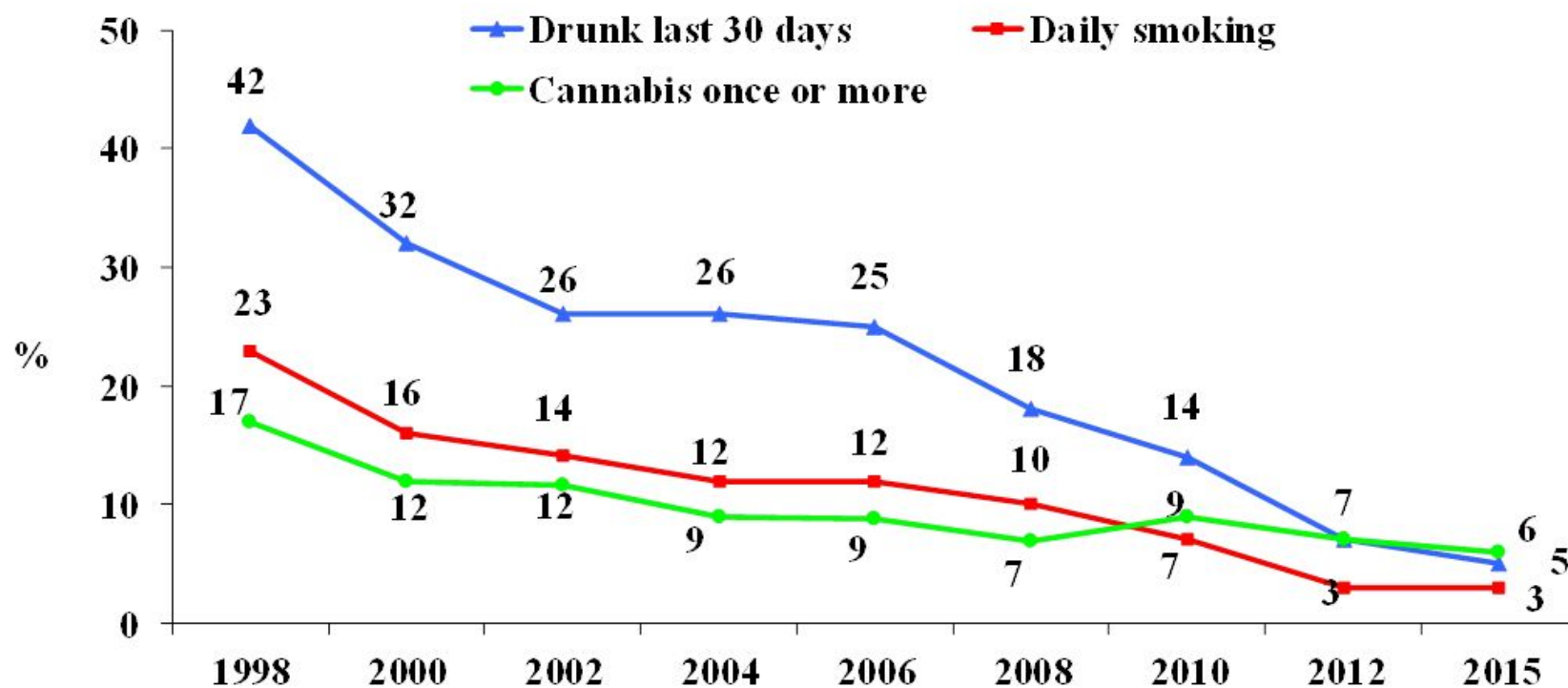


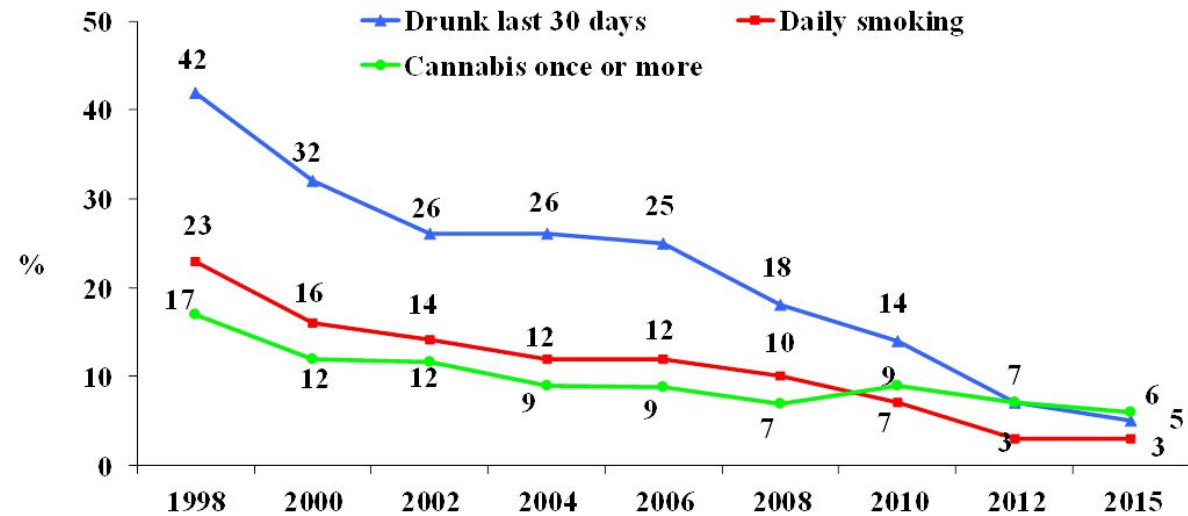
# Substance use decrease amongst 15-16 year old adolescents



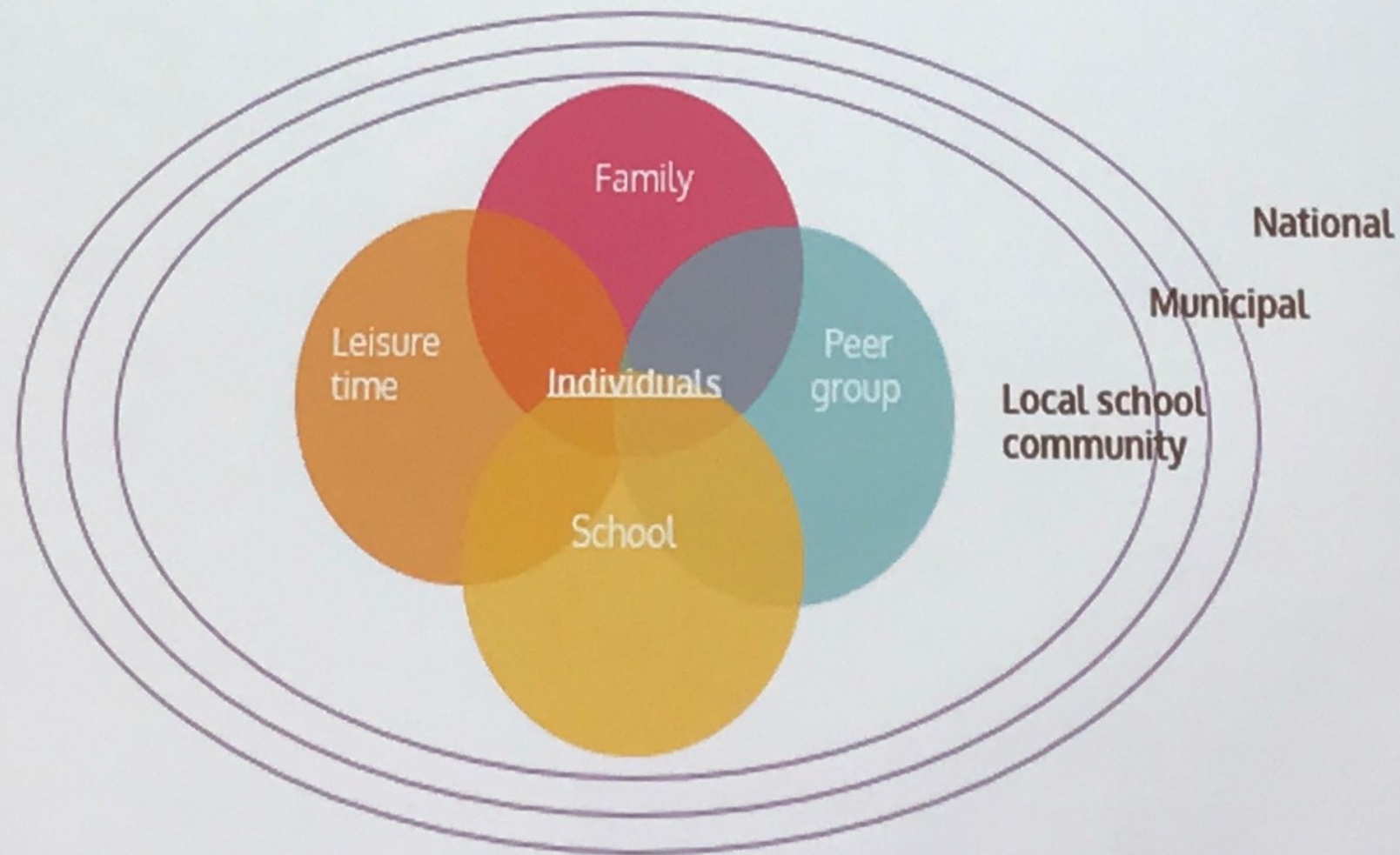
# Iceland Model

- ▶ Based on brain science
- ▶ Findings from youth survey:
  - ▶ Organized activities 3-4 days/week
  - ▶ Time spent with parents during the week
  - ▶ Feeling cared about at school
  - ▶ Not being outdoors in the late evening
- ▶ Family engagement, teen curfew, increased extracurricular activities (organized sport, music, art, dance, and other clubs)

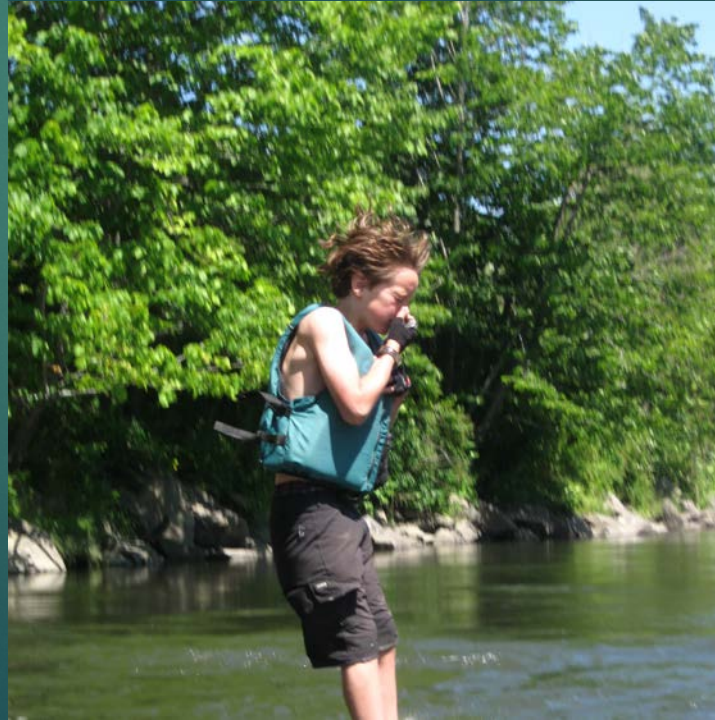
## Substance use decrease amongst 15-16 year old adolescents



# Icelandic Model: Ecological domains of intervention focus



- ▶ Whole-scale Environmental Change to promote Connectedness
- ▶ Connections to family, peers, and society
- ▶ Changing the environment in which young people grow (includes looking at the “third space”)

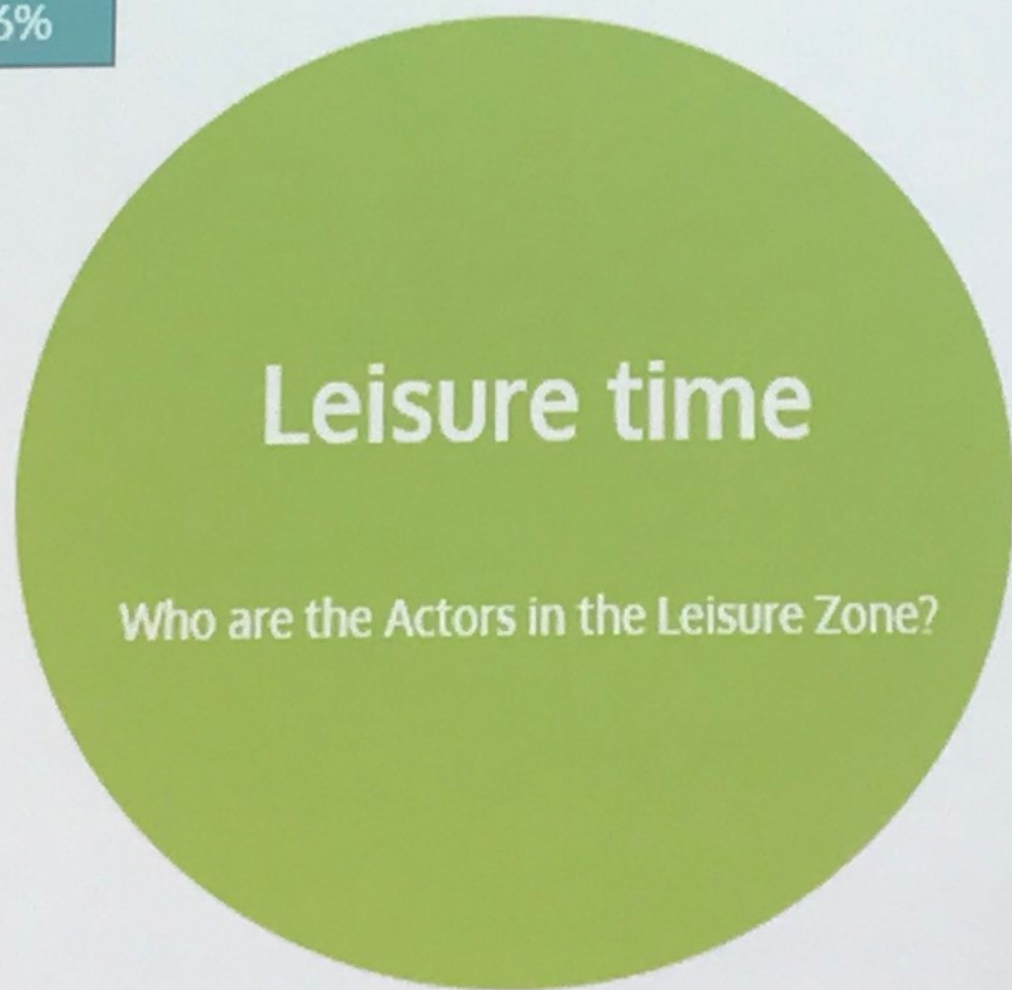
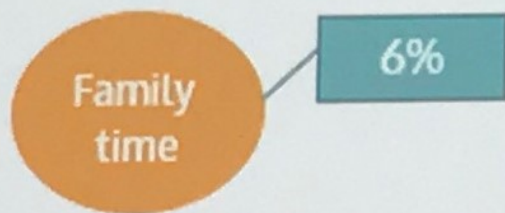


# Guiding Principles

- Parents are **key agents** in prevention and a positive relationship between children and parents is an important, safeguarding factor.
- A strong and **positive self-image**, good social skills, and a healthy lifestyle are the basis for dealing with life and existence.
- **Local cooperation** and the strengthening of social capital is a preventive factor for children and adolescents and supports parents in their parenting roles.
- Active **participation** in school and leisure activities strengthens self-image and increases the social skills of children and adolescents.



# "Time spent in a year"



# Peak Hours

- ▶ On school days, the hours between 3-6pm are the peak hours for youth to commit crimes, be in or cause an automobile accident, be victims of crime, smoke, drink alcohol, or use drugs.



**24%** of Vermont kids are alone and **unsupervised from 3 to 6 pm**—the peak hours for kids to commit or become victims of crime



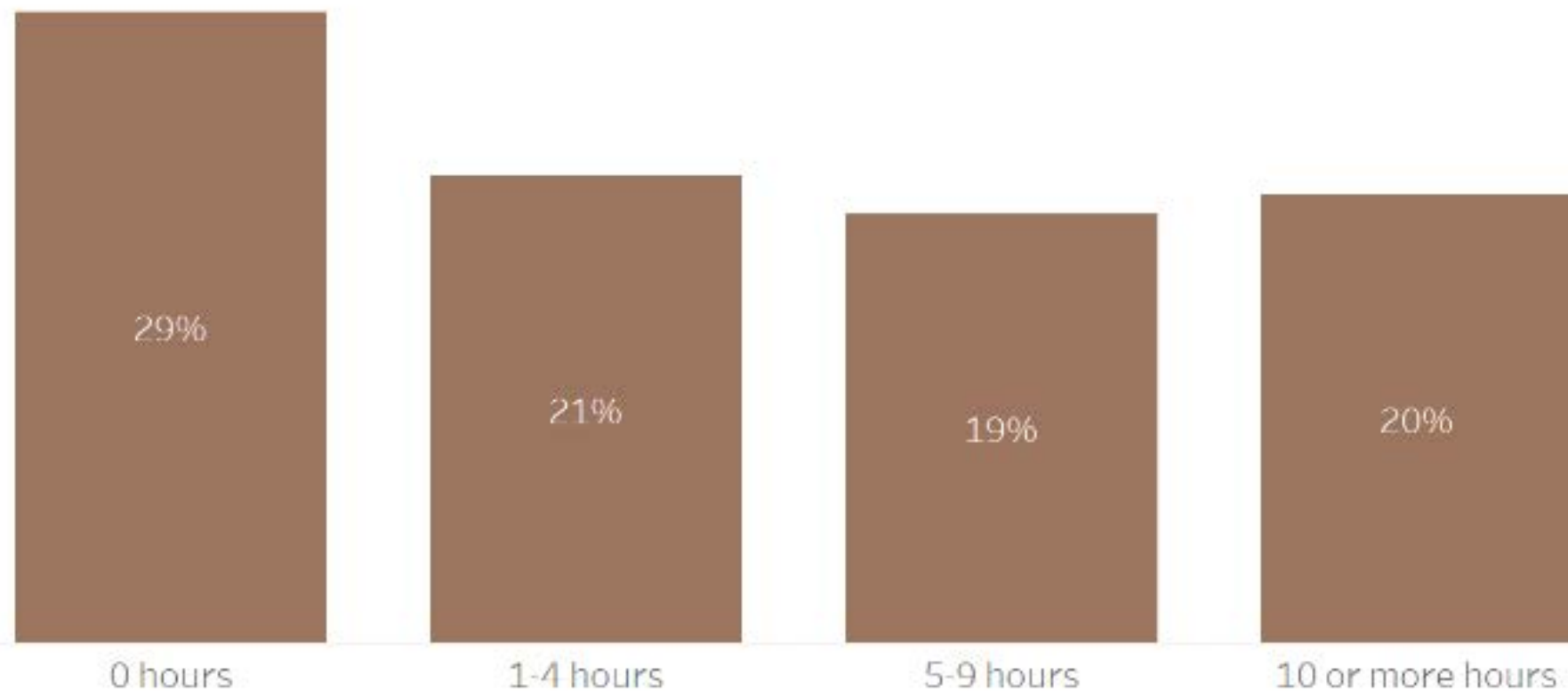
# Connections to Prevention

- ▶ Research shows that youth who are not involved in constructive, supervised extracurricular activities are more likely to engage in risky behaviors such as school failure, drug use, and delinquency.
- ▶ Teens who do not participate in structured activities after school are nearly three times more likely to skip classes at school, experiment with drugs, and engage in sexual activity than teens who do participate.





Percent of VT high school students who use marijuana by hours of participation in afterschool activities (YRBS 2017)

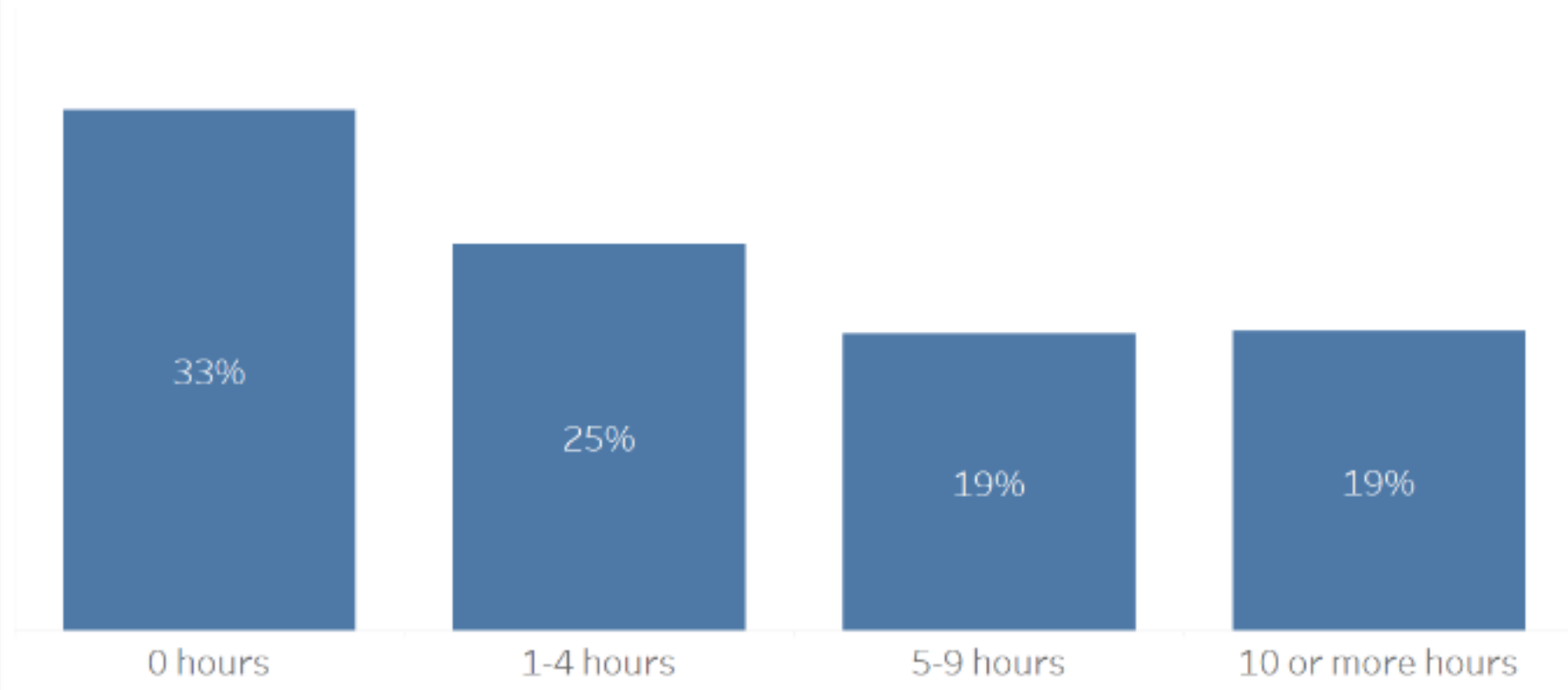


Caption

Percentage of students who currently used marijuana (one or more times during the 30 days before the survey)

19,916 high school students responded to both questions  
Youth Risk Behavior Survey, 2017 | Data provided by the CDC

Percent of VT high school students who reported feeling sad or hopeless almost every day for at least two weeks by hours of participation in afterschool activities (YRBS 2017)



Caption

Percentage of students who felt sad or hopeless (almost every day for  $\geq 2$  weeks in a row so that they stopped doing some usual activities, ever during the 12 months before the survey)

20,013 high school students responded to both questions  
Youth Risk Behavior Survey, 2017 | Data provided by the CDC

Percent of VT high school students did not participate in one hour of physical activity any day in past week by hours of participation in afterschool activities (YRBS 2017)

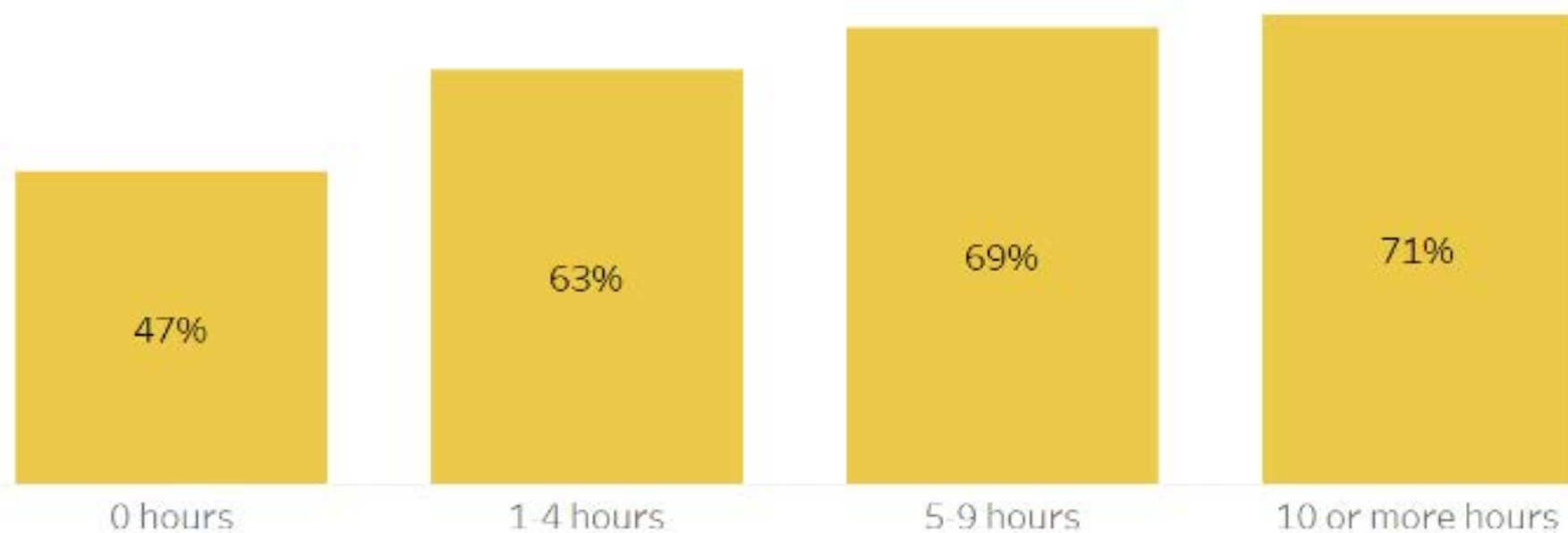


**Caption**

Percentage of students who did not participate in at least 60 minutes of physical activity on at least 1 day (in any kind of physical activity that increased their heart rate and made them breathe hard some of the time during the 7 days before the survey)

19,895 high school students responded to both questions | Youth Risk Behavior Survey, 2017 | Data provided by the CDC

Percent of VT high school students who feel they matter to people in their community by hours of participation in afterschool activities (YRBS 2017)



Caption

Percentage of students who strongly agree or agree that in their community they feel like they matter to people

20,009 high school students responded to both questions | Youth Risk Behavior Survey, 2017 | Data provided by the CDC



# Protective Factors

- ▶ Afterschool programs reduce substance abuse through the development of protective or resiliency factors such as school connectedness, self-control, self-confidence, and quality peer relationships
- ▶ Quality afterschool programs also provide trauma-informed practices that offset the impact of Adverse Childhood Experiences (ACEs). Addressing the impact of ACEs in turn reduces development of substance use disorders and other future health concerns.

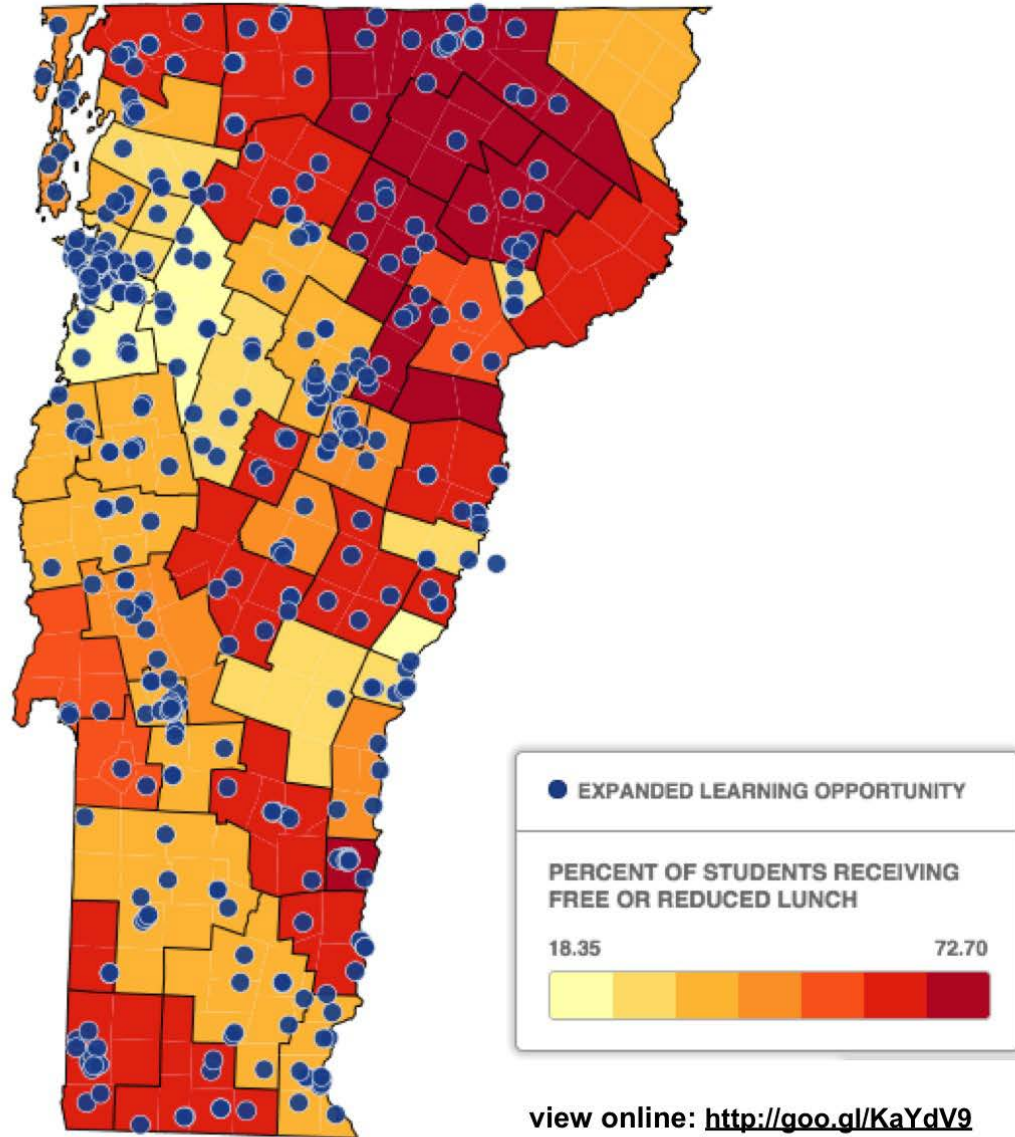


# Vermont's Opportunity Gap

More than 21,000 Vermont kids are enrolled in afterschool, but **22,000** are waiting for an available program

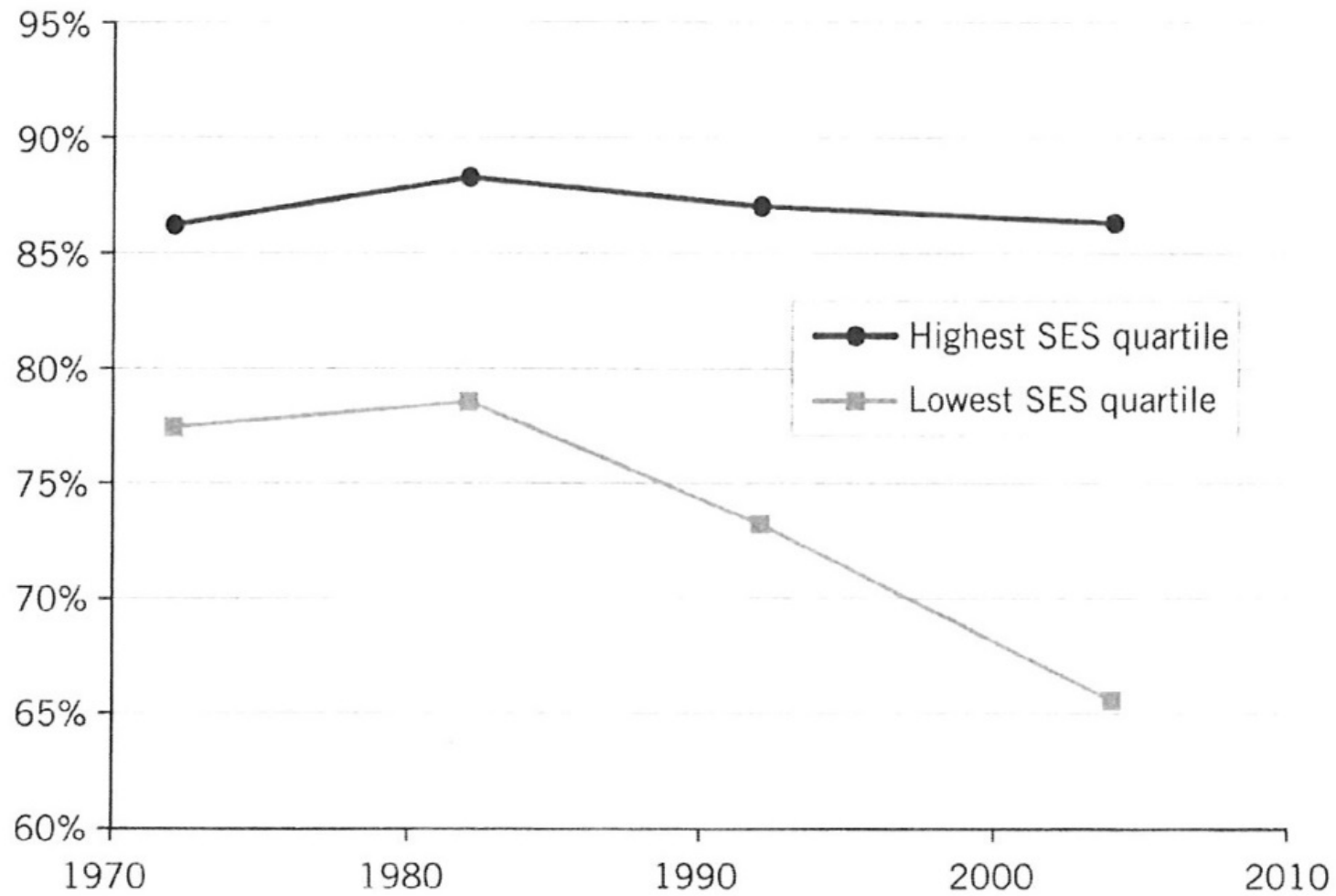


## Expanded Learning Opportunities: Locations and Low Income Students by supervisory union



# Geographic Gaps

Figure 4.3: Growing class gap in participation in school-based extracurriculars, 1972–2002



Sources: National Longitudinal Study of 1972, High School and Beyond (1980), National Education Longitudinal Study of 1988, Education Longitudinal Study of 2002.

# Income Gaps





# Societal Change



Introducing our  
guests...

Dr. Humberto  
Soriano

Dr. Mike Mann