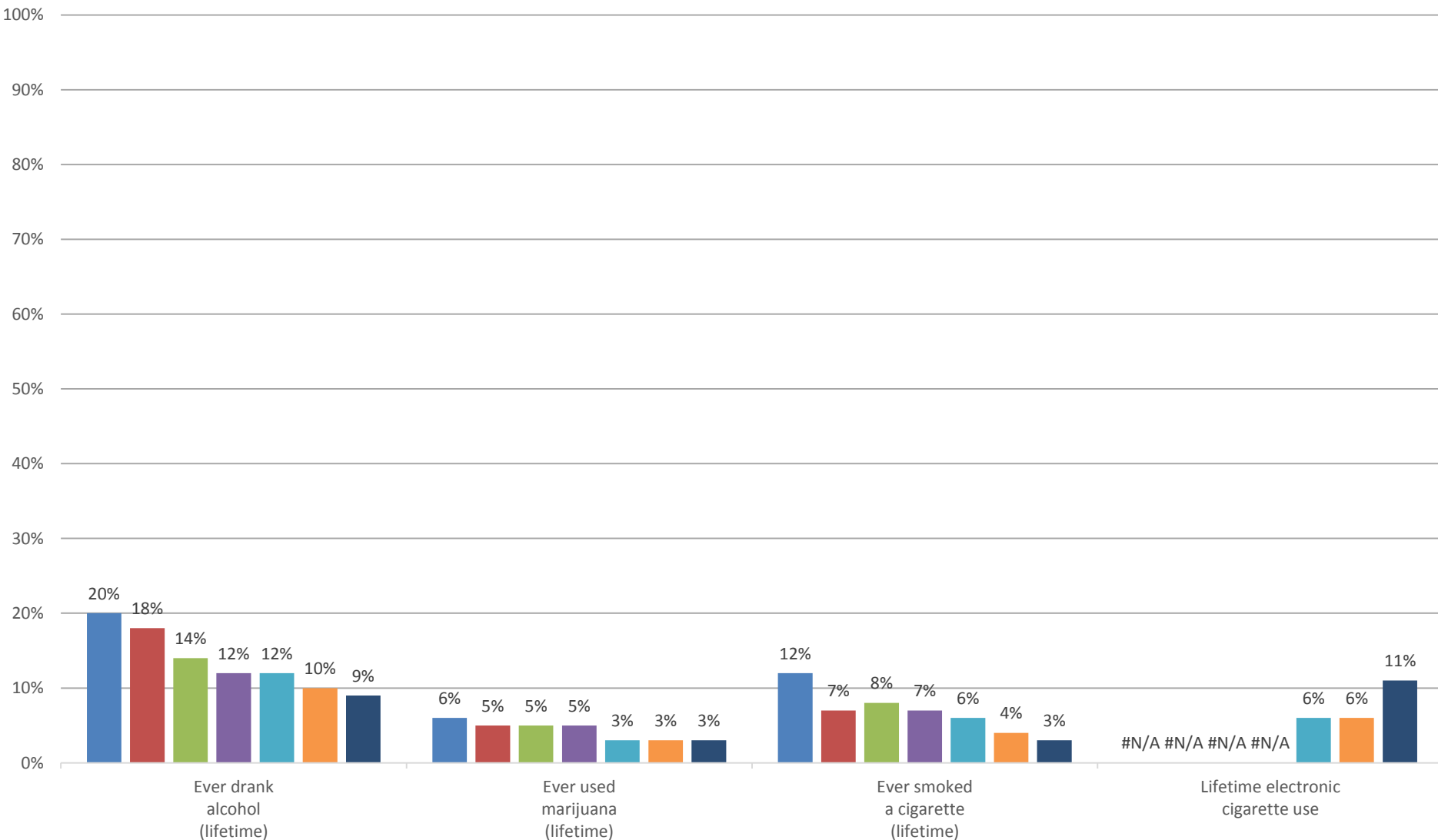
## Key Indicators

# Substance Use

# Trends in LIFETIME Substance Use, 2006-2018

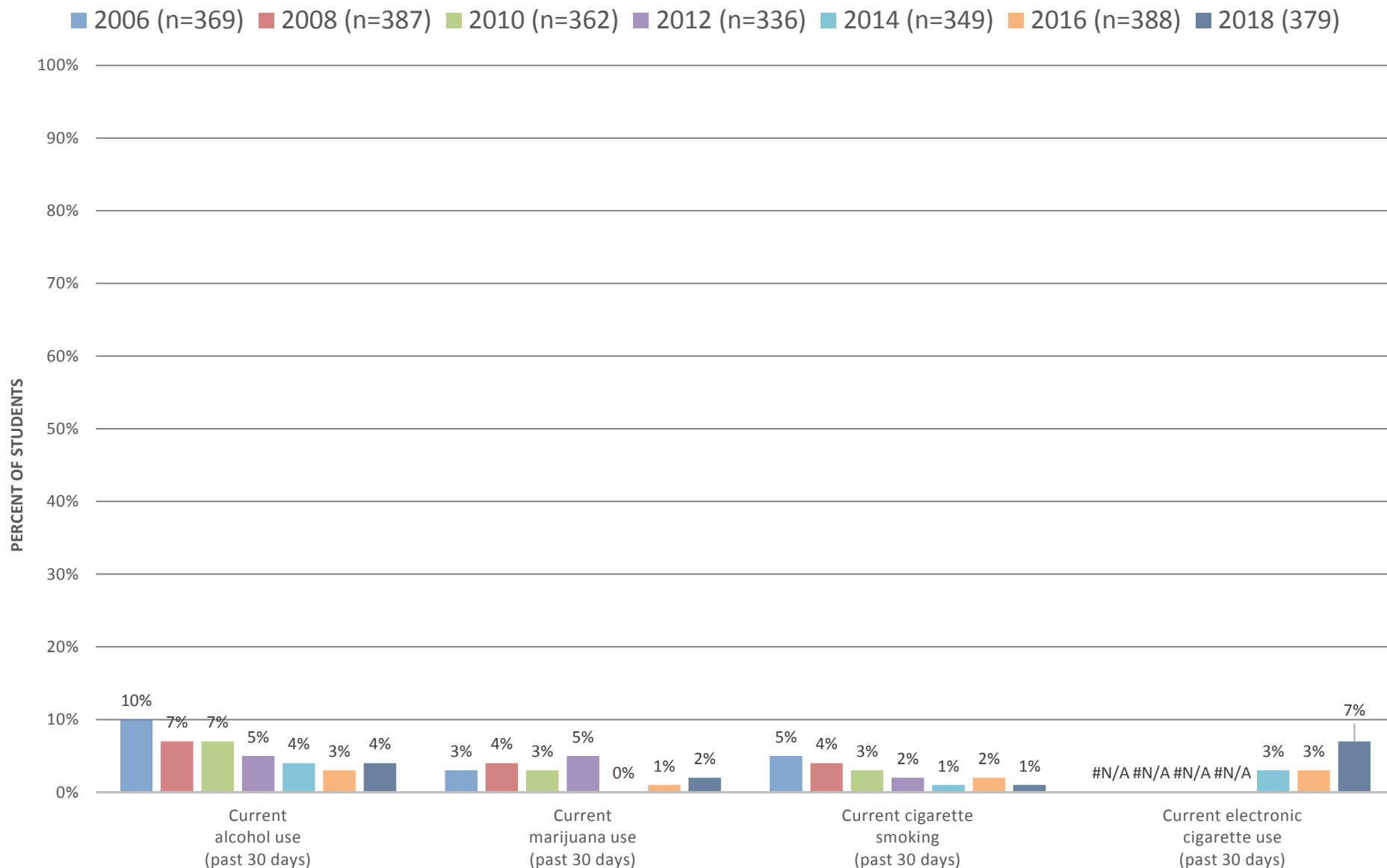
## Ashland Middle School (Grades 7-8)

■ 2006 (n=369) ■ 2008 (n=387) ■ 2010 (n=362) ■ 2012 (n=336) ■ 2014 (n=349) ■ 2016 (n=388) ■ 2018 (379)



# Trends in CURRENT Substance Use, 2006-2018

## Ashland Middle School (Grades 7-8)

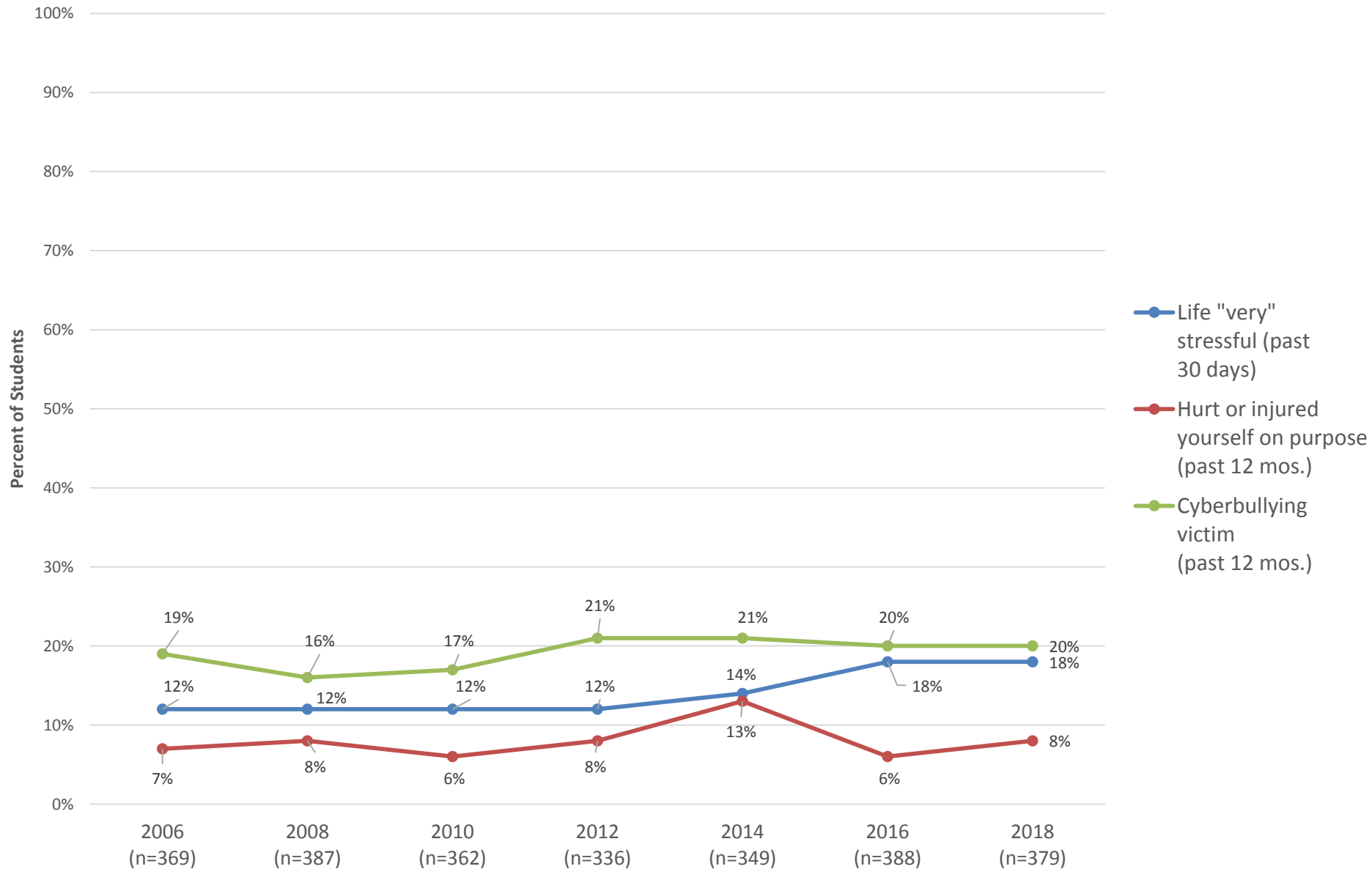


# Mental Health

# Trends in Mental Health, 2006-2018

## Ashland Middle School (Grades 7-8)

*MetroWest Adolescent Health Survey*



# ASHLAND HIGH SCHOOL

## Key Indicators

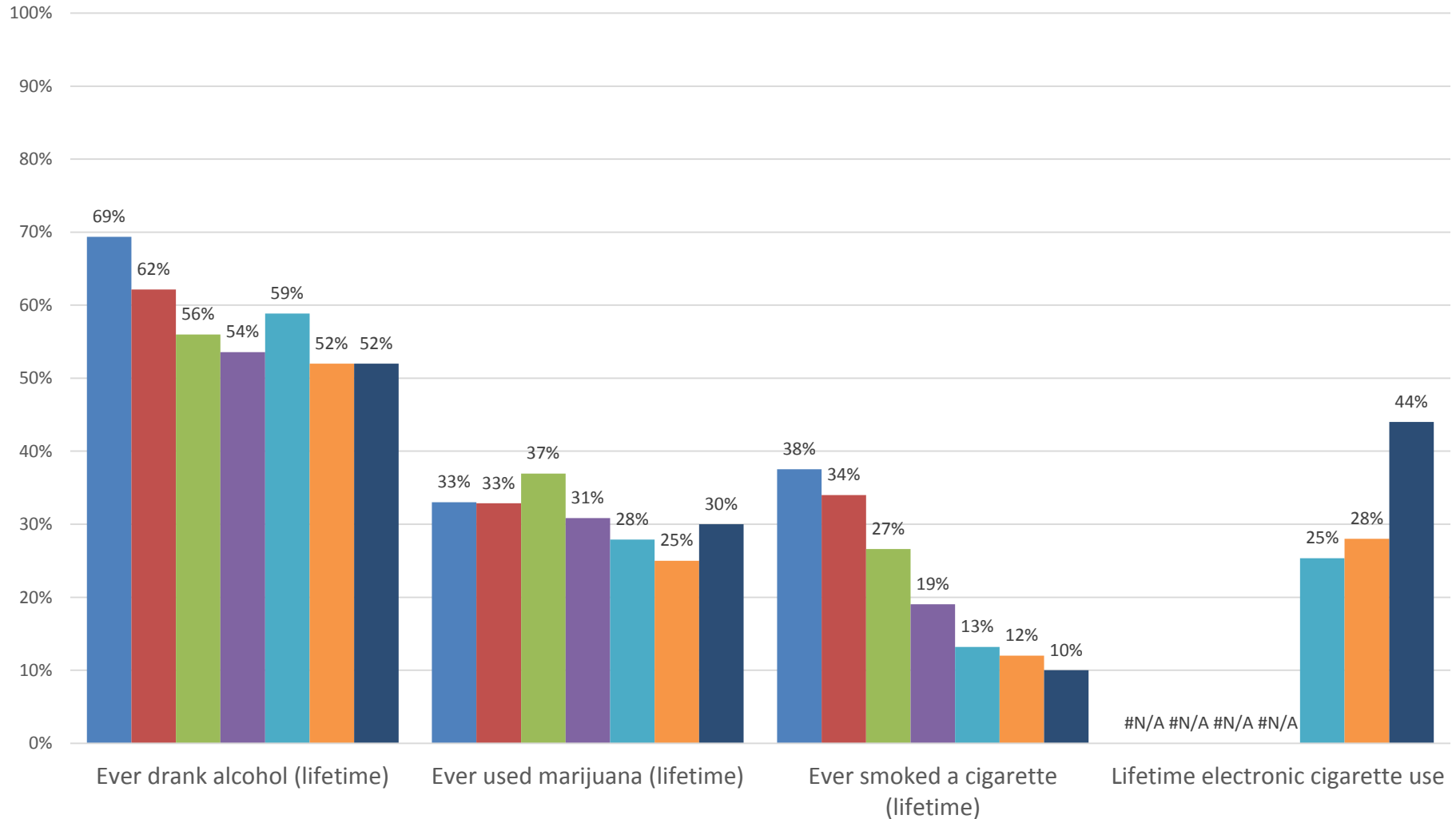
# Substance Use

# Trends in Lifetime Substance Use, 2006-2018

## Ashland High School (Grades 9-12)

*MetroWest Adolescent Health Survey*

2006 (n=637)    2008 (n=650)    2010 (n=672)    2012 (n=665)    2014 (n=652)    2016 (n=675)    2018 (n=773)

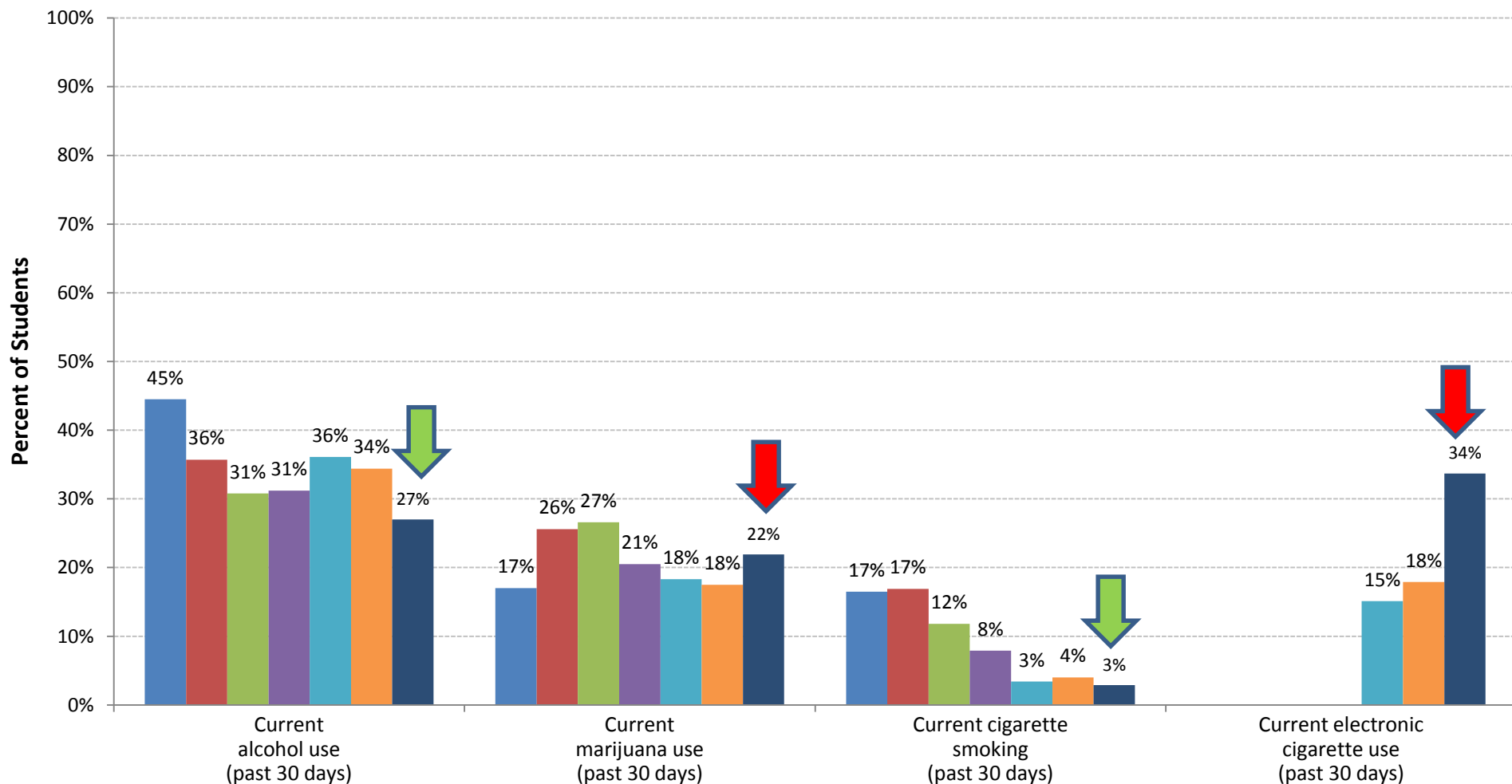


# Trends in Current Substance Use, 2006-2018

## Ashland High School (Grades 9-12)

*MetroWest Adolescent Health Survey*

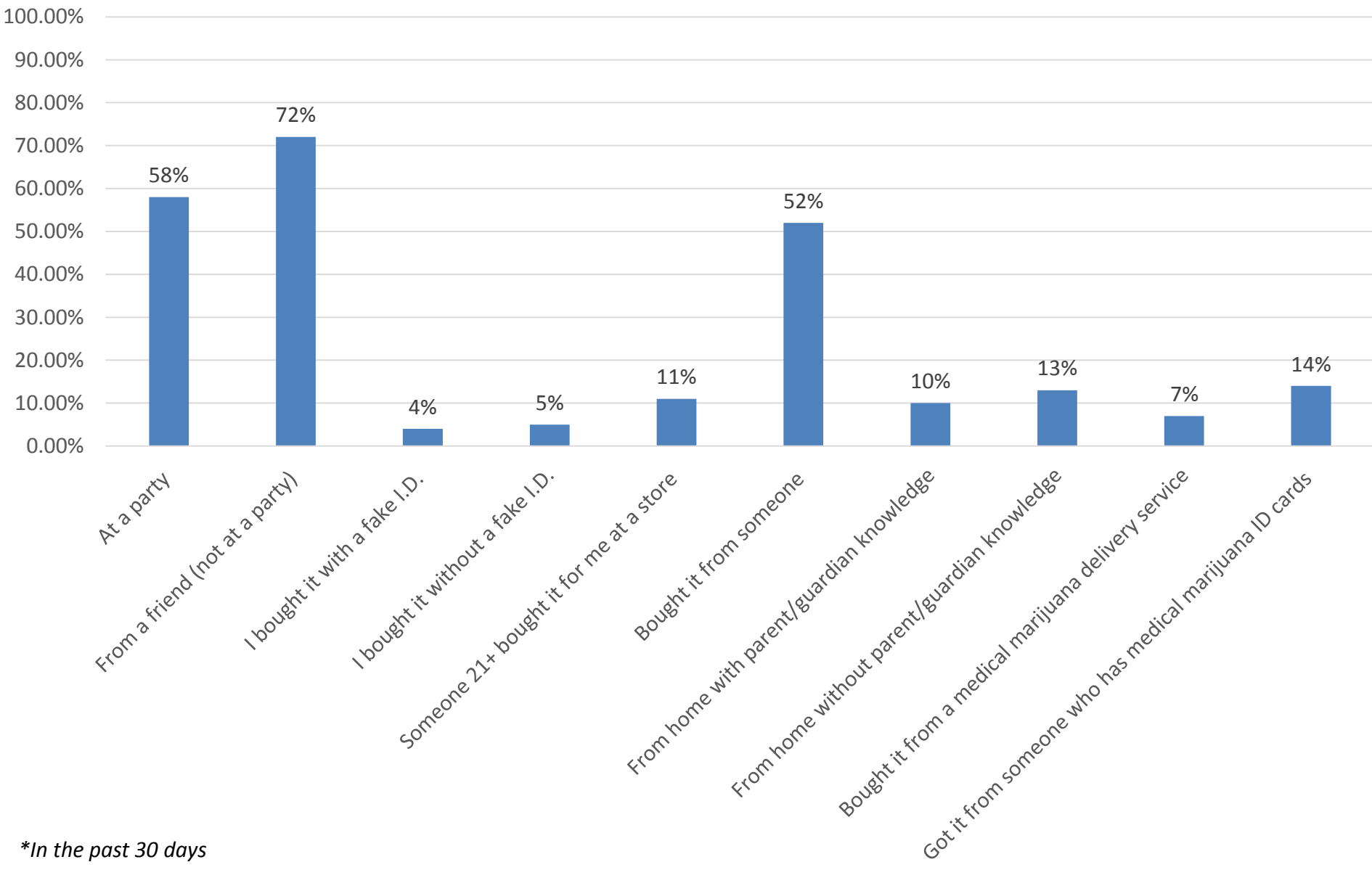
■ 2006 (n=637) ■ 2008 (n=650) ■ 2010 (n=672) ■ 2012 (n=665) ■ 2014 (n=652) ■ 2016 (n=675) ■ 2018 (773)



# Access to Marijuana Among Current Users \*2018

## Ashland High School (Grades 9-12)

*MetroWest Adolescent Health Survey*



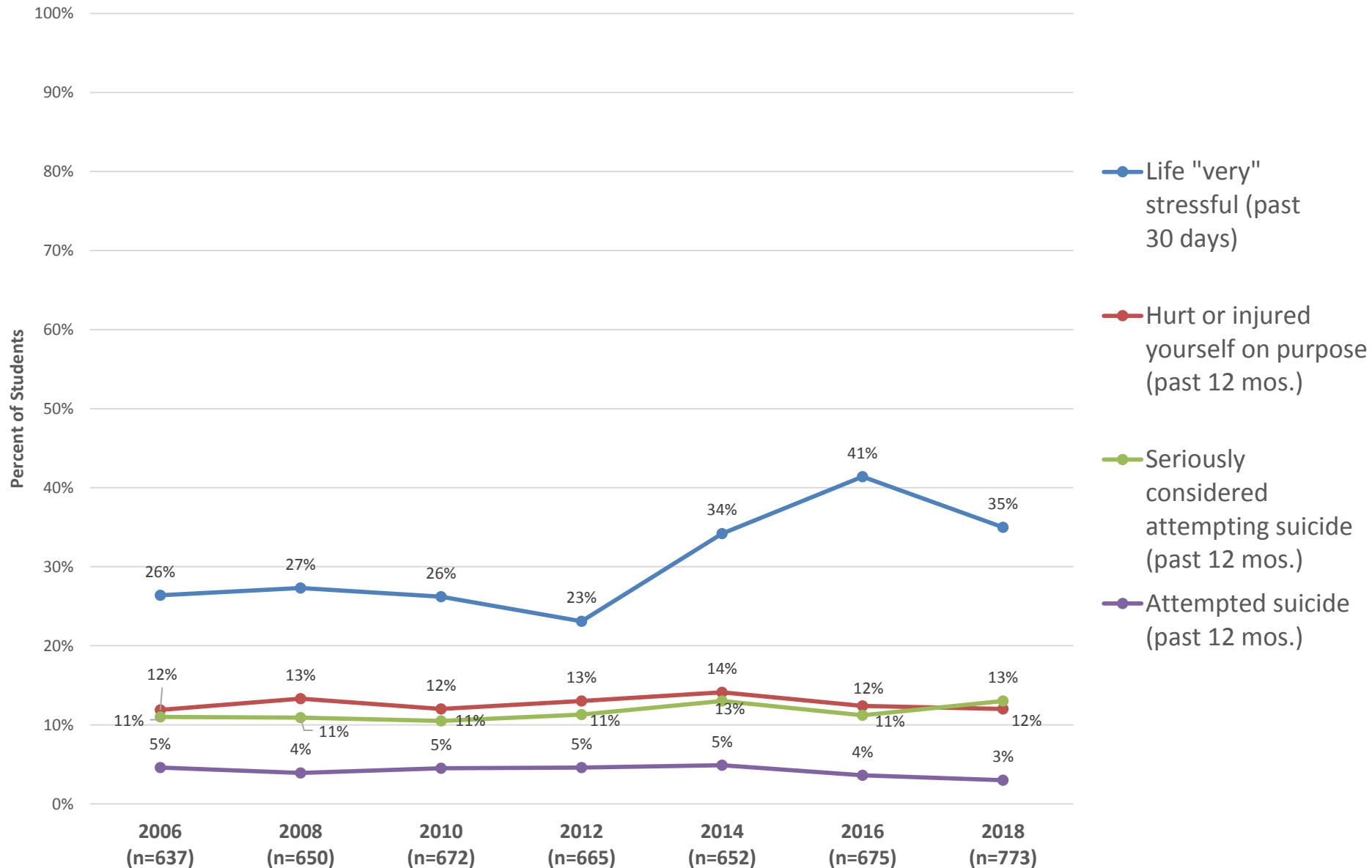
*\*In the past 30 days*

# Mental Health

# Trends in Mental Health, 2006-2018

## Ashland High School (Grades 9-12)

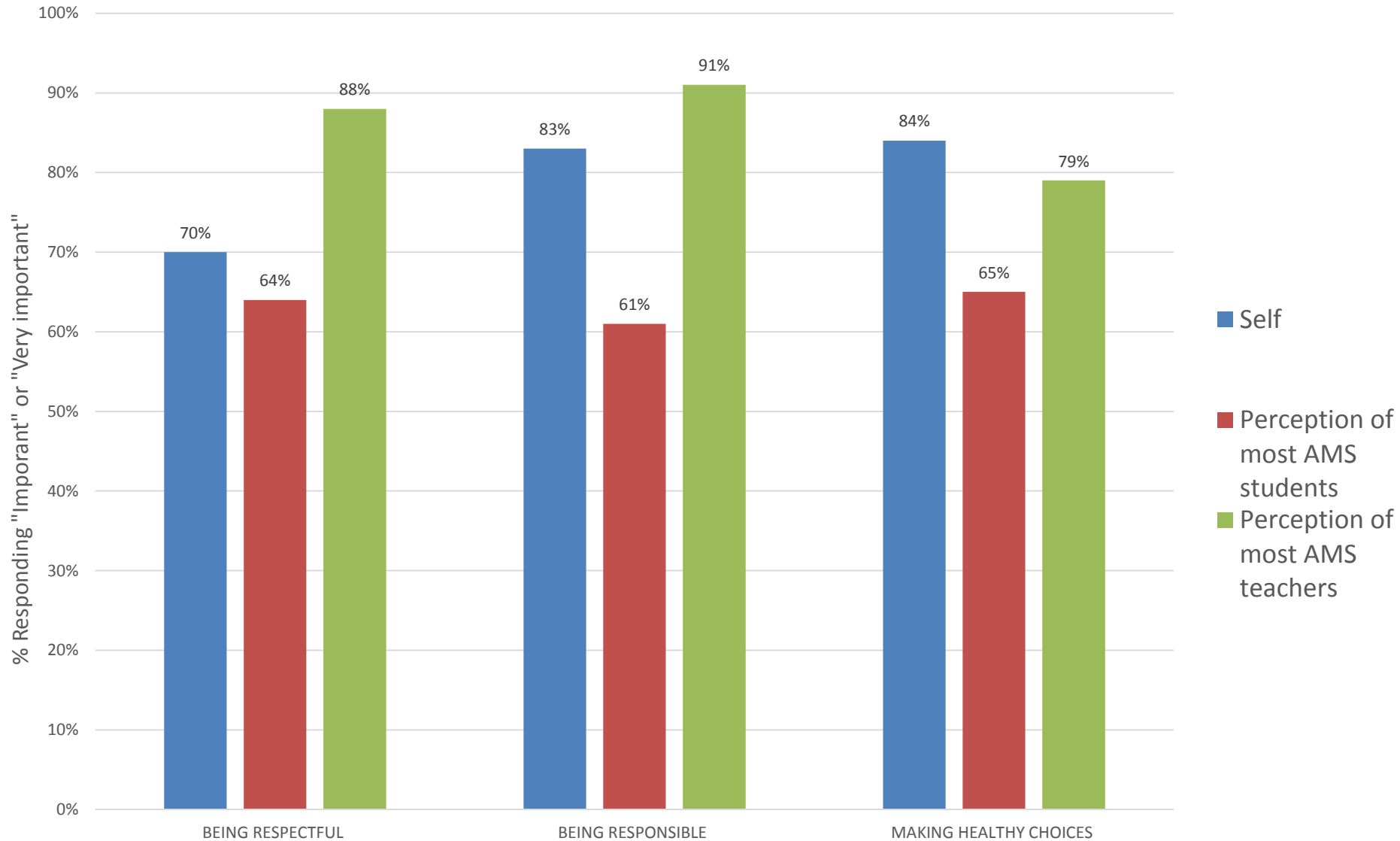
*MetroWest Adolescent Health Survey*



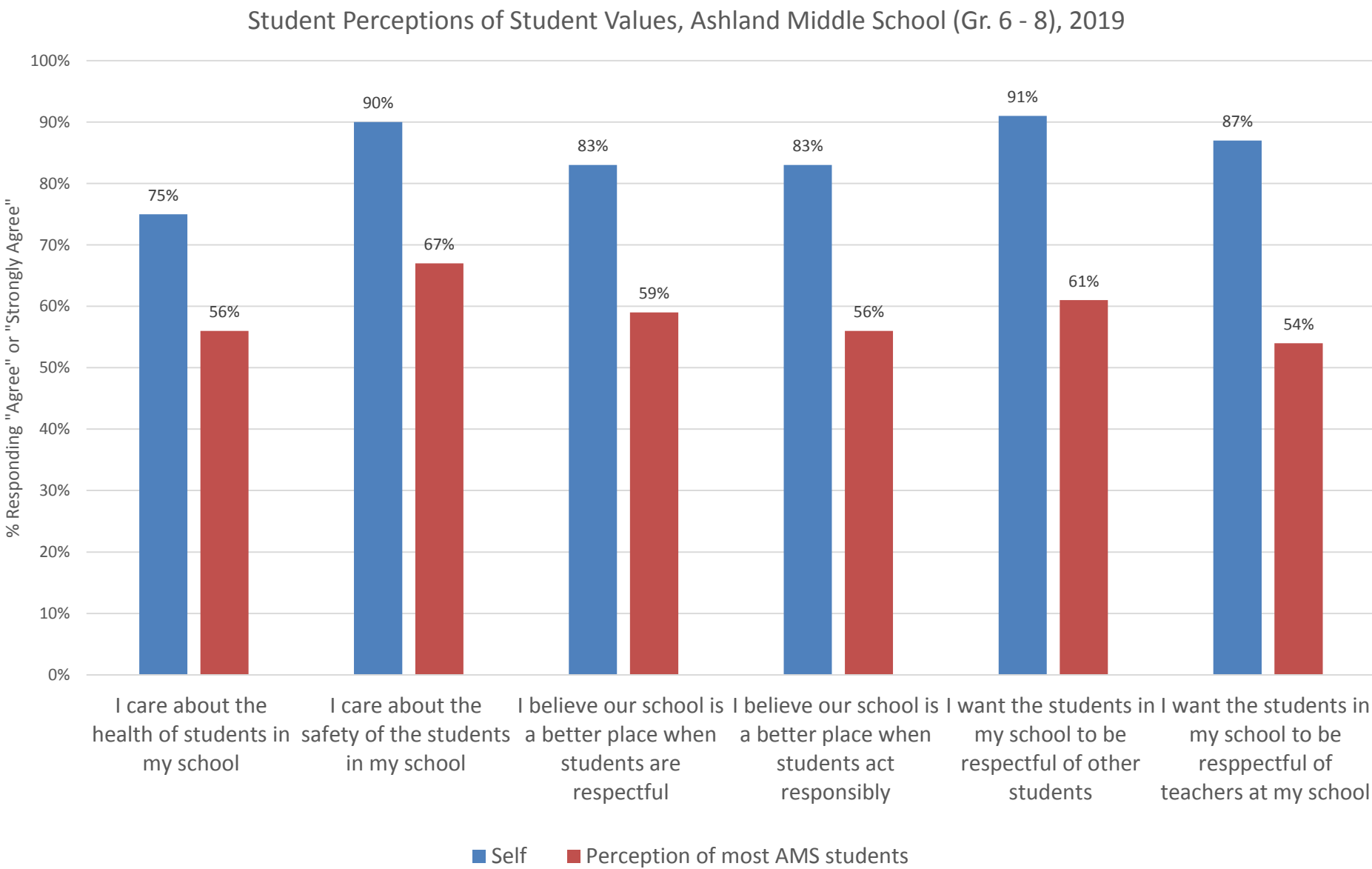
# Ashland Middle School Positive Community Norms Survey

*HIGHLIGHTS*  
2019

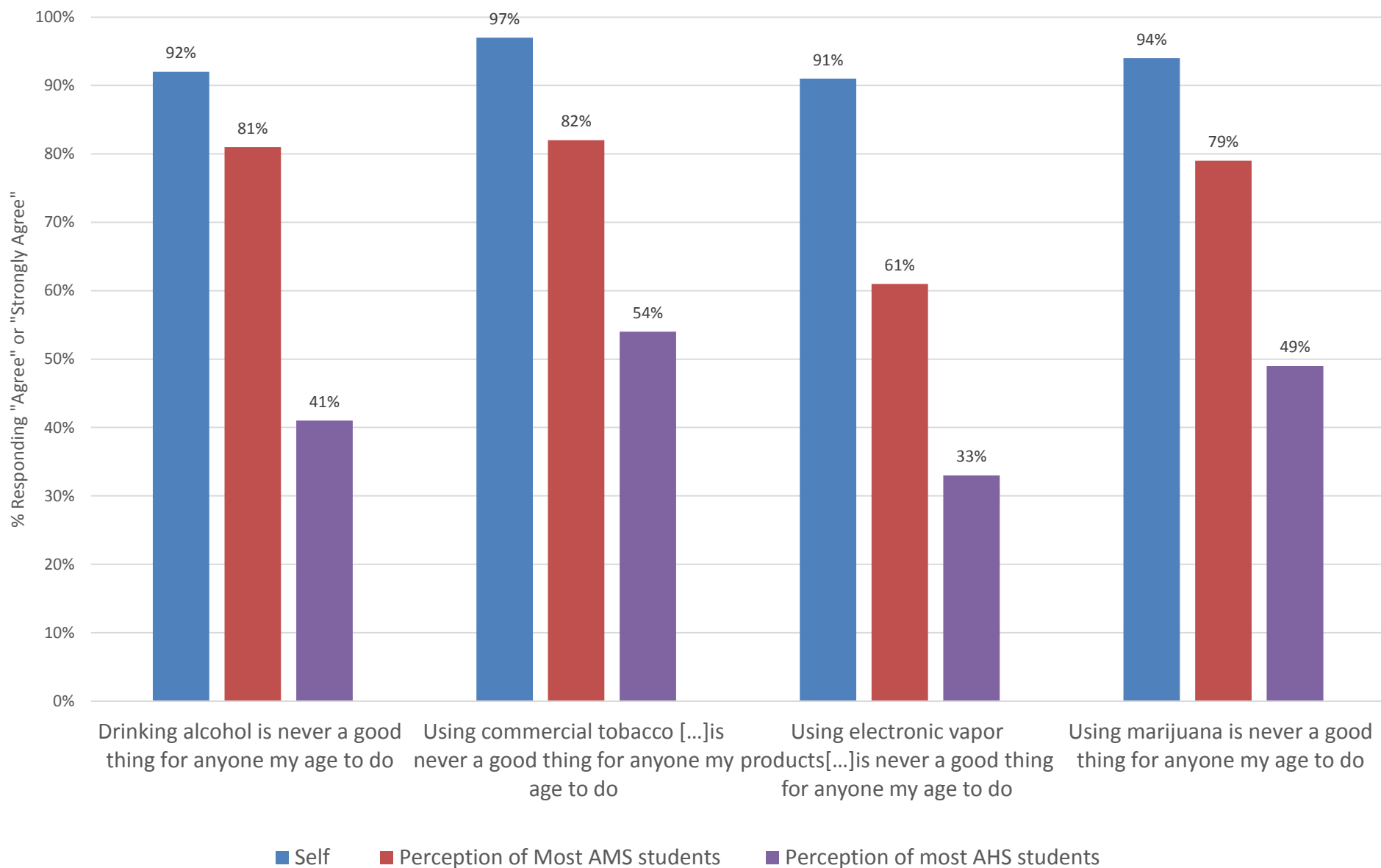
# Student Attitudes and Perceptions of Being Respectful, Being Responsible, and Making Healthy Choices



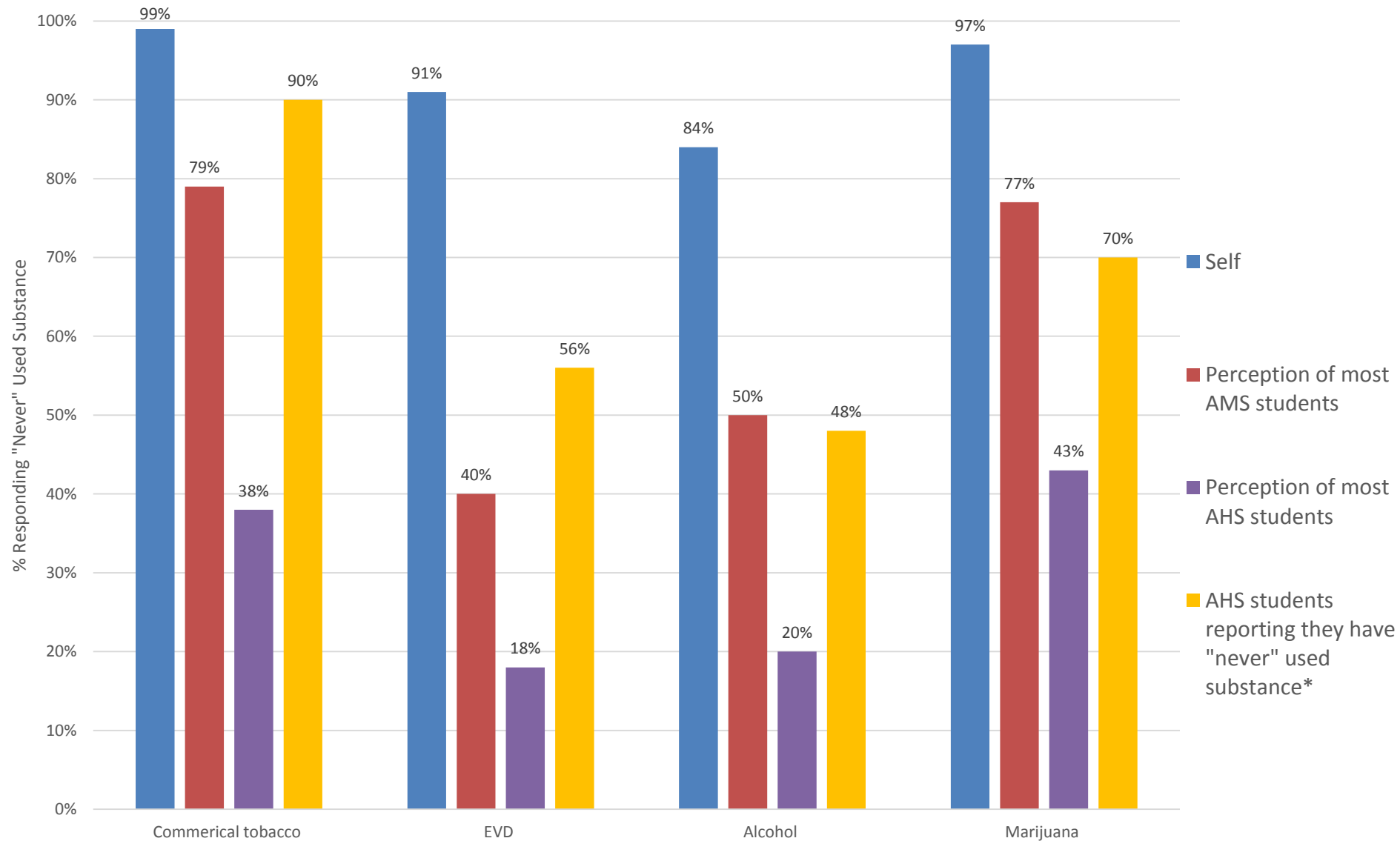
# Student Attitudes and Perceptions towards Health, Safety, Respect, and Responsibility



# Student Beliefs and Perceptions about Youth Substance Use



# Students Reporting “Never” Used Substance and Student Perception of Peer Use of Substances



\* Data from 2018 MWAHS



# **Partners in Prevention: Sharing Success Stories**

# PARTNERS IN PREVENTION: SUCCESS STORIES

**Officer Kasey Oestreicher, APD**

*Critical Incident Management System (CIMS)*

**Jennifer Wuelfing, Director of Ashland Human Services**

*Ashland Substance Use Response and Support Team*

**Jennifer Cutler, Director of SEL, APS**

*Social Emotional Learning*

**Principal Kelley St Coeur, AHS**

*Vaping Education and Intervention Program*

**Mark Oram, Health Agent, Ashland Health Department**

*Tobacco Regulations*

**Jenn Ball, Assistant Town Manager**

*National Citizens Survey*

**Sahil Muthaswami & Irene Katolichenko, AHS Students**

*Courageous Conversations*



# **Decisions at Every Turn Community Collaborations**





# STAND

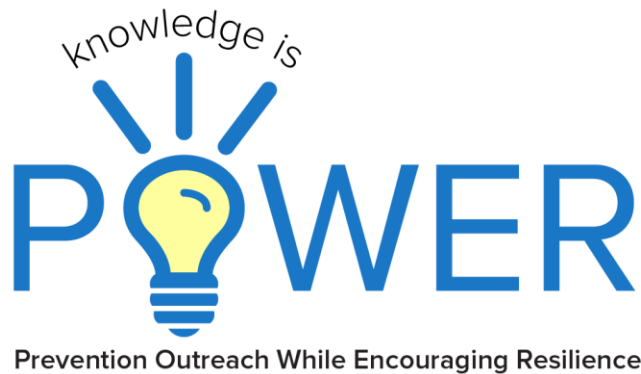
*Students Taking A Noble Direction*

*Students Taking a Noble Direction (STAND) is a positive social norms campaign at Ashland High School that uses social norms messaging to raise awareness that MOST Ashland teens are making good decisions about alcohol and other drugs and that the number of youth who report using alcohol or other drugs is much lower than teens and parents think.*

**MOST**  
AHS STUDENTS SAY  
THEIR FRIENDS WOULD THINK IT'S  
**WRONG**  
FOR THEM TO VAPE



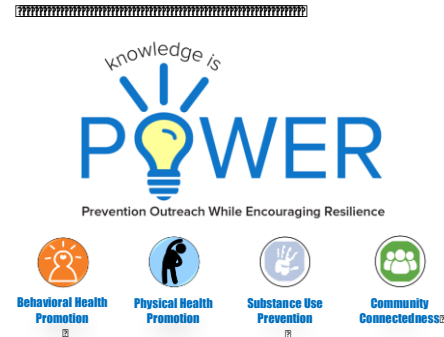
 STAND



The mission of the POWER series is to be the unified voice for prevention in Ashland.

- Behavioral health promotion
- Physical health promotion
- Substance use and misuse prevention
- Community connectedness

<https://www.ashlandmass.com/720/POWER-Programs>



**Do you or your organization host educational opportunities that promote wellness and well-being?**

**Do you practice positive lifestyle habits and want to share your experience with others?**

**Do you want to host an event in Ashland promoting healthy decision-making?**

## LET'S COLLABORATE!

If you are interested in hosting a POWER Program, please complete a POWER Application. The application form can be found at <https://www.ashlandmass.com/720/POWER-Programs>. Completed applications may be submitted digitally or brought to the Town Hall's Office.

**Questions?**  
**CoalitionInfo@AshlandDecisions.org**

Ashland Public Schools  
 Friends of the Ashland Library  
 Ashland Decisions at Every Turn  
 Friends of the Ashland Library



## MISSION

The mission of the POWER series is to be the unified voice for prevention in Ashland.

## PARTNERSHIPS

We are a partnership of organizations, schools, and municipal departments in Ashland offering community-wide education programs that provide strategies, skills, and answers for compelling questions to support the health and well-being of Ashland children and teens.

## WHAT WE DO

We provide programs focused on substance use/misuse prevention, behavioral health promotion, physical health promotion, and community connectedness. These programs give community members valuable tools for helping themselves and others live healthier, happier lives, and to bring the whole community together.

## BENEFITS

- Building new community partnerships in and around Ashland
- Expanding outreach to new audiences
- Increasing awareness of programming offerings through expanded marketing
- Centralizing community program information for Ashland residents
- Use of POWER logo and merchandise for program hosts

MORE AT [WWW.ASHLANDMASS.COM](http://WWW.ASHLANDMASS.COM)



# DAET COALITION MEETING CALENDAR

**SEPTEMBER 2019 - JUNE 2020**

We are excited to announce **a new format** to the monthly coalition meetings. We have added special events, activities, guest speakers, trainings & community discussions. Take a look! **Please note that meeting locations vary. Topics are subject to change.** To stay informed of changes, join our email list at [www.ashlanddecisions.org/contact-us](http://www.ashlanddecisions.org/contact-us)

**SEPTEMBER 10**  
**5:30-7 pm**

## DAET OPEN HOUSE

Want to learn more about  
DAET? Meet staff & volunteers.  
Visit our resource table. Enjoy  
refreshments & conversation!

Ashland Public Library

**OCTOBER 17**  
**5:30-7 pm**

## PREVENTION PRIORITIES

Our official Coalition meeting  
kick-off! A review the 2018  
MWAHS data & key stakeholder  
priorities regarding Ashland  
youth

Ashland Public Library

**NOVEMBER**  
**Date, time & location TBD**

## POWER PROGRAM

The Health & Wellness of  
Ashland Youth

**DECEMBER 10**  
**5:30 - 7 pm**

## POSTIVE NORMS & THE ASHLAND COMMUNITY

A focus group discussion  
with parents

Ashland Middle School Library

**JANUARY 7**  
**5:30 - 7 pm**

**RING IN THE NEW YEAR!**  
Join us for event planning  
activities and updates

Ashland Middle School Library

**FEBRUARY 4**  
**5:30 - 7 pm**

## HIDDEN IN PLAIN SIGHT

An educational exhibit to help  
parents identify risky behaviors

Ashland Middle School  
Activity Room

**MARCH**  
**Date, time & location TBD**

## POWER PROGRAM

The Physiology of Addiction  
Dr. Ruth Potee

**APRIL 7**  
**5:30 - 7 pm**

## DEVELOPMENTAL RELATIONSHIPS & THE 40 DEVELOPMENTAL ASSETS

Ashland Middle School Library

**MAY 12**  
**5:30 - 7 pm**

## SUPPORTING POSITIVE MENTAL HEALTH IN CHILDREN & TEENS

Ashland Middle School Library

**JUNE 9**  
**5:30-7PM**

## END-OF-THE-YEAR CELEBRATION!

Ashland Public Library

New members are always welcome! One-on-one orientation meetings can also be made by prior arrangement at [CoalitionInfo@AshlandDecisions.org](mailto:CoalitionInfo@AshlandDecisions.org).



Find us at:  
Decisions at Every Turn

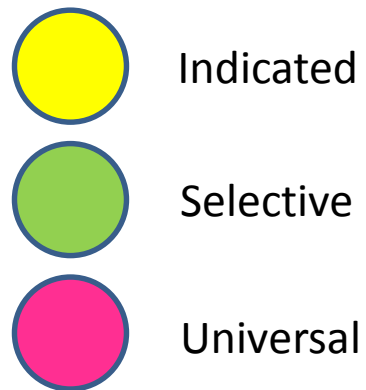


Follow us at:  
@AshlandDAET



Check us out at:  
[AshlandDecisions.org](http://AshlandDecisions.org)

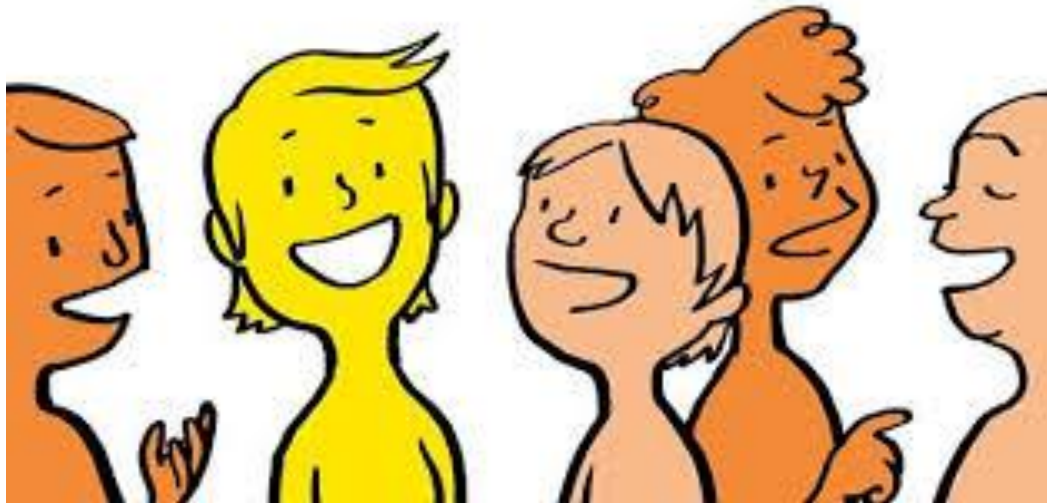
# PUTTING IT ALL TOGETHER





**5 MINUTE BREAK**

## GUIDING THE CONVERSATION: CONCERNS, HOPES & COMMUNITY MESSAGING



## GUIDING THE CONVERSATION: CONCERNS, HOPES & COMMUNITY MESSAGING

- *Most AHS and AMS students DO NOT USE of substances*
- *Most AHS and AMS students DO NOT WANT to use substances when they hang out with fiends)*
- *Support parents and caring adults by letting them know they can make a big difference by encouraging conversation and reinforcing norms of NO USE*
- *Support youth by letting them know they can make a big difference on their peers by discussing how they disapprove of substance use, don't want to use substances themselves*
- *Encourage teens and their parents to discuss substance use and make sure their rules, and expectations of NO USE are VERY clear*
- *Emphasize that talking about substance use is COMMON and NORMAL. Parents and youth want to have these conversations, and in many cases already are.*
- *Encourage parents should talk to other parents. By sharing your beliefs, you are creating a positive culture that we all care for youth together*
- *Be TRUTHFUL about what you do and don't know about youth substance use*

# APPRECIATION & EVALUATION



# FINAL THOUGHTS?



*Thank you!*