


Training Resources for Drug Treatment Service Providers - Interventions For Adolescents



Regional Seminar on Drug Treatment and Drug
Information Networks in the Caribbean



Think on these things.....

Your children are not your children.
They are the sons and daughters of Life's longing for itself. You are
the bows from which your children
as living arrows are sent forth.
The archer sees the mark upon the path of the infinite,
and He bends you with His might
that His arrows may go swift and far.
Let your bending in the archer's hand be for gladness;
For even as He loves the arrow that flies, so He loves also the bow
that is stable.

Kahlil Gibran – The Prophet



Context and Policy Position

As a CICAD programme, PROCCER's Adolescent Intervention Programme is consistent with:

- The Report from the CARICOM Commission on Youth Development -2010
- OAS/CICAD's Hemispheric Drug Strategy and its accompanying Plans of Action
- 2016 UNGASS Recommendations

The content and training methodology of PROCCER are evidence-based and this programme has been developed to address the needs of those adolescents who have started to use drugs.



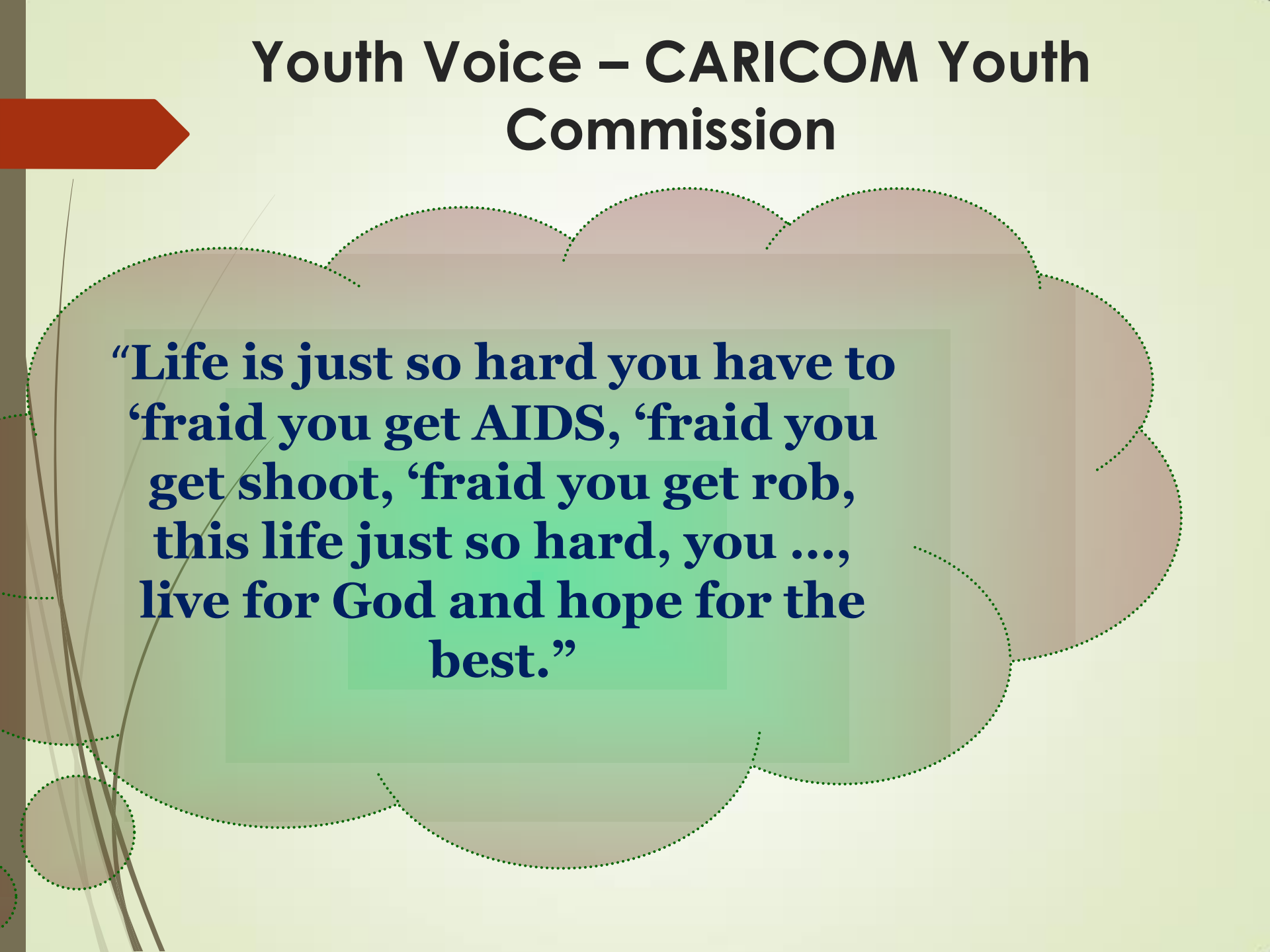
Evidence Base

PROCCER Diagnostic Assessment of the Region 2012 revealed:

- There is no specific training for treating adolescents
- Only 50% of facilities provided services to adolescents
- No services available for detained adolescents
- No services available to “out of school youth”

The Secondary School Surveys undertaken by OJD Section of CICAD supports the fact that there are many students who use and mis-use both legal and illegal drugs

Youth Voice – CARICOM Youth Commission



**“Life is just so hard you have to
‘fraid you get AIDS, ‘fraid you
get shoot, ‘fraid you get rob,
this life just so hard, you ...,
live for God and hope for the
best.”**

Secondary School Survey, 2013-2014

Past Year and Past Month Alcohol Prevalence by Age Group

Country	Past Year Prevalence			Past Month Prevalence		
	14 years or less	15 – 16 years	17 years or more	14 years or less	15 – 16 years	17 years or more
Antigua and Barbuda	41.1	59.1	80.5	23.7	38.4	56.6
Bahamas	34.8	58.3	62.6	18.2	36.8	41.6
Barbados	39.6	69.5	78.2	19.4	41.3	51.8
Belize	33.2	49.3	59.1	18.0	33.2	44.5
Dominica	48.8	63.2	67.5	23.7	43.9	32.3
Grenada	36.7	64.7	66.5	22.2	38.4	51.5
Guyana	20.0	39.3	46.1	11.4	17.5	28.8
Haiti	32.6	32.7	36.5	21.3	18.2	24.8
Jamaica	30.8	51.7	55.8	16.1	28.5	28.8
St. Kitts and Nevis	32.4	50.0	63.5	14.8	27.8	46.0
St. Lucia	44.4	65.2	74.3	29.1	46.9	56.3
St. Vincent and the Grenadines	44.4	65.4	72.3	33.8	52.6	61.5
Trinidad and Tobago	32.5	38.1	65.8	15.5	31.9	42.2
Average	36.3	54.3	63.7	20.6	35.0	43.6

Past Year and Past Month Marijuana Prevalence by Age Group

Country	Past Year Prevalence			Past Month Prevalence		
	14 years or less	15 – 16 years	17 years or more	14 years or less	15 – 16 years	17 years or more
Antigua and Barbuda	10.5	24.4	41.8	8.5	16.1	35.1
Bahamas	4.5	11.5	11.1	2.0	6.7	6.5
Barbados	7.9	23.2	26.9	5.5	15.6	16.3
Belize	10.4	17.6	18.3	6.4	11.4	13.5
Dominica	10.6	21.8	27.5	6.6	12.8	18.8
Grenada	7.1	14.8	14.3	4.2	8.0	8.5
Guyana	2.9	3.2	11.2	1.5	2.2	4.9
Haiti	1.7	2.1	2.6	0.4	0.9	1.4
Jamaica	5.4	16.5	12.2	3.1	9.0	5.5
St. Kitts and Nevis	7.9	20.0	23.4	6.0	12.9	18.8
St. Lucia	10.6	19.9	25.5	6.3	11.6	18.7
St. Vincent and the Grenadines	12.3	20.8	30.4	7.2	16.3	23.0
Trinidad and Tobago	6.0	13.2	12.5	2.9	8.0	7.0
Average	7.5	16.1	19.8	4.7	10.1	13.7

Data from the Inter-American Observatory on Drugs

ANATOMY OF A TEENAGER'S BRAIN

THE BIRDS AND THE BEE'S LOBE

REBELLION
CENTER

SUPERTURBO
REBELLION
CENTER

SELF
IMAGE

PRONE TO
BRUISING

FITTING-
IN
GLAND

INTERNET/PHONE
ADDICTIONS

CENTER OF
UNIVERSE
CENTER

PERSONALITY
FLUCTUATOR

EVERY EPISODE
OF THE
SIMPSON'S

PEER
PRESSURE
RESISTANCE

INDESTRUCTIBILITY
CORTEX

"COOL"
GAUGE

SLANG DECODER

MEMORY
FOR MUSIC

LOVE
FOR
PARENTS

SLAM
DOOR
REFLEX

CAR
KEYS
CRAWING

ABILITY
TO BE
SEEN IN
PUBLIC WITH
PARENTS

ALL THE
ANSWERS

DISDAIN
FOR
PARENTS

MEMORY
FOR CHORES,
HOMEWORK, ETC.

JUDGEMENT
GLAND

PROCCER-Adolescents Curriculum

- ▶ The PROCCER-Adolescent Task Force of 7 Caribbean Experts in various fields connected to drug use, counselling and adolescent issues, met at CICAD to review the content of the PROCCER Specialized Adolescent Treatment Training Curriculum for service providers working with adolescents at high risk of drug use and other behaviours
- ▶ Feedback was provided on the 5 modules of the PROCCER-Adolescent curriculum developed by CICAD and a subject-matter expert
- ▶ There was agreement that a sixth module – Voices of Adolescents– would be developed by holding a series of focus groups with youth – it was agreed that this would be done in Jamaica



MODULE ONE

ADOLESCENT DEVELOPMENT



- Identify the stages of adolescent development.
- Describe the brain development through adolescence.
- Identify the developmental tasks associated with each stage of adolescent development.
- Identify the overall goal of adolescent development.
- Identify risk and protective factors for substance use among adolescents.
- Develop/Analyze case studies of adolescents who are involved with substance use.
- List the bio-psychosocial factors which place adolescents at increased risk for substance use.
- Identify risk and protective factors which impact adolescent substance use.

MODULE TWO

SCREENING AND ASSESSING ADOLESCENTS



- Understand the importance of screening and assessment.
- Describe the difference between a screening and an assessment.
- Demonstrate, through role play, an appropriate screening for an adolescent.
- Identify areas to screen and assess for the development of an intervention plan. Provide general guidelines for evaluating, developing and administering screenings and assessment instruments and process for young people with substance use disorders.
- Identify venues through which adolescents can be screened for substance use.
- Describe the processes, methods and tools available to screen for substance use in adolescents

MODULE THREE

ADOLESCENTS IN



- Understand the relationship between adolescent substance use and criminal activity.
- Identify the basic principles of drug treatment for criminal justice populations.
- Define diversion and discuss its importance.
- Identify and describe the characteristics of an effective diversion program.
- Identify the parties which should be involved in the development and implementation of a diversion program. Name the components of an effective diversion program which meets the needs of all involved parties.

Module 3 Cont'd

➤ **ADOLESCENTS IN CONFLICT WITH THE LAW**

- Describe the areas for decision-making that are necessary to develop an effective diversion program.
- Describe the impact of gender on adolescent involvement with the juvenile justice system.
- Analyze case studies of juvenile offenders who have an alcohol or other substance use issue.
- Identify the key areas for assessment of substance-using juvenile offenders
- Name the components of an effective diversion program which meets the needs of all involved parties.

MODULE FOUR

ADOLESCENT DRUG TREATMENT



- Identify factors to take into account to adapt and modify drug treatment to individual needs.
- Identify factors specific to adolescents when considering drug treatment.
- Describe the continuum of substance use with respect to adolescent use.
- Identify the program components necessary for successful drug treatment with adolescents. List the factors which need to be considered for adolescent treatment planning.
- Identify and describe behavioral approaches to treatment utilized with adolescents, as well as their pros and cons.
- Demonstrate, through the use of role plays, the ability to apply behavioral intervention techniques, utilizing one of the models described.
- Discuss adolescent treatment program staffing and necessary training.

MODULE FIVE

FAMILY INTERVENTION



- Understand the role of family therapy in the treatment of adolescents.
- Describe the impact of substance use on families.
- Differentiate between substance use treatment and family therapy.
- Describe the treatment goals of family therapy with adolescents and their families
- Identify family therapy concepts that substance use counselors can apply.
- Discuss the benefits, limitations and levels of involvement of integrated treatment.
- Describe different examples of integrated treatment models.
- Match therapeutic techniques to different stages of family recovery.

MODULE SIX

VOICES OF YOUTH



- Participants will be able to identify ways in which youth perceive the initiation of AOD use.
- Participants will be able to describe the impact of the family on AOD use.
- Participants will be able to list the areas of risk and benefits perceived by youth with respect to different substances of misuse.
- Participants will be able to explain some of the reasons why young people use alcohol and other drugs.
- Participants will be able to describe how young people like to use AOD, and how they feel they manage their use.



Module Six



VOICES OF YOUTH

- Participants will be able to identify effective and ineffective prevention messaging, and how youth perceive these messages.
- Participants will be able to identify effective and ineffective sources of emotional support for youth.
- Participants will be able to describe effective AOD prevention programming and their essential components for high risk youth

Profile of Pilot Participants

- In Jamaica the application process was twofold:
 - 1. contact was made with agencies requesting participants
 - 2. Applications for participation were opened to the public. A total of one hundred and eight (108) applications were received from various agencies

A total of 46 Persons were trained

- In Trinidad and Tobago, representation sought from Government and Non-Governmental agencies. The workshop catered to Thirty (30) participants divided evenly between Trinidad and Tobago.

- The requirements were:
 - 1. Service providers who work directly with adolescents,
 - 2. Have a first degree in the social sciences, and
 - 3. Are willing to participate in this training.

A total of 28 persons were trained

ALL PARTICIPANTS WERE REQUIRED TO HAVE A FIRST DEGREE IN BEHAVIOURAL SCIENCES

The Pilot Training - Jamaica

The Programme was delivered over a Seven (7) day period in two parts of the country

- Montego Bay – January 26-February 1, 2015 – twenty (20) persons
- Kingston – February 4-10, 2015 with 26 Participants



Comments from Participants

- “Slides be arranged properly”
- “That it be conducted over a longer period”
- “That it be promoted more so that others can be exposed to the topics”
- “More notice before the course begin”
- “More time to go through the concepts”
- “Organize the training better - 1 full week from Monday to Friday (not weekends)” and Use a residential approach
- “Include a glossary”
- “Inclusion of video presentation on the counselling session”
- “What are the outcomes for measuring recovery?”
- “Additional references for the trainees”
- “Organize the manual so that the areas for Diversion, special population and co-occurring disorders be presented together and the treatment modalities be presented together as well”

Overall Evaluation

➤ Training Methodology

- There was an overall agreement (Strongly Agree & Agree) in the assessment that the training methodology was relevant, logical, clearly presented and that the objectives set out were achieved.

➤ Training Materials

- The training material (manuals and visual aids) were seen as helpful and adequate and facilitated the learning process

➤ Trainers

- All trainers and tutors were assessed to be well prepared, knowledgeable about the subject matter and communicated the material in a meaningful way. There were a few “neutral” assessments about the engagement and participation style of one tutor for the Montego Bay group.

➤ General Areas

- Participants were asked to complete the following statements:
 - Q1 *The most useful module was....*
 - Q2 *The least useful module was...*
 - Q3 *Before this training is presented again, I suggest the following changes...*
 - Q4 *I would be interested in having training on these topics...*
- The most common answer to this question was that all of the modules were useful. Only one participant identified that Module 2 was the least useful.

The Pilot Training – Trinidad and Tobago

- Delivered in a residential format over 5 days in Tobago



What they said about the training?

"I think it was an excellent course, very dynamic, and quite applicable to our field of work. I am highly recommending it to colleagues, and hope there is a part 11, which I look forward to."

Kim Martin - Drug educator: "A great learning experience, educational. It was great preparation for working in the field of prevention, and it built greatly on what I already knew"

Feona Scotland - Drug educator: "Informative, very educational. It gave me a better understanding as to the steps that should be taken when intervening with clients."

Overall Recommendations

- Development of a peer training component based on the information contained in Module 6
- Development of individual voices of youth for the various Caribbean islands with a view to having country specific content, and ultimately a comprehensive regional document.
- Change of Title of Module 2 from - Juvenile Offenders - to Adolescents in Conflict with the Law
- Remove the word “juvenile” from the modules
- To facilitate a more seamless flow of the content, there was need to experiment with moving around a number of slides. These were mainly in Modules 2, 3, and 5.
- This matter should be fully reviewed when the Task Force examines the content
- Both the facilitators and participants noted areas of repetition which should be examined by the Task Force during the final review of the content – Applicable when the repetition does not facilitate increased understanding
- Inclusion of Caribbean / CARICOM data with policy implications bearing in mind the range of persons targeted for training
- Allocate more time for practice (role play) and sharing by participants

PROCCER Activities 2015-2017

- Feedback from Pilot incorporated into content
- Sensitisation to the Executive of the Caribbean Association of Psychologist
- Training conducted in Bangkok, Thailand – International Society of Substance Use Prevention and Treatment Professionals (ISSUP)
- Sensitisation on the content delivered in T&T to:
 - School Social Workers, Ministry of Education
 - Workers in Children's homes and Juvenile Detention facilities
- Review by PROCCER Advisory Committee –Oct 2016
 - Content revised based on feedback received
- Two new modules developed
 - Trauma and Trauma Informed Care
 - Gangs



Activities Cont'd

- Further review by Caribbean Team – July 2017
 - Agreed to Recall Workshops and focus Groups
- August - Recall workshops and focus groups Jamaica
- September – Focus Groups – T&T
- Various opportunities to present at meetings

Where are we now.....

- Sept – Oct 2017 - UWI-Mona will undertake the following:
 - Further review of the content
 - Focus groups with participants
 - Interviews with Facilitators
 - Administration of an exam
- New module – Marijuana intervention for adolescents to be developed by UWI Jamaica – Aug-Oct, 2017
- UWI-Mona will develop a comprehensive programme at the Post Graduate Diploma level – 2nd Quarter 2018
- Adolescent Task Force to meet and finalize content – Jan 2018
 - Review and finalize new modules
- Content to be delivered in 5 CARICOM Member States under the CARICOM Secretariat's 10th EDF Work Programme – March, May, June 2018



Organization of
American States



Inter-American Drug Abuse
Control Commission



Thank You



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