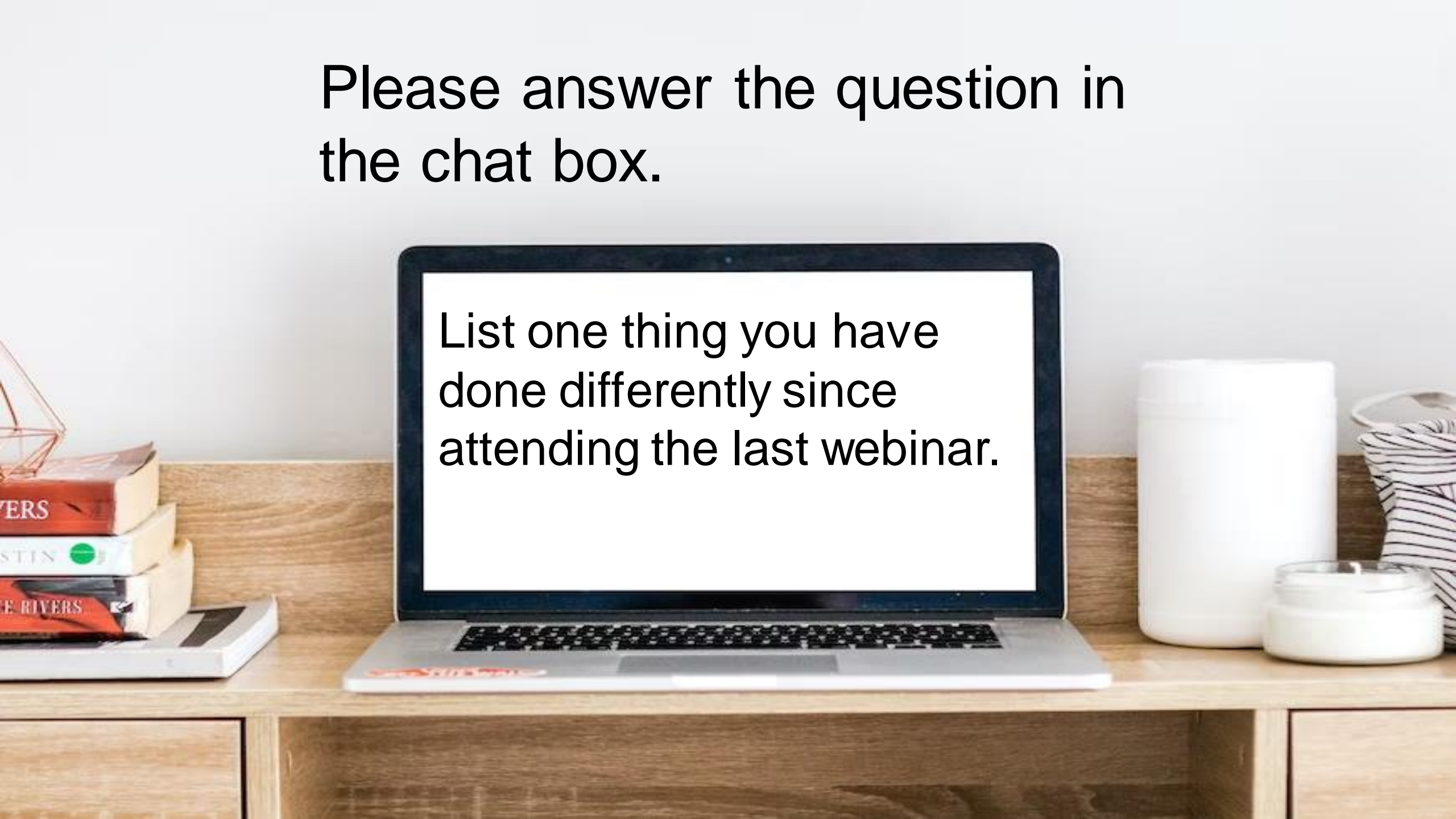
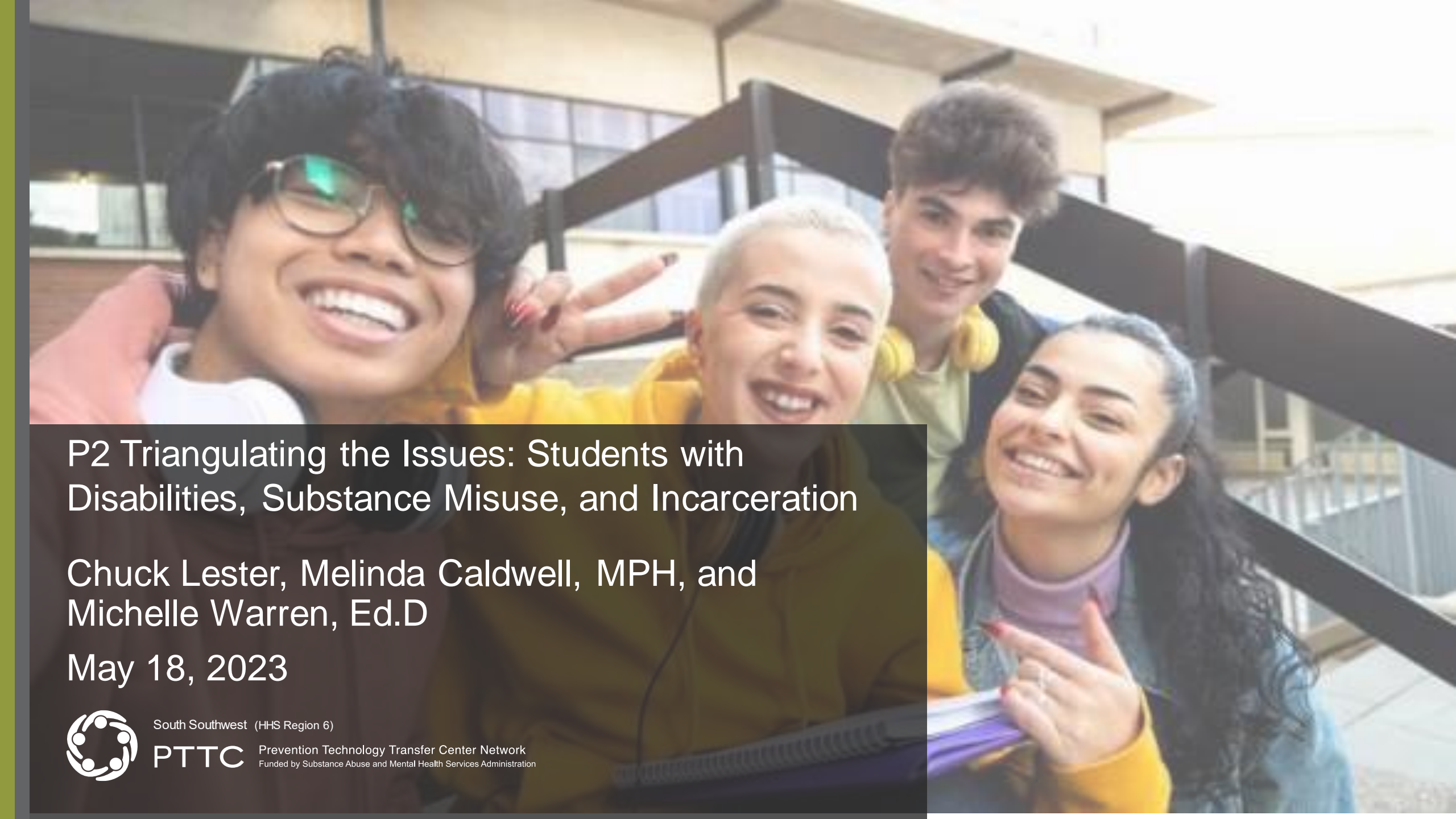


Please answer the question in the chat box.

A silver laptop is open on a light-colored wooden desk. The laptop screen displays a white background with black text. To the left of the laptop, there is a stack of three books with red and white covers, and a small white object. To the right, there is a white cylindrical container and a small white jar. The background is a plain, light-colored wall.

List one thing you have done differently since attending the last webinar.



P2 Triangulating the Issues: Students with Disabilities, Substance Misuse, and Incarceration

Chuck Lester, Melinda Caldwell, MPH, and Michelle Warren, Ed.D

May 18, 2023



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Acknowledgement

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At the time of this publication, Miriam E. Delphin-Rittmon, Ph.D, served as Assistant Secretary for Mental Health and Substance Use in the U.S. Department of Health and Human Services and the Administrator of the Substance Abuse and Mental Health Services Administration.

The opinions expressed herein are the view of PTTC Network and do not reflect the official position of the Department of Health and Human Services (DHHS), SAMHSA. No official support or endorsement of DHHS, SAMHSA, for the opinions described in this document is intended or should be inferred.

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Learning Objectives



Explain why special measures must be taken to include students in special education in substance misuse prevention.



Describe best practices for engaging in substance misuse prevention with students with disabilities.



Identify promising equitable approaches to improve services for students with disabilities.



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Our Roadmap Today

- ✓ Introductions
- ✓ Overview
- ✓ Socio Ecological Model
- ✓ Family Partnerships
- ✓ Community and Organizational Approaches
- ✓ Policy
- ✓ Evaluation



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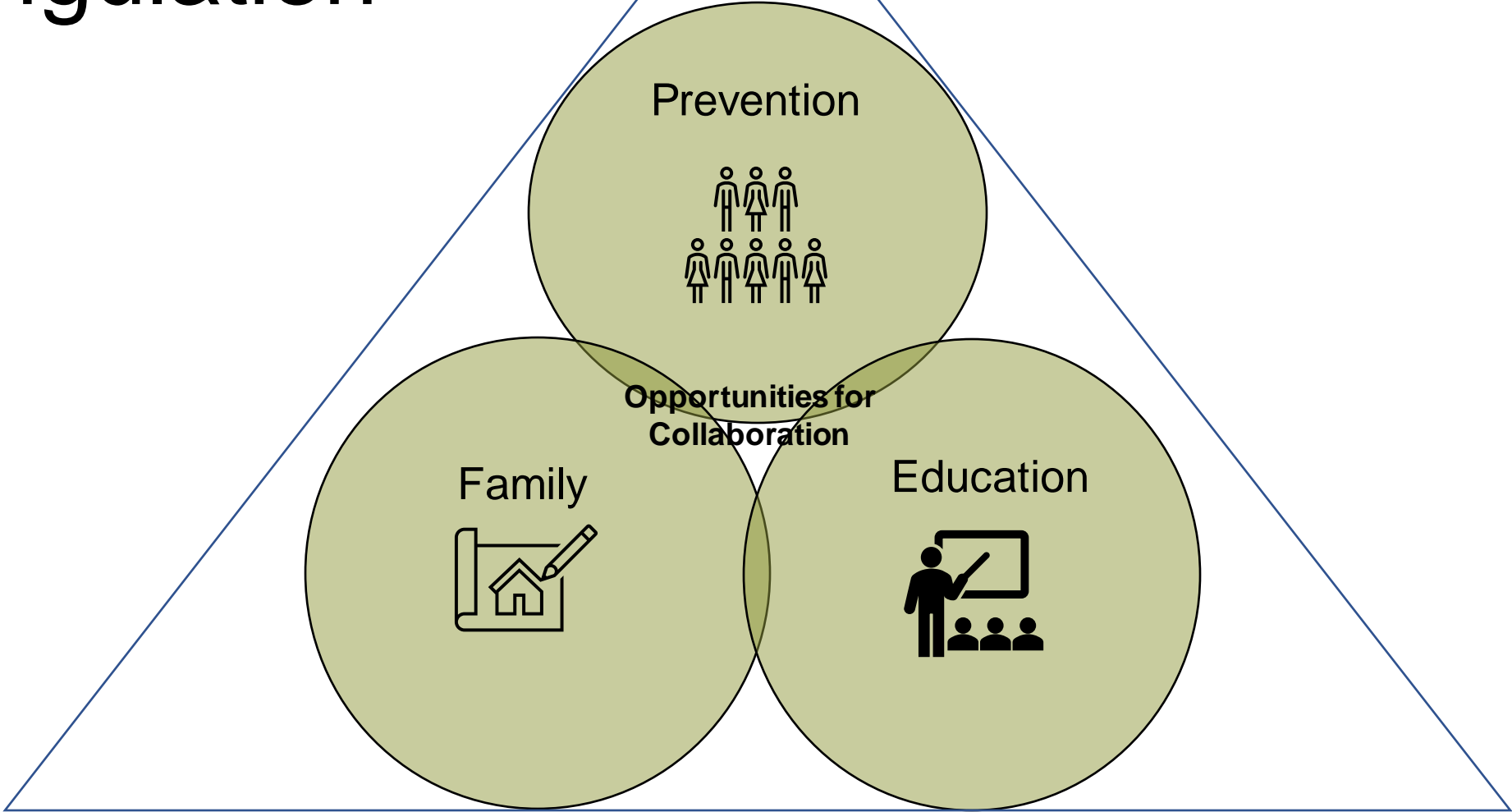


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Triangulation



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Focus

Substance misuse overlaps significantly with learning disabilities and behavioral disorders, therefore we will focus this presentation on students with:

- Emotional Disturbance and/or
- Intellectual Disability



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The Ecological Model



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Expanding Our Horizons with Individuals, Families, and Organizations





Family Partnership

The Communities That Care Model



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Connecting Families to Coalitions



F.A.S.T.- Families and Schools Together

- Strengthen family relationships
- Engage parents within the school
- Connect families to other families

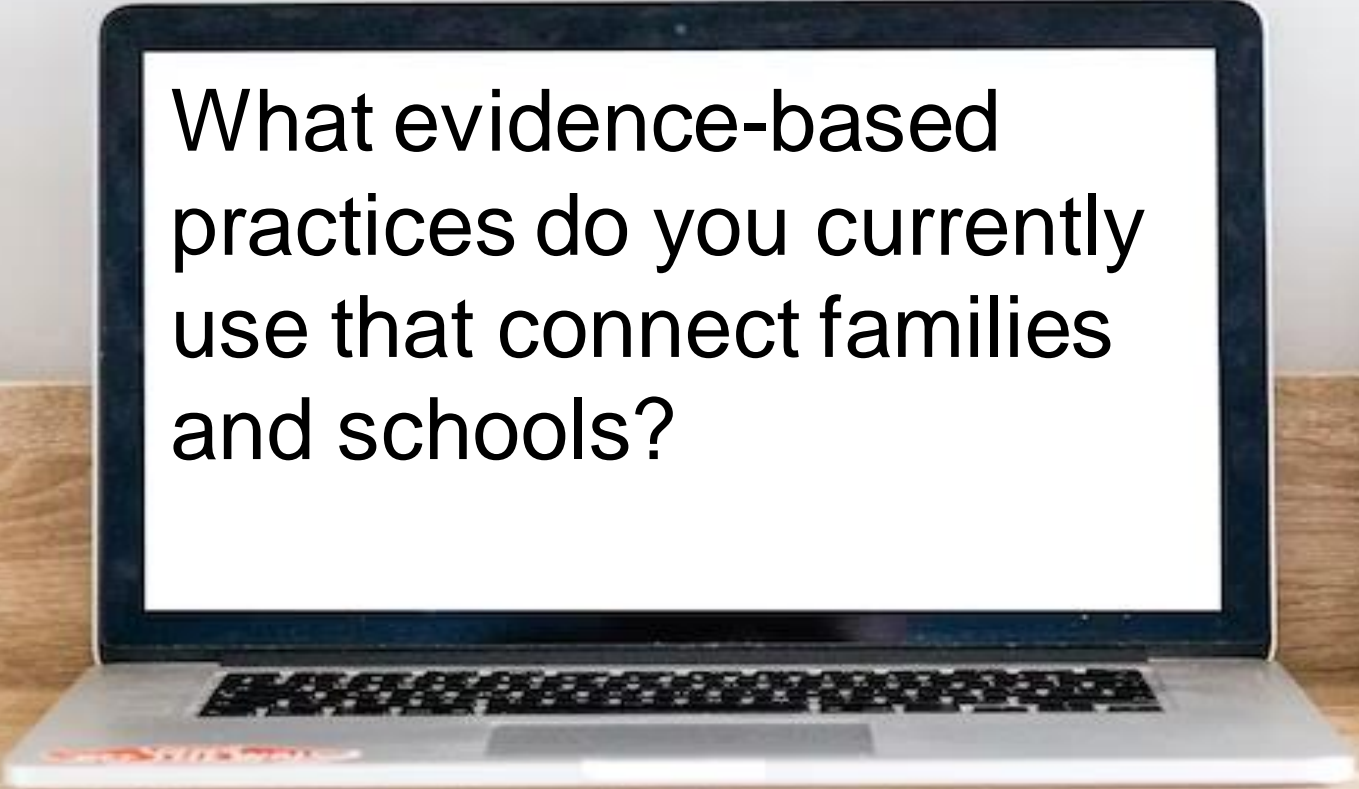


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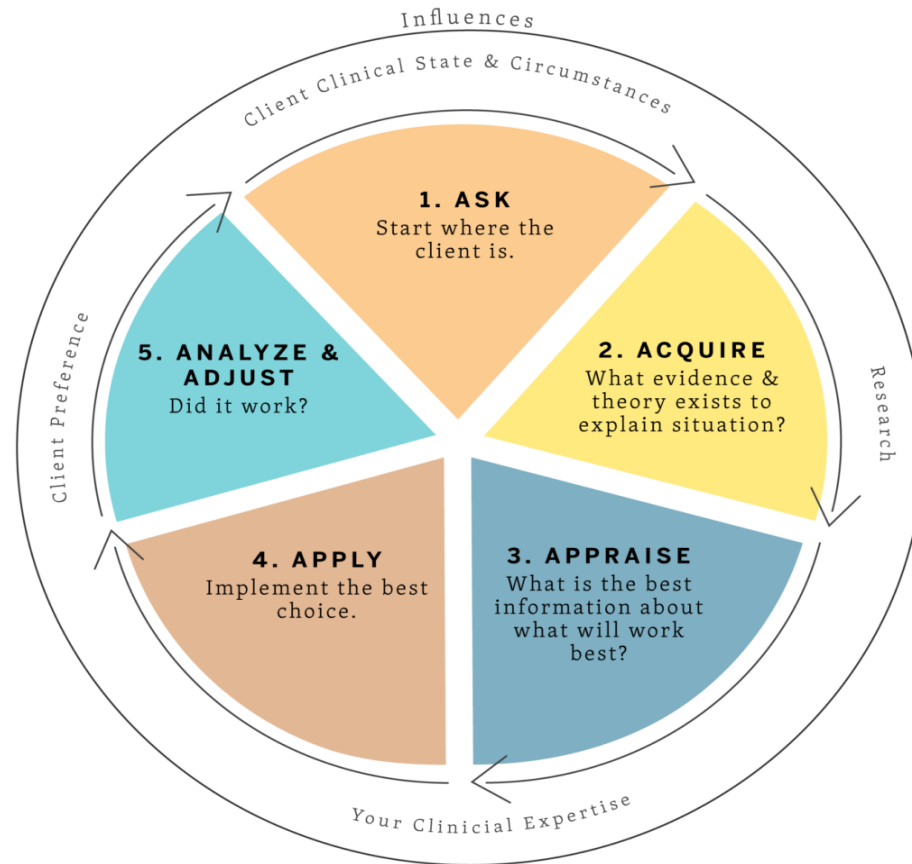
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A silver laptop is open on a light-colored wooden desk. The laptop screen displays a survey question in black text on a white background. To the left of the laptop, there is a stack of three books with red and white covers, and a small white object. To the right, there is a white cylindrical container and a small white jar. The background is a plain, light-colored wall.

What evidence-based practices do you currently use that connect families and schools?

Adapting Evidence-Based Programs with Fidelity

THE EVIDENCE-BASED PRACTICE PROCESS



(Faulkner, Ph.D. and Parrish, Ph.D.)



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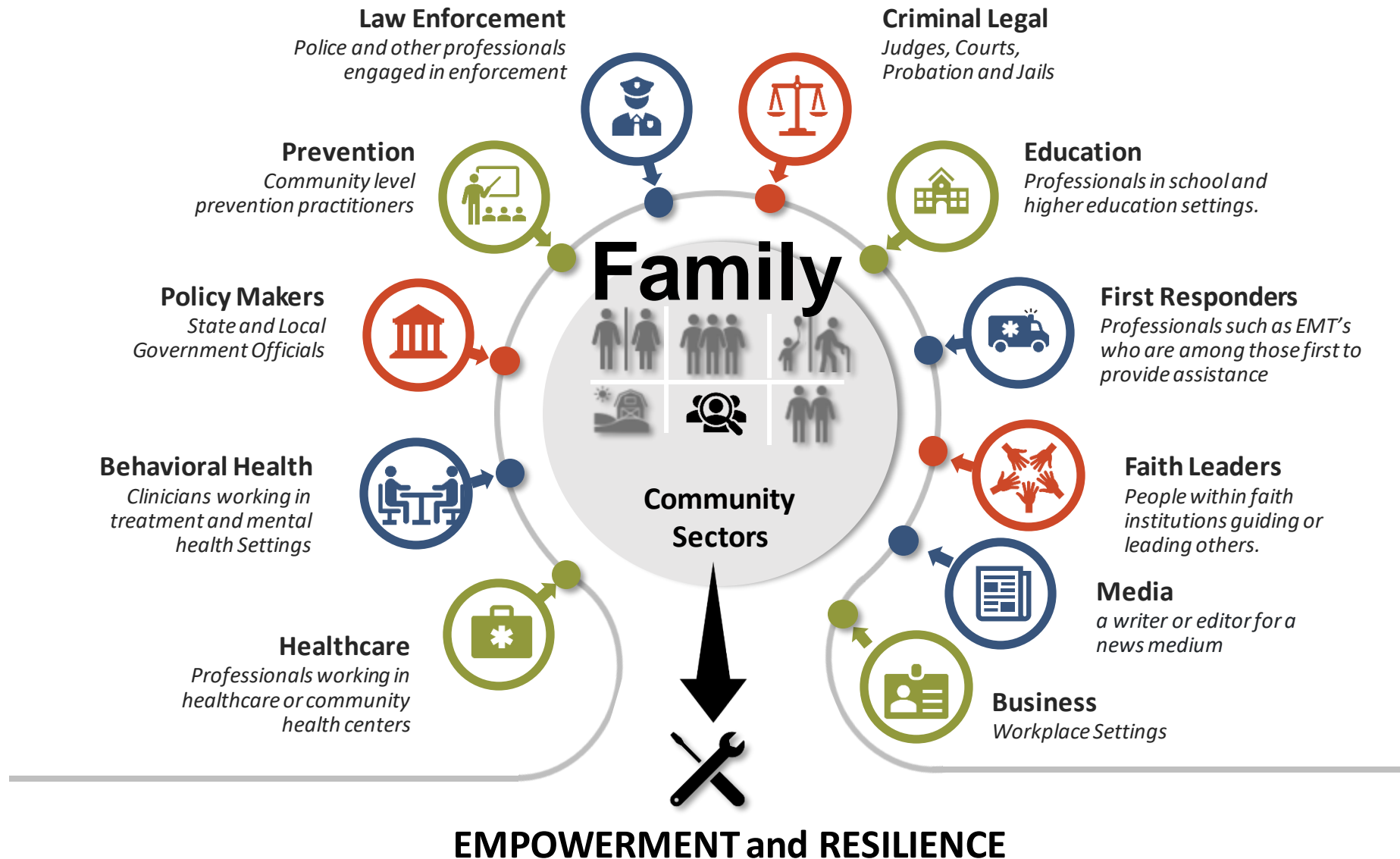
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Expanding our Horizons with Organizations and Communities



Community Approach



Developing a Common Language

Prevention Terminology	Treatment (Education) Terminology
Logic Model	Treatment Plan
Universal, Selective, & Indicated Interventions	Tier 1, Tier 2, & Tier 3 Interventions
“Readiness”	Stages of Change
Strategic Prevention Framework	Theoretical Foundation



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Current Prevention Practices in Schools

Botvin LifeSkills Training

Check & Connect Mentor Program

Family Resource Board

Information Dissemination

ASPIRE

Alcohol EDU

Pillars of a Community School

- Integrated Student Support
- Active Family and Community Engagement
- Expanded and Enriched Learning Time Opportunities
- Collaborative Leadership and Practices



10 Minute Small Group Discussion

In the 10 minutes allotted, please discuss the following 2 questions through the lens of your group's assigned role; family, school (peers and educators), or preventionists.

1. What is your role in preventing SUD's in youth with disabilities?
2. What is an approach that you could take to improve services for students with disabilities?

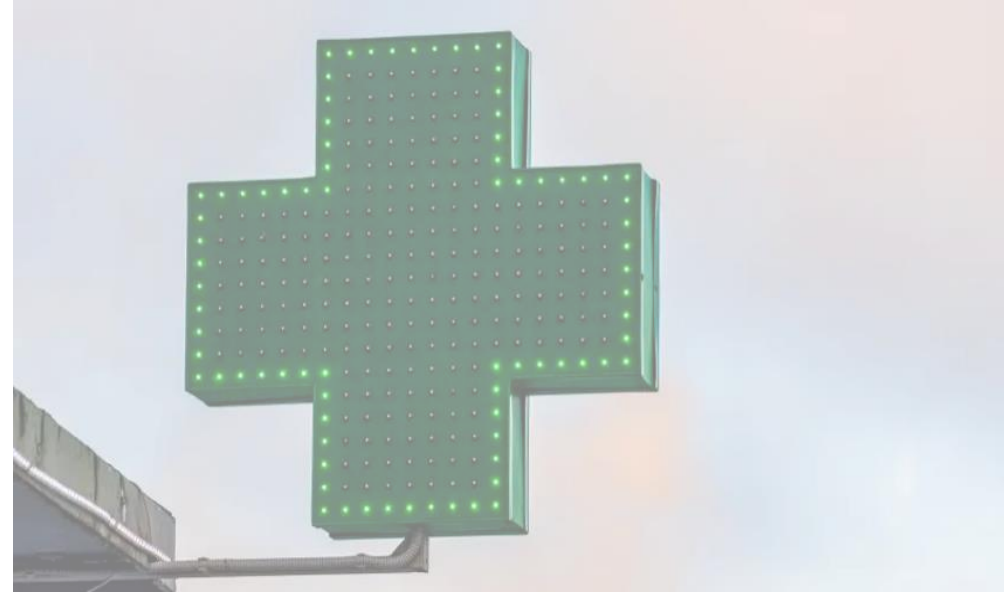


Expanding Our Horizons with Policy



Prevention and School Policy

- 10-Year-Old Student with severe cannabis intoxication
- Oklahoma law allows for person under 18 to have a medical use license
- Parents are aware and encourage use
- Other districts have incorporated language regarding level of intoxication into their official policy
- Potential areas for prevention work



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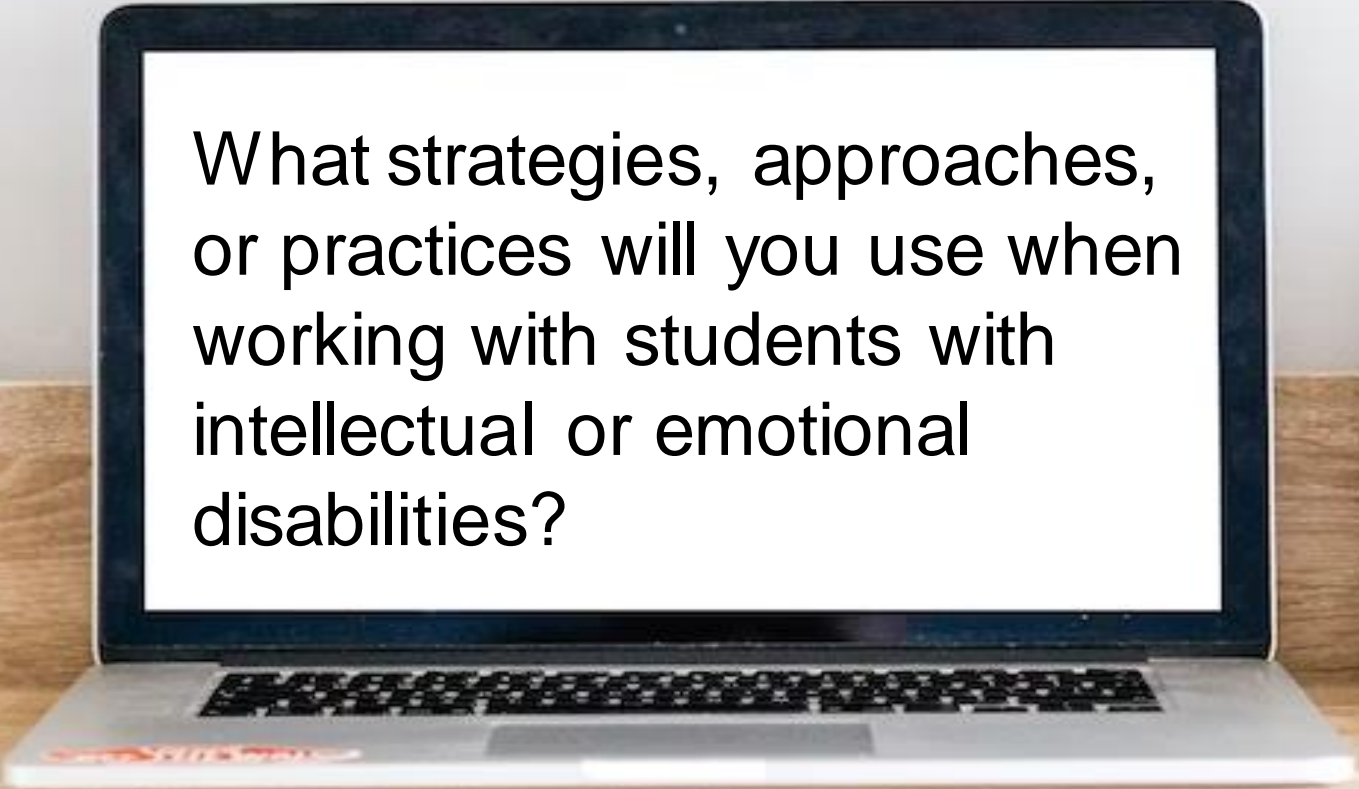
Policy



A close-up, low-angle shot of a person's feet in dark brown hiking boots with red laces and soles, stepping on a rocky trail. The ground is covered with dry, golden-brown grass and small grey rocks. The background shows a blurred, hilly landscape under a bright sky. The text "Next Steps" is overlaid in white, sans-serif font in the center of the image.

Next Steps

Please answer the question in the chat box.

A silver laptop is open on a light-colored wooden desk. The laptop screen displays a question in black text on a white background. To the left of the laptop, there is a stack of three books with red and white covers, and a small white object. To the right, there is a white cylindrical container, a smaller white jar, and a striped fabric basket.

What strategies, approaches, or practices will you use when working with students with intellectual or emotional disabilities?

Let's hear from you!
What are your questions?



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For further questions, contact:

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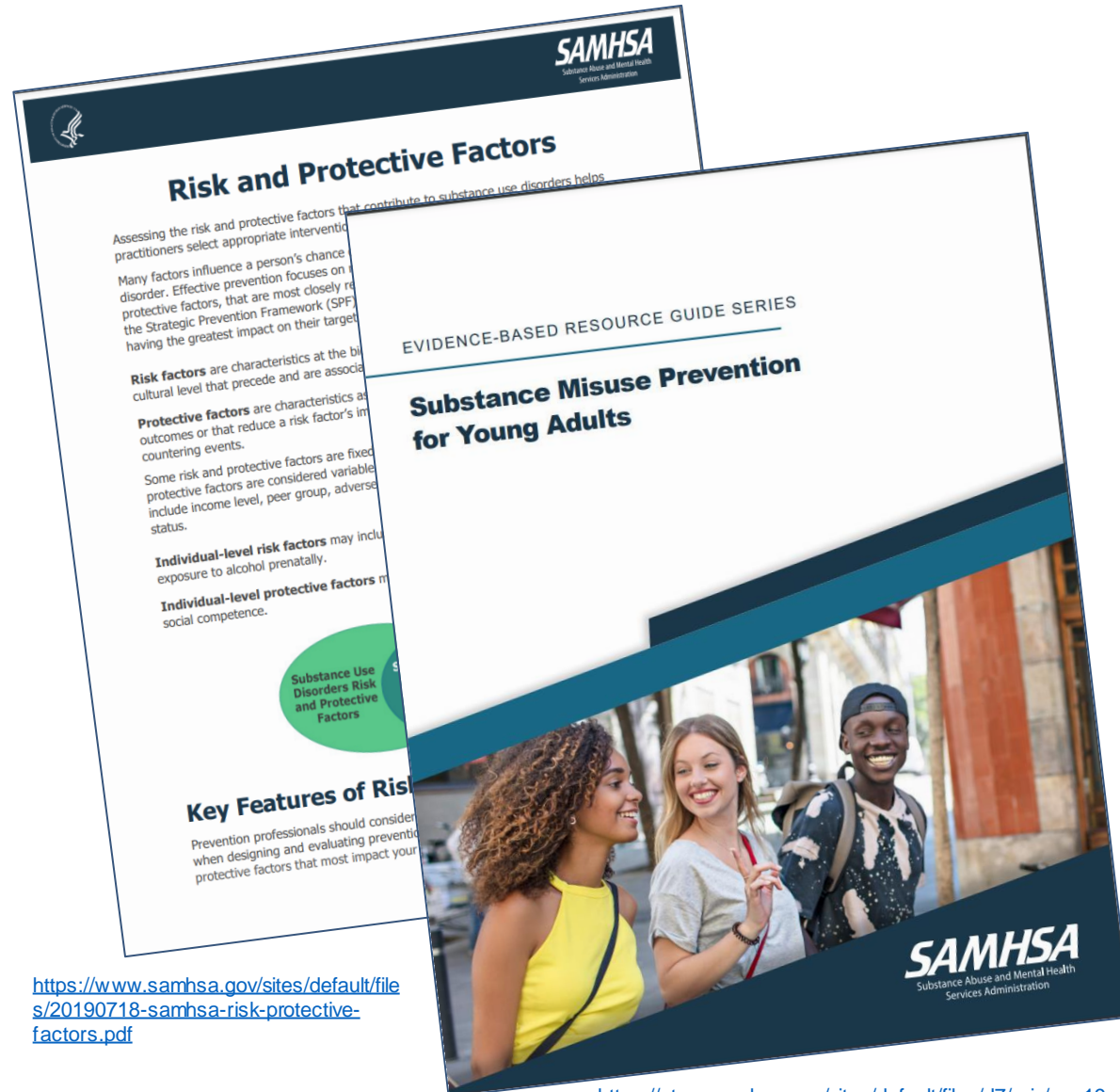


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Resources



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Risk and Protective Factors

Assessing the risk and protective factors that contribute to substance use disorders helps practitioners select appropriate interventions.

Many factors influence a person's chance of developing a substance use disorder. Effective prevention focuses on protective factors, that are most closely related to the Strategic Prevention Framework (SPF) and having the greatest impact on their target population.

Risk factors are characteristics at the biological, psychological, and social/cultural level that precede and are associated with the development of a substance use disorder.

Protective factors are characteristics at the biological, psychological, and social/cultural level that precede and are associated with the development of a substance use disorder. Some risk and protective factors are fixed, while others are considered variable. Protective factors include income level, peer group, adverse life events, and social competence.

Individual-level risk factors may include exposure to alcohol prenatally.

Individual-level protective factors may include social competence.

Substance Use Disorders Risk and Protective Factors

Key Features of Risk and Protective Factors

Prevention professionals should consider the following when designing and evaluating prevention programs: protective factors that most impact your target population.

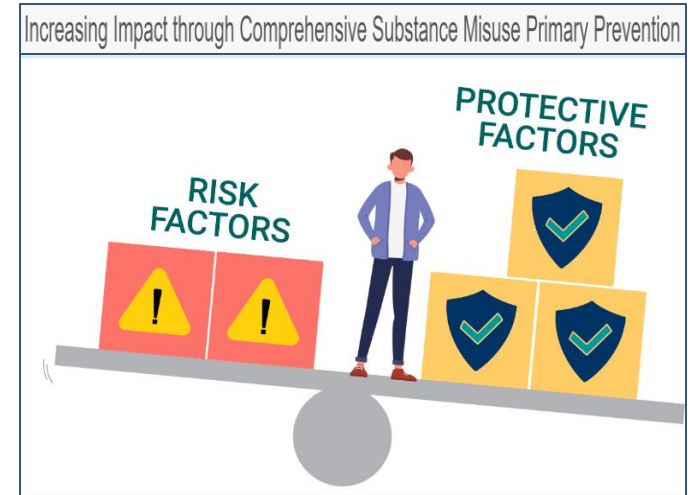
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EVIDENCE-BASED RESOURCE GUIDE SERIES

Substance Misuse Prevention for Young Adults

<https://www.samhsa.gov/sites/default/files/20190718-samhsa-risk-protective-factors.pdf>

<https://store.samhsa.gov/sites/default/files/d7/priv/pep19-pl-guide-1.pdf>



<https://registrations.publichealthpractice.org/Training/Detail/898>



<https://registrations.publichealthpractice.org/Training/Detail/341>



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