

# Effective drug prevention for Aboriginal and Torres Strait Islander youth

## Speaker Key:

LS Dr. Lexine Stapinski

MS Dr. Mieke Snijder

BL Briana Lees

Time code	Speaker	Text
00:00:00	LS	Okay. Good afternoon and thank you everyone for joining us for the Positive Choices Webinar Series. In today's webinar, we're very excited to have to excellent speakers with us here today and we're going to be focusing on effective drug prevention approaches for Aboriginal and Torres Strait Islander youth. And what we can do as teachers and parents to educate students about drugs and prevent harms from these substances.
00:00:31	LS	<p>My name's Lexine Stapinski. I'm going to be chairing the session today, and in a moment, I will introduce our speakers for the day. But, before we do, just to let you know a few housekeeping details and a few bits and pieces about our webinar series.</p> <p>So, firstly, we would really encourage discussion and comments from the audience members.</p>
00:00:56	LS	<p>So, if you have any questions or comments during the session, please use the questions box in your control panel and you can send through those questions. I would really encourage you to do them just as you think of them during the session and then we will have a Q and A at the end where the speakers will address those questions.</p> <p>And in addition, we've got the handout available from your panel, under handouts. So, you can download that from there, or it will also be sent to you after the session in an email.</p>
00:01:30	LS	If you're joining us for the first time, just to let you know a little bit about Positive Choices. So, the aim of Positive Choices is to assist teachers, parents and students across Australia, to access up to date and accurate information about alcohol and other drugs and drug prevention programmes that can be implemented in schools and that are proven to improve student well-being.

Time code	Speaker	Text
00:01:55		And so, as part of this programme, we provide webinars with topics of interest to teachers, parents, school leaders and anyone working with young people. Coming of this year, we're excited to be able to present some additional topics on helping parents. So, a guide to teenage parties. And also, for teachers, a guide to optimising drug education.
00:02:26		<p>So, stay tuned. The best way to keep up to date with the topics that are coming up is to subscribe for updates at <a href="http://positivechoices.org.au">positivechoices.org.au</a> and that will really help you to stay up to date. So, keep an eye out for those topics that you'll hear more about as they come up over the year.</p> <p>We also a range of webinars that are available that are in demand, so webinars that we've had in the past. So, I'd encourage you also to visit <a href="http://positivechoices.org.au">positivechoices.org.au</a> resources, webinars where you can find the full library of different topics and catch up on demand.</p>
00:03:05		And if you haven't already visited the Positive Choices website, I'd encourage you to do so and take a look at the range of evidence-based resources that we have available there for the teachers, parents and young people. We would also appreciate your feedback on anything additional that you would like to see on the site.
00:03:30		<p>Whether that's a topic that you'd like to suggest for a future webinar or whether it's a resource that you think would be really good to include there, please do send us an email with anything you'd like to suggest or topics you'd like to see there.</p> <p>Before any further introduction, what I'll do is introduce our speakers for today</p>
00:03:54		<p>So, first of all, we have Dr Mieke Snijder who is a post-doctoral research fellow working at the Centre of Research Excellence in Mental Health and Substance Use and the National Drug and Alcohol Research Centre. And so, Mieke works with Aboriginal communities to develop and evaluate programmes that can prevent and reduce drug and alcohol use and related harms among Aboriginal youths.</p> <p>During her PhD, she worked with three Aboriginal communities in the New South Wales region to develop community-based programmes that were effective in reducing alcohol related crimes and harms in these communities. So, really impressive work.</p>

Time code	Speaker	Text
00:04:34		<p>And what she's moved onto currently within our team is developing a school-based drug-prevention programme that is culturally inclusive for Aboriginal high school students.</p> <p>Now, our second speaker, we actually have two for the price of one today, is Briana Lees and she's a research assistant also at the National Drug and Alcohol Research Centre. She's been involved since 2016 in examining the research evidence and conducting community consultations to inform the development of a school-based drug prevention programme for Aboriginal students.</p>
00:05:06		<p>And this year, she's also commenced her PhD research which will examine the impact of binge-drinking on the brain and cognitive functioning. So, we're very pleased to have both speakers with us today and I will hand over now to Mieke, first of all, who's going to talk to us about effective drug prevention for Aboriginal and Torres Strait Islander Youth</p>
00:05:30	MS	<p>Thank you Lexine and thanks everyone for tuning in this afternoon. I would like to start with acknowledging the traditional owners of the lands on which I live and work and also the traditional owners of the lands around the country where you are watching from.</p> <p>I would also like to acknowledge all the Aboriginal people that are involved in the work that we are doing here at Positive Choices, and in particular, our partners at Gilimbaa who have provided up with a beautiful artwork that you can see throughout the webinar today.</p>
00:06:00		<p>And I would like to acknowledge our collaborator, Associate Professor James Ward, from the South Australia Health and Medical Research Institute, who is an important partner in our work at Positive Choices.</p> <p>So, in today's webinar, we will be talking about effective drug prevention for Aboriginal and Torres Strait Islander Youth. We'll be looking at what we currently know works and also, what we can do better.</p>
00:06:30		<p>So, before we start, I would like to start with a poll to test your knowledge about what you think are the main contributors to poor health, injuries and deaths amongst Aboriginal young people, aged 15 and 25 years old. I think you should see a poll on your screen now. So, do you think that the main contributor to poor health and injuries are suicide, or physical inactivity, or do you think this is alcohol or traffic accidents?</p>

Time code	Speaker	Text
00:07:04		I'll give you a moment to pick your answers and then we will come back to you with the answer.
00:07:27	LS	Okay, very interesting answers, Mieke. So, I think we've had about... Most of the audience has voted now and it might surprise us a bit. We actually had 75% of people said alcohol, 19% said suicide and 6% said traffic accidents.
	MS	Thanks for that. So, it looks like most of you were right and alcohol is indeed the most important contributor to poor health and injury. So, that's why it's really important that we are talking about prevention of alcohol and other drugs today.
00:08:04		So, before we go into further detail about the contributors to poor health, it is really important to notice that there is currently a lack of reliable data on drug and alcohol use among Aboriginal people. And this is important... This is so because Aboriginal people are often underrepresented when big national surveys are being conducted, such as the National Drug and Alcohol Household Survey.
00:08:29		And when Aboriginal-specific surveys are conducted, there is often issues with reliability of the questions used for the surveys, because of different cultural context in which alcohol and drug use occurs for Aboriginal people. For example, there is evidence that when surveys ask Aboriginal people about how much alcohol they have drunk last night, rather than answering for themselves, they answer for how much a whole group drank.  And this obviously causes issues when we look at the data that comes from these surveys.
00:09:04		However, from various data sources that we do have, if we combine them, we can get a bit of a sense about alcohol and drug use amongst Aboriginal people. And, from this data, it becomes clear that mental health and substance use disorders are the biggest cause for poor health and a higher burden of disease among Aboriginal people and especially amongst young people, aged 15 to 24.
00:09:31		The number one risk factors for poor health and injuries is alcohol.  Now, it is important to notice that this is also the case for non-indigenous young people in the same age. However, the percentage that alcohol contributes to poor health and burden of disease is higher for indigenous youth than it is for non-indigenous youth. And this mainly has to do with a riskier pattern of use that indigenous youth participate in.
00:10:01		So, when we talk about a riskier pattern of use, the first part that

Time code	Speaker	Text
		<p>we talk about is that Indigenous young people tend to start their use at a younger age. We can see from this table on the left side that Indigenous people start using different substances between two and six years younger than non-indigenous Australians.</p> <p>And we know from the research that the younger people start using drugs, the more likely they are to develop issues with drug use later on in their lives.</p>
00:10:35		<p>And the second part of the risky use pattern is that Aboriginal people use to a riskier level. So, you probably all have heard the sentence that there are less Aboriginal people that use alcohol, so as you can see on the graph on the right, there are more Aboriginal abstainers from alcohol. But, when Aboriginal people drink, you can see that they often drink to excess or drink to riskier levels.</p>
00:11:04		<p>So, this causes a riskier pattern of use which contributes to the higher burden of disease and higher drug and alcohol related harms experienced by Aboriginal people. So, to know what to focus our prevention efforts on, it's important to look at which factors are associated with this riskier pattern of use and also substance use more generally amongst Aboriginal people.</p>
00:11:30		<p>So, when we look at factors that are associated with use, we talk about risk and protective factors. Risk factors are those that are associated with increased substance use and related harms, and protective factors are associated with lesser substance use and less related harms. When we are looking at risk and protective factors, it is important to look at factors within an ecological framework that goes beyond just the individual level.</p>
00:12:02		<p>So, even though drug and alcohol use occur on the individual level, whether someone uses alcohol or drugs and whether they experience harm related to the drugs, is influenced by a whole range of factors on relationship, community, societal and cultural levels. So, we'll be looking at what risk and protective factors for substance use are there for Aboriginal people amongst all of these five levels to create a comprehensive picture.</p>
00:12:32		<p>Today what we know from the research literature about risk and protective factors is mainly focused on tobacco use. Secondly, alcohol use and third, cannabis use. There is less information available on petrol sniffing, methamphetamine use, which includes ice, and opioid use. So, that's an important thing to keep in mind when we talk about the risk and protective factors.</p>
00:12:58		<p>The research literature has identified a large range of individual-level factors. Some of these factors cannot easily be modified through programmes and policies. For example, being a young</p>

Time code	Speaker	Text
		<p>male or simply enjoying the taste of cigarettes is something that is hard to change with prevention. But there are also many other factors that can be modified through prevention programmes or policies.</p> <p>And here, I have listed the factors on individual level that can be targeted with prevention programmes.</p>
00:13:30		<p>So, the first important factor is the socio-economic status of an individual. There is clear research evidence that Aboriginal people with a higher socio-economic status are less likely to use substances and are less likely to experience harm from substances. And the opposite is also true. So, people with a lower socio-economic status experience more harms from substances and also engage in more substance use.</p>
00:14:00		<p>Factors that influence someone's socio-economic status is their employment level and also their education levels and income. And there is evidence that shows that Aboriginal youth who finish year twelve and find employment have lower levels of substance use, so it's important to support Aboriginal youth to engage in school and finish year twelve and find employment afterwards.</p>
00:14:25		<p>The second factor that has been found in the research literature is that boredom leads to substance use, and research shows that engaging in sports and recreational activities, and also cultural activities, can lead to reductions in substance use. There is research evidence that people who use one substance are more likely to use another substance as well.</p> <p>For example, people who smoke are more likely to drink as well, especially when they started smoking before the age of 15.</p>
00:14:58		<p>And the opposite is also true, that Aboriginal people who abstain from alcohol use are also less likely to smoke. This highlights the importance of preventing alcohol and tobacco use, especially at an early age.</p> <p>Psychological distress has been identified as an important risk factor for Aboriginal people when it is present, but it's also an important protective factor when it is not there. And related to psychological distress is how someone deals with stress when they are faced with a challenging situation.</p>
00:15:32		<p>So, research shows that Aboriginal people who are resilient and have a high self-esteem and self-efficacy are better with dealing with psychological distress and also have lower level of substance use.</p> <p>It is therefore important that prevention focuses both on trying to reduce psychological distress amongst Aboriginal youth, but at</p>

Time code	Speaker	Text
		the same time, builds resilience and empowers Aboriginal youth to deal with stressful situations.
00:16:01		Finally, research also showed that Aboriginal people who were more knowledgeable of substances and their effects were less likely to use substances. And when people had limited knowledge of health effects of, for example, smoking, they were more likely to smoke or use other substances.
		So, this emphasises that including specific information in our education about health effects of substances is important in substance use prevention for indigenous youth.
00:16:31		So, we know from the mainstream drug and alcohol literature that having a supportive social network is important to protect against drug and alcohol use. And the research on substance use among Aboriginal people confirms that this is also true for this group.
		There was strong evidence that having a supportive social environment and peer group and having family and friends that are negative about alcohol and other drugs is associated with lower levels of substance use amongst Aboriginal people.
00:17:03		And being involved in social activities and having a positive role model are also protective against substance use. However, research also showed that the flipside is true, that having family and friends, or a partner, that use substances increases an Aboriginal person's substance use as well. Particularly when this is combined with peer pressure to use substances.
00:17:27		This highlights the potential importance of including family and the wider community in prevention to ensure there is a supportive environment, but also to teach Aboriginal youth strategies to resist peer pressure and how to be supportive of their friends and family when it comes to substance use.
		Finally, a history of family violence and breakdown are associated with higher levels of substance use. And this is likely related to what I talked about before, regarding psychological stress and how to cope with it.
00:18:01		The lack of a positive role model leads to higher levels of substance use, so it's important in drug prevention to assist Aboriginal youth to identify positive role models, either in their community or in the wider country.
		So, there are less community factors found in the research literature that are associated with substance use.

Time code	Speaker	Text
00:18:34		<p>The results that we found in the literature are also mixed when it comes to the remoteness. For example, living in a remote community is protective against substance use when it comes to alcohol and petrol use, but it's a risk factor when it comes to smoking.</p> <p>On the hand, living in an urban community is protective for smoking, but is a risk factor for alcohol, cannabis and petrol use and this is likely to do with the availability of substances in urban areas.</p>
00:19:05		<p>So, this likely points to the need to having separate prevention approaches for different areas around the country. Research also highlighted the importance of the smoke free workplace as a protective factor against smoking. While this is likely less relevant to Aboriginal students who still go to school, it might be relevant to those that have a job or to ensure that the school is a smoke free place.</p>
00:19:32		<p>Societal factors that have been identified in the research literature may have to do with the availability of the substance. So, this is very logical, when there is a substance, people are more likely to use it than when there is less of the substance available. And this, for example, refers to the restriction of alcohol in tribe communities.</p> <p>But it also refers to restrictions on selling alcohol and tobacco to minors, which have shown to be effective to reduce Aboriginal substance use as well.</p>
00:20:07		<p>And then there is evidence that showed that cultural norms and social norms around substance use influences whether someone uses or not. So, research showed that when Aboriginal people perceive that other people don't really use ay substances, they tend to use less substances themselves as well.</p>
00:20:30		<p>And the opposite is true, that when people perceive substance use as the norm, they are more likely to be using themselves as well.</p> <p>And this is an important focus on the prevention programmes that we develop here at CREMS and Positive Choices to emphasise with young people, both Aboriginal and non-Aboriginal young people, that the majority of Australian youth do not use alcohol or illicit substances. And the mainstream research literature has also identified that this is an important component of effective drug prevention.</p>
00:21:02		<p>There are also societal factors related to government policies that influence Aboriginal people's substance use. For example,</p>



Time code	Speaker	Text
		<p>research showed that members of the Stolen Generations are more likely to use substances than people who were not taken away from their family as a kid. And people who did not have any family members removed from their homes were less likely to use substances.</p>
00:21:30		<p>So, the impact of history and intergenerational trauma are important to consider when delivering prevention programmes to Aboriginal youth and communities.</p> <p>Now, finally, research showed that having a strong cultural connection is protective against substance use, but that there are also cultural risk factors. For example, people identified that the cultural obligation to share tobacco and accept tobacco when it's offered makes it easy to smoke and makes it harder to quit.</p>
00:22:02		<p>And other studies have shown that there are Aboriginal people who perceive tobacco smoking to be part of their Aboriginal identity and culture, making it more likely that they are smokers.</p> <p>So, here's a quick overview of all of the protective and risk factors that lead to a reduction or increase in substance use. Most of these factors are based on the research on smoking and we need more evidence about what the case is for alcohol, cannabis or methamphetamine use.</p>
00:22:35		<p>And also, we need more information about protective and risk factors on the community, cultural and societal levels.</p> <p>So, now that we know about the factors that we should promote to protect Aboriginal youth against substance use and the factors that we should prevent to reduce substance use among Aboriginal youth, let's see what are the programmes that are effective in preventing, delaying or reducing substance use amongst Aboriginal youth.</p>
00:23:05		<p>So, I will hand over to Briana now to talk to you about this part.</p>
	BL	<p>Thanks, Mieke. So, we conducted a review of previous drug and alcohol prevention programmes for indigenous youth and we looked at previous programmes in Australia, New Zealand, America and in Canada.</p>
00:23:35		<p>We found 26 studies and of those, 14 showed positive evidence that prevention programmes can delay or reduce substance use and related outcomes. So, most of the effective programmes were in America, there were nine there, but there were also some in Australia and Canada.</p>

Time code	Speaker	Text
00:24:00		<p>So, the research talks about three different types of programmes. There are culture-based programmes, culturally adapted ones and unadapted programmes. The culture-based programmes were developed for specific culture groups.</p> <p>Adapted ones have been modified from mainstream programmes to become more culturally appropriate and unadapted programmes are either mainstream programmes or programmes for a particular cultural group that were implemented without any modification to a different cultural group.</p>
00:24:33		<p>So, research shows that culturally adapted programmes are the most effective and, in this review, 80% of them were beneficial. And that's because they integrate important cultural elements from culture-based programmes with effective evidence-based components from mainstream programmes. This review also found that some of the culture-based programmes were effective, but the unadapted programmes weren't effective at all.</p>
00:25:00		<p>And I want to show you this in a little bit more detail. So, one group of researchers in the US tested a programme called Keepin' It REAL and it was a prevention programme that was originally developed for Mexican use and they trialled it with American-Indian students without changing any of the content, so it was an unadapted programme.</p> <p>The programme was made up of ten fifteen-minute lessons that ran in classrooms by the teachers and it heavily focused on substance use resistances skills.</p>
00:25:34		<p>So, the students were encouraged to work through practical problems by refusing to take part in unsafe or unwanted activities to explain their opinions or concerns about an activity. They also learnt how to avoid activities they didn't want to take part in and how to safely leave the area where the activity was taking place. The lessons also covered drug and alcohol education.</p>
00:26:01		<p>They developed social skills, provided normative beliefs and talked about violence and prevention strategies.</p> <p>So, all of this content was framed within Mexican culture and when this was tested with American-Indian students, they found that these students actually drank more alcohol and smoked more cannabis after the Keepin' It REAL programme than students who didn't receive any prevention programme at all.</p>
00:26:29		<p>So, the researchers then adapted Keepin' It REAL to incorporate American-Indian values and traditions and they didn't change any of the content. So, they didn't change the resistance skills,</p>

Time code	Speaker	Text
00:26:55		<p>the drug education or social skills. And they tested this with a group of students a few years later and found it was effective at reducing alcohol and cannabis use.</p> <p>So, this really highlights the importance of adapting programmes to suit different cultural groups and that you can still use the same principles and content but framing this information within the right cultural context makes a huge difference with how students receive the information.</p> <p>So, in terms of adapting programmes and information to make it more culturally appropriate, there are three different areas to consider. Firstly, it's really important to include fun, cultural activities.</p>
00:27:26		<p>And this could be organising a meeting with elders, organising a dance or music group for the students, getting the students to take part in traditional ceremonies or in prayer. It's also really important to incorporate culturally relevant concepts and traditional beliefs into the material that is being provided to the students.</p> <p>So, this could be done by using storytelling to communicate the content, by incorporating a connection to country, exploring the student's ancestry or discussing spirituality and making sure that the language is appropriate.</p>
00:28:02		<p>And another great way to adapt the programmes is through cultural artworks and designs. So, a fun activity could be creating murals that have health promotion messages on them.</p> <p>Another important consideration for prevention programmes is where they take place. So, there's been research on school-based programmes that are set in the classroom or after school, and there's also been research on community programmes that take place in community centres or in outstations.</p>
00:28:34		<p>And there have been some programmes that incorporate both the school and community setting.</p> <p>Of the research that has been conducted, community programmes have been most effective. So, 67% of community programmes in this review were effective, followed closely by the school-based programmes with 59% effective there.</p>
00:28:58		<p>So, in Australia, an example of a community programme occurred in the Northern territory and it involved taking youth who sniffed petrol to a community outstation which was run by elders.</p>

Time code	Speaker	Text
00:29:29		<p>The young people would stay out there for a month and while they were out there, they would bush-hunt, they would talk to the elders about the dreaming, they would have discos at night and play sport. And they'd also talk to people who had stopped sniffing petrol to hear about stories of hope and recovery.</p>
00:29:58		<p>So, again, we're seeing how important it is to incorporate positive cultural elements throughout the prevention programmes. So, the research has been quite clear about effective elements to include in prevention programmes for indigenous adolescents, and they map quite nicely onto risk and protective factors that Mieke discussed before.</p> <p>So, the research shows that it is really important to develop skills among adolescents.</p> <p>And important ones are problem-solving skills, resistance strategies against activities they don't want to take part in and also developing interpersonal skills. Which have all been identified as being protective against substance use and will help against peer pressure and coping with difficult life circumstances.</p> <p>Many of the effective programmes also include cultural knowledge enhancement, so they integrated cultural activities, traditional beliefs and culturally specific concepts throughout the material.</p>
00:30:32		<p>And again, there's strong evidence that cultural connection is protective against substance use among young people. When developing the programme, it's really important that the community is involved in the development process. And this is important to avoid stigmatisation, avoid marginalisation and also to avoid the feeling that you're imposing on the community without considering their local culture.</p>
00:30:59		<p>And then the fourth element that was found throughout the review was that it was important to include drug and alcohol education. So, as Mieke mentioned before, getting knowledge about health effects and providing an anti-smoking message to the community is protective against future substance use.</p> <p>Other important elements that we identified was having trained and indigenous programme facilitators, incorporating health promotion strategies, providing booster session after the main programme had finished and also, including fun recreational activities for the students.</p>
00:31:38		<p>So, overall, what appears to work is culturally adapted programmes and the community being involved in programme development and programme adaptation. In terms of programme content, it's really important to include cultural knowledge</p>

Time code	Speaker	Text
00:32:03		<p>enhancement, skilled development and substance use education, as well as having indigenous and programme facilitators.</p> <p>Promoting health, include fun recreational activities and also providing booster sessions after the programme has finished.</p>
00:32:31		<p>More evidence is needed to find out which setting is most effective for prevention programmes. In terms of online programmes, it's been shown to be really effective in the mainstream population, but we currently don't know how this maps onto the indigenous populations.</p> <p>And, it's important to look into this further because computer-based programmes allow the information to be accessed by people all across Australia, including harder-to-reach areas in rural locations. And lastly, while we did find three effective programmes in Australia, none of them are still available, so there is definitely a need for evidence-based drug prevention for Aboriginal and Torres Strait Islander youth.</p>
00:33:01		<p>So, with that being said, our team are currently developing drug prevention resources that are suitable for Aboriginal and Torres Strait Islander youth. We've expanded the Positive Choices portal to include drug prevention resources for Aboriginal and Torres Strait Islander people and we are currently developing a drug prevention programme that will be culturally adapted from the climate school's modules.</p>
00:33:28		<p>As I have spoken about, we know that Aboriginal people require a cross-cultural translation of prevention approaches, so we've worked really closely with stakeholders, teachers and students to develop the programme.</p> <p>So, I'm going to hand back over to Mieke, who's going to discuss the development process of these resources.</p>
00:34:00	MS	<p>Thank you, Briana. So, at the moment we're working on, like Briana said, uploading more culturally appropriate drug and alcohol prevention and education resources on the Positive Choices portal. And we're also developing a culturally appropriate school-based drug prevention programme.</p> <p>So, later on in the webinar I will show you some of the resources that we currently have on Positive Choices, but first I would like to talk to you about what we have been learning from teachers, students and other stakeholders about what they think we can do better when it comes to drug prevention for indigenous youth.</p>
00:34:36		<p>So, we talked to teachers and other stakeholders about resources that they are currently using when they are undertaking drug prevention with Aboriginal youth. And surprisingly, many of them told us that they were not aware of</p>

Time code	Speaker	Text
		any indigenous-specific drug prevention resources, that they are not using any specific resources for this group.
00:35:00		<p>More generally, the teachers told us that they enjoyed having guest speakers coming into their class to provide drug prevention classes. This can be, for example, a local nurse or a worker from the Aboriginal medical service.</p> <p>Some also mentioned that they enjoyed having people tell personal stories about their drug use. However, it is important to note that there is currently not much evidence that this is effective in preventing drug use and, there is some evidence that it might actually increase drug use among young people.</p>
00:35:36		<p>Teachers further said that they use the PDHPE syllabus to create their own workplans. This has the great benefit that they can really tailor their lessons to the local context.</p> <p>Further, the Family Wellbeing Programme was mentioned as a programme that people use.</p>
00:35:57		<p>The Family Wellbeing Programme is an Aboriginal-specific empowerment programme that focuses on identifying people's strengths and how they can use these strengths to cope with stressful situations.</p> <p>And finally, the climate school's programme that has been developed here at CREMS is also used by teachers in drug prevention. They received positive feedback from students about this programme because of the engaging cartoons and the interactive classroom activities that are part of the climate school's programme.</p>
00:36:29		<p>Interestingly, in more general comments, the teachers and other stakeholders said that just providing information about alcohol and drugs wasn't enough. They said that they thought that a lot of students already know this information and they tend to disengage when a session is set up just to provide information to the students.</p>
00:36:53		<p>But as we just saw from what Briana was saying about effective elements about drug prevention and also when we look at protective factors against drug use, is that it's really important to still provide information about the health effects of drugs. But, to combine this with other elements, such as skills training, and to deliver this through interactive activities. And finally, the teachers also highlighted that they thought it was really important that resources are evidence-based so that they know that what they are using in the classroom is likely to be effective.</p>

Time code	Speaker	Text
00:37:29		<p>So, teachers and other stakeholders suggested that, at least in a school context, it is important to provide a culturally-inclusive programme that can be delivered to both indigenous and non-indigenous students at the same time, as this is the reality of most schools, but also the context for most indigenous youth.</p> <p>They have friendship groups where there are indigenous and non-indigenous friends, and they are also mixing in the same classrooms.</p>
00:37:58		<p>However, at the same time, it was emphasised that it's important to have a space for indigenous students to discuss issues that might be more specific to their life circumstances. When we asked the teachers and the stakeholders what these kinds of issues are, they said that the first thing that was really important is the importance of family and community connections and emphasising these.</p> <p>And the second important point is the higher likelihood of being confronted with other people's substance youth in the home environment.</p>
00:38:30		<p>And, we know from the risk and protective factors literature that having strong family connections is protective against drug use and that being confronted with other people's substance use can lead to substance use among Aboriginal youth themselves. So, it is important that prevention programmes for indigenous youth incorporate these two elements.</p>
00:38:55		<p>When it comes to the messages that should be included in drug prevention, the teachers and other stakeholders said that it's important to take an empowerment focus, harm reduction focus and to talk about peer pressure and social influence. Now, these are all elements that we know from mainstream research that they are effective in drug prevention for young people.</p> <p>And in addition to these elements, teachers and other stakeholders said that it's important to include a focus on cultural identity, which we also know from the research literature that it's effective in preventing drug use.</p>
00:39:36		<p>And, it was important to focus on where to get help. This includes help from services, counsellors, but it also included a focus on more informal help from teachers, community members, family members or elders. This was especially important in more remote areas where there might not be consistent formalised help in the form of services.</p>
00:40:00		<p>So, we asked teachers what in their view the optimal prevention approach is if there would be no time or no money restrictions,</p>

Time code	Speaker	Text
		they said that it's really important to first build a good relationship with the students or with the young people. Then once that relationship is established, it's important to use an interactive and engaging activities and also to use technology in the delivery as technology is an important part of young people's lives, as we know.
00:40:32		<p>And including empowering and positive messages around drug use and focusing on how to deal with peer influences and peer pressure when it comes to substance use. So, these all align very well with what we know from the research is effective in substance use prevention.</p> <p>We also have worked with students from year seven and eight to gather what they think is important in drug prevention.</p>
00:41:00		<p>And in these workshops, we discussed photos they had taken around their community, we created posters with drug prevention messages and we also did roleplays of how they would approach situations around alcohol and drugs. For example, if they would be offered a cigarette and they were being peer pressured into smoking it, how would they say no, and also how they would help a friend if their friend needed help.</p> <p>What came up really strongly during these workshops was the importance of their friends that can be protective against drug use and are also a great support for them.</p>
00:41:37		Smoking and passive smoking were big issues in the community and the young people were very aware of the consequences of smoking and passive smoking. Students were also not hesitant to talk about issues that they are facing in their personal lives or in their family or in their community.
00:41:57		<p>It became really clear that messages and activities in the programmes need to be really engaging to make sure that the students stay involved, because otherwise they would quickly lose focus.</p> <p>So, based on the research literature and our consultations with the teachers, students and other stakeholders, we know that it's really important to focus on psychological distress and how to cope with this. It is important to build motivation and alleviate boredom and make sure that the programme activities are engaging.</p>
00:42:31		Focusing on social influences and peer pressure, and how to deal with this, is an important focus as well as how to cope with other people's substance use and how you can get help for



Time code	Speaker	Text
		<p>yourself or for others.</p> <p>The drug prevention programme should be delivered within a harm minimisation framework and it should focus on the importance of education, as we know that higher levels of school completion and employment are protective against drug use and related harms.</p>
00:43:04		<p>And developing skills, like self-management skills and decision-making skills and drug resistance strategies, make a programme more effective as well. Finally, cultural knowledge should be enhanced to build a stronger cultural identity that can be protective against drugs.</p>
00:43:23		<p>But, most importantly, is that when we're developing prevention programmes or adapting mainstream prevention programmes to indigenous young people, it is important to work together with the local Aboriginal community to make sure that the programme is appropriate to the local context and that positive cultural elements are incorporated into the programme.</p> <p>So, to find information and education resources that are evidence-based for Aboriginal youth, you can have a look at our newly updated Positive Choices portal.</p>
00:43:58		<p>We have now integrated a specific portal for Aboriginal and Torres Strait Islander students, teachers and their parents, and here you can see what the homepage looks like now. So, if you click on the Aboriginal and Torres Strait Islander resources button, you will end up on the indigenous portal on Positive Choices.</p> <p>Here you can see resources by target group. So, resources for school staff, resources for family and resources for the student and young people themselves.</p>
00:44:31		<p>But you can also search by research type, so, for example, we have fact-sheets available. There are webinars, so this webinar will be available on the website after today as well. There is information about drugs and their consequences, there are videos and games.</p> <p>There's a link to the Cracks in the Ice portal, which is an evidence-based portal with information about methamphetamine and specifically ice. And there is a list of recommended programmes that teachers and others can implement with indigenous youth.</p>
00:45:05		<p>So, when you click on one of the specific user types, you will see an overview of the resources that we have available. So, these are either resources that are developed by us, here within</p>

Time code	Speaker	Text
		CREMS, or developed by others. And the resources that are developed by other organisations, such as the No Smoke study guide, they are assessed by us on their evidence-based and the relevance to the target group.
00:45:32		So, for example, the No Smokes programme has been developed by Menzies School of Health Research and that should be a good evidence-based programme that teachers can implement in their classroom.  We provide teachers with also, links to the actual resource on the external organisation's website.
00:46:00		We also develop fact sheets. They are developed by our in-house experts and here is an example of factors we have developed for parents on how they can protect their Aboriginal teenagers against drug use. So, they consist of practical tips, based on research literature, on what they can do. And our team here at CREMS is constantly in the process of developing new fact sheets and identifying new resources.
00:46:29		So, if you know of any resources that should be uploaded to the portal or if you have any ideas for fact sheets that you would like to see on Positive Choices, please get in contact with us and let us know,  And then finally, we're running a story-telling competition to get more input from Aboriginal students across the country in the development of the resources. And the competition closes at end of April, so please spread the word about this around your community.
00:47:02		I think that's it from us.
	LS	Excellent. All right, thank you so much Mieke and Briana. It's clear how much work has gone into, you know... Not just reviewing all the literature to really have a summary there of risk and protective factors and the potential elements for effective prevention, but also in consulting with teachers and communities on the ground to get their input.
00:47:33		So, you've really consolidated a whole pile of work here, so that's really great.  So, what we'd like to do now... Thank you very much for that. What we'd love to do is take questions from anyone in the audience. So, if anyone has any questions, do please send them through. We've got a few that have already come through, but please do send them in through the questions channel.
00:48:00		If you're both happy to hang around and answer some questions for us.

Time code	Speaker	Text
		Okay, so I guess, just to start us off, I just had one. So, you've just covered a whole range of really complex factors, a whole load of different factors that might contribute to substance use among Aboriginal youth. And I just wondered if you had any thought about the kind of key take-aways.
00:48:28		So, if someone in our audience who's a teacher working in a school has quite a number of Aboriginal students, what are the key takeaways for you in terms of what they might do differently tomorrow. Anyone want to take that?
	MS	Yes. I think, based on what Briana was talking about, what we know is effective from other prevention programmes is that it's really important to focus on positive cultural elements that we can use to protect against substance use for indigenous students.
00:49:08		So, that would definitely be an important thing to focus on for teachers. And also, to focus on how to deal with the peer pressure of substance use. I don't know, Briana, if you want to add any other key take-aways.
00:49:32	BL	Yes, I think definitely targeting the peer substance use and peer pressure is a huge thing. I guess working and developing skills of how the students can resist those, so roleplays on substance use resistance strategies and building their confidence.
00:50:00		Because I think it's definitely tough for young kids to say no to their friends, so I guess really focusing on those practical strategies and skills is really important for this age group.
	LS	So, I guess that was a real take-away as well from what you covered, was that it shouldn't just be information, it's important to have those skills components as well.
00:50:27		So, I think you mentioned at the end, Mieke, was that you talked just now about refusal strategies, but you mentioned also there are some other skills that you think are really important.
	MS	Yes, so general self-management skills. So, that also has to do with how you deal with your psychological stress. So, learning rather than to use substances when you feel stressed about something, employing more positive strategies, like talking to your friends or talking to someone about that.
00:51:04		And skills in that kind of area.
	LS	Yes. Okay, excellent. So, we've had a question come through from an audience member about... Just some more details about the consultations that were conducted with teachers and students, and whether that was all around Australia or whether that was mainly in New South Wales, which is where we're

Time code	Speaker	Text
		based.
00:51:31	MS	Yes, so, with the teachers and stakeholders, we talked to teachers mainly in Queensland and New South Wales, but also stakeholders from other states. So, also from western Australia and northern territory.
		With the students, currently the feedback is mainly from New South Wales, but we're working to develop partnerships with schools in other states as well because we know that New South Wales is not necessarily representative for what students experience around the country.
00:52:05		So, for future work in the next few months, we will be going through schools in other states as well. And this is also what we're hoping to achieve with our story-telling competition, to get more input from young people all around the country.
	LS	Okay, great. So, tell us a little bit about that story-telling competition. So, what do the students actually have to do?
00:52:30	MS	In the story-telling competition, students can either record an audio or a video for four minutes or provide us with a written story. And this story can be about a positive thing in their community or they can talk about their positive role models, people that inspire them. Or they can talk to us about reasons why they do not use any substances, or about a situation in which they said no to peer pressure.
00:52:59		So, they can submit this to us until the end of April and the winner will win a MacBook Air and the runner-up will JB Hi-Fi vouchers worth \$500.
	LS	Okay, great. And you mentioned before, looking to involve schools in other states, so if someone out there is interested to be involved in that... So, I guess, it'll be being involved in the development of the programme or the testing of the programme, is that right, in schools?
00:53:31	MS	Yes. Anyone who is interested in being involved, they can contact us via the Positive Choices website or send us an email on <a href="mailto:info@positivechoices.org.au">info@positivechoices.org.au</a> and we can see how they can get involved.
	LS	Okay, excellent. So, another question that I have... This one's quite a technical stats question, but we'll see how you go.
00:53:59		So, smoking rates in indigenous communities rounded over 40%, do you have a sense of how much of the gap in life expectancy and overall health comes down to smoking? So, I guess what you said at the start really indicated alcohol.

Time code	Speaker	Text
	MS	Yes. The stats around tobacco are slightly different than alcohol because of the delayed effect and health effects of tobacco.
00:54:28		So, actually, when I showed the primary contributors to poor health for the young people, but actually when you look at Aboriginal people aged 45 and over, tobacco use is the number one contributor to poor health. So, that's definitely an important area to target as well. I'm not sure about the gap in indigenous and non-indigenous health that is related to tobacco use.
	LS	Yes.
00:54:59		But what you're saying is that it's certainly significant and I guess, incorporating that in the stuff we're doing with young people is really important to stop it from starting at an early age.
	MS	Yes. That's right.
	LS	So, will that be a component of the programme that's being developed?
	MS	We'll definitely be focusing on tobacco and how to not smoke. And this is also based on what students were telling us about how much they get confronted with smoking, other people smoke, but also friends that smoke.
00:55:33		So, it's an important aspect to focus on.
	LS	Okay. Do you think there are cultural elements that are relevant in terms of smoking?
	MS	A lot of feedback that we got from the stakeholders seems to suggest that it's difficult to quit smoking because of the sharing obligations. In many communities, people say that it's hard to stop smoking when people keep on offering them cigarettes.
00:56:04		So, I think focusing on resistance strategies and how to say no in an appropriate way will be an important aspect of the programme.
	LS	Okay, so, another reason that the cultural context is really important to have in mind?
	MS	Yes, exactly.
	LS	Okay, fantastic.
00:56:28		We have a comment that has come through and said that the story-telling competition sounds good and they're going to share it for us. So, thank you very much that. Fantastic. And, yes, so

Time code	Speaker	Text
		just... I know we're almost out of time, so just one more question, unless there are any other burning questions to shoot through.
00:56:54		But, did you... You commented on the integrated versus separate programmes and I guess there may be many teachers or other staff members who working in environments where there are some Aboriginal students and some non-Aboriginal. So, then, I just want to know if you had any comments about whether you need different approaches for Aboriginal students or whether it's really... You know, it's one size fits all almost?
00:57:32	MS	Well, it's definitely important to have separate approaches for indigenous students that include those cultural elements that we talked about before. And some of these specific issues that they might be faced with around seeing more drug use around their homelives and often because they also live in home where there's a lot more people, compared to in homes where non-indigenous students live.
00:57:59		So, it's important to incorporate that into the prevention programme and focus on that.  But at the same time, I think it's essential to also include the positive culture elements, because I think that indigenous students can learn from that as well and that can be an important protective factor to include in the prevention.
	LS	Yes. Okay, great. So, it is important to have them in there, but I guess your feedback that you got was an integrated programme where it's one programme, but it can reflect diverse perspectives.
00:58:36	MS	Yes. Exactly.
	LS	Okay, very interesting. I'm sure everyone online also will be interested to see how the programme turns out. So, we will certainly be keeping people posted on the Positive Choices newsletter and mailing list about the development of that programme and letting everyone know, of course, once it's released and available for everyone to use.
00:59:00		But, in the meantime, the existing resources on Positive Choices' aboriginal portal are a great starting point.  So, thank you again, Briana and Mieke, and we'll wrap up there, but just to remind everyone that we do have two more webinars over 2018. We don't have the dates formalised yet, but we know what topics we're going to be talking about.
00:59:30		We're talking about teenage parties and just really practical advice to parents on how to manage those. And we'll also be having another webinar specifically for teachers around how to optimise drug education.

Time code	Speaker	Text
01:00:03		<p>And we have our whole range of other webinars that have been over the year since we started this series on demand. So, if you go to our website, you can access the library of webinars. Now, the webinar from today has been recorded and will be available as well.</p>
01:00:30	MS	<p>So, if someone missed it or you want to pass it on to your colleagues, just send them the video link, which we'll be sending out to you shortly.</p> <p>All right, so thanks again everyone for joining us. It's always lovely to have such an interactive audience and smart audience, very good on the poll, with us to the Positive Choices webinar series. And we'll see you at the next one.</p> <p>Thank you, Briana and Mieke.</p>
	MS	Thank you.
	BL	Thank you.
01:00:40		