

# Parents Academy

*Treating the Adult Adolescent*

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**Adolescents and Young Adults:**

**A Paradigm Shift in Treatment**

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# Disclosures

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- No conflict of interest with this content
- Consultant: Braeburn Pharmaceuticals
- Director: Two Dreams



# Objectives

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- Describe path to use, abuse, and dependence
- Explain developmental tasks of adolescence
- Explore parenting for development
- Understand variables to use



# Objectives, continued

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- Minimize enabling feelings, beliefs and behaviors
- Encourage growth and responsibility
- Outline potential consequences of potential insults
- Create recovery plan

# Major Forms of Drug Use

- Alcohol Use
- Cocaine Use
- Hallucinogen Use
- Heroin Use
- Inhalant Use
- Marijuana Use
- Methamphetamine Use
- Sedative-Hypnotics and Anxiolytics Use
- Nicotine Use







**STOP  
Turn  
Back**

**Community  
Coalitions**

**SDFS  
CSAP**

# The Lure and the Trap

- Start to use drugs
- Pleasure experienced





# Path to Addiction

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- Innocent beginning
  - Minor effects
  - Pleasurable effects
  - Cannot “unlearn”
- Continued social use
  - Unpleasant effects diminish
  - Economic costs minimal
  - No interference with activities



# Path to Addiction

- Line crossed
  - Consequences increase
  - Use to feel normal
  - Hard to connect experience to drugs
- Majority of students, no observable major consequences



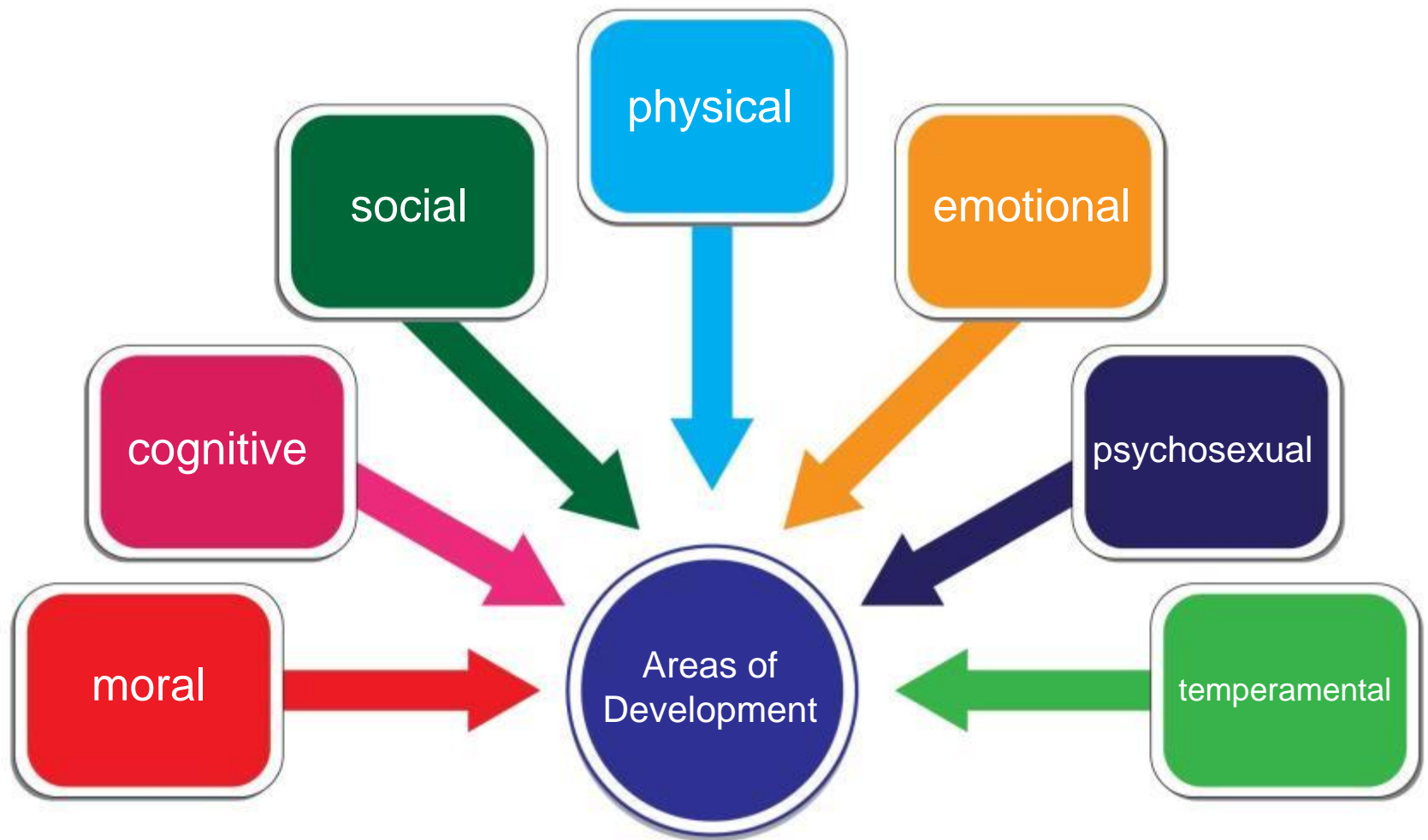
# Why Use a Developmental Model?

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- To assess
- To encourage and promote growth
- To understand

# Seven Areas of Development





# Four Tasks of Adolescence

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- Seven areas translate into four major areas where major developmental tasks are defined as:



# Goals of Development are Balanced by Preoccupations of Adolescence



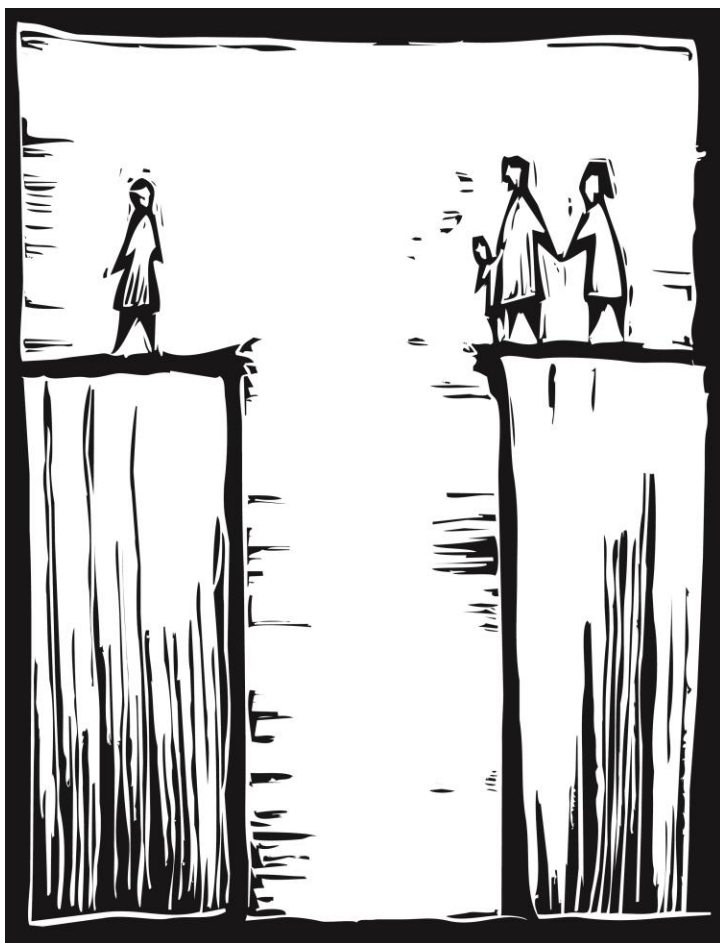
- Sexual identity
  - Body image (fertility)
- Self identity
  - Friends
- Separation
  - Independence (family)
- Vocational selection
  - Value clarification (future)





# Early Adolescence

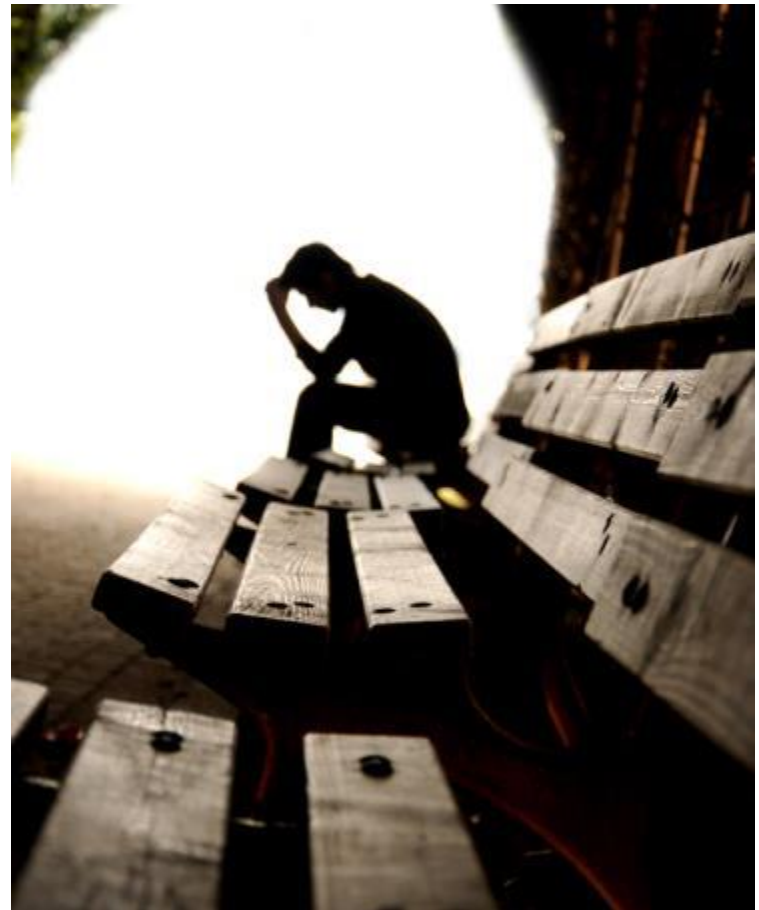
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- First efforts at separation
- Recognition of non-perfect parent and rebellion against them
- Strong identification with peers

# Early, continued

- Abstract thinking
- Verbalization of values
- Mood swings
- Difficulty with impulse control
- Insecurity about body changes



# Middle Adolescence

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- Peak of rebellion
- Transition from parental to peer direction
- Increased sexual interest

# Middle, continued

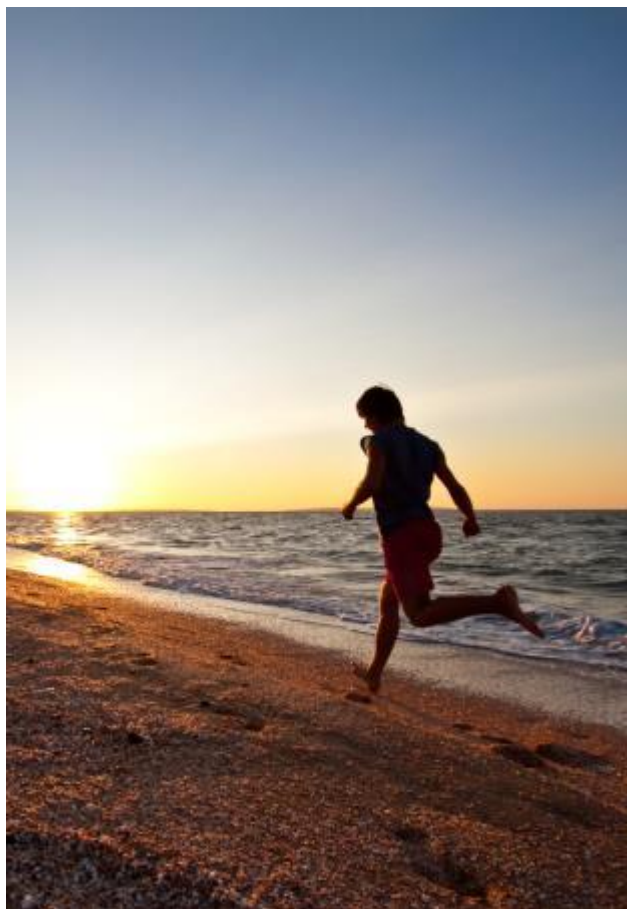
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- Difficulty with postponement of gratification
- Increased cognitive abilities
- Values clarification



# Late Adolescence

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- Firmer identity
- Increased ability to express emotions
- Increased ability to postpone gratification



# Late, continued

- Resolution of relationship with authority figure
- Increased emotional stability
- Increased self reliance



# Why Use a Developmental Model?

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- To assess
- To encourage and promote growth
- To understand

# Parenting

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- Description
- Security v. Freedom
- Limits
  - Clear
  - Age Appropriate
  - Earned
  - Growth Oriented

# Good Consequences

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- Related
- Reasonable
- Timely
- Escalate
- Consistently applied
- Calmly applied



# Bad Consequences

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- Revengeful
- Self-punishing
- Empty
- Shaming



# Why Kids Use: Contrasting Views

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## Parents

- School
- Parents
- Peers
- Pushers
- Media
- Police
- Role Models

## Adolescents

- Feelings
- Fun
- Risk Taking
- Thrill Seeking
- Autonomy
- Experimentation
- New Identity



# Variables to Experimentation

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- Availability
- Access
- Perceived Risk
- Prior Use
- Peer Use
- Respect Norms

# Enabling: Feelings

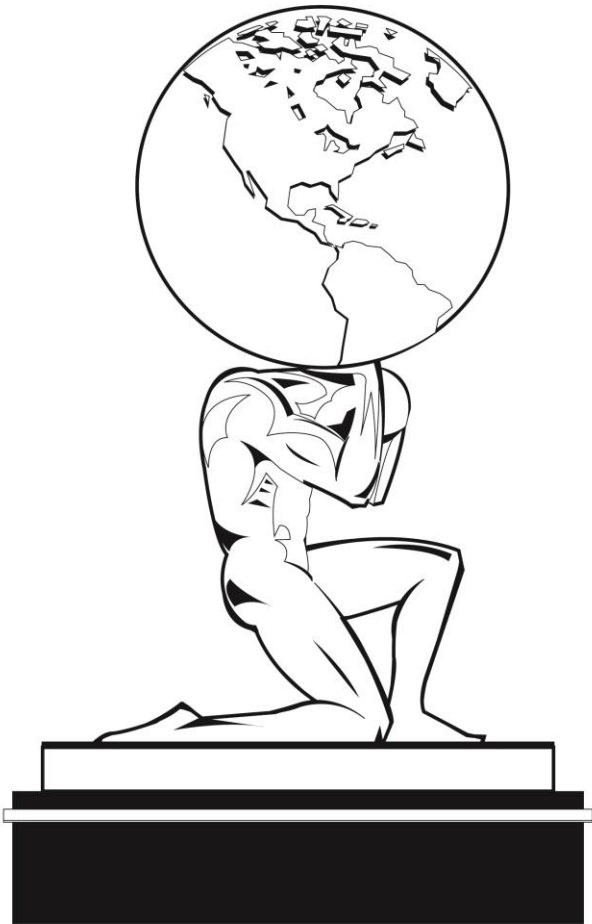
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- Protective instinct
- Self-doubt
- Fear
- Performance anxiety
- Anger



# Enabling: Beliefs

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- Pressures are too great
- I am not relevant
- All kids do it
- I love, therefore, I trust

# Enabling: Behaviors

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- Keeping secrets
- Avoiding conflict
- Shielding from consequences
- Doing their work





# Adolescents' Responsibilities

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- Feelings
- Behaviors
- Performance
- Social life
- Outside life
- Future



# Teaching Adolescents

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- Modeling
- Reinforcement
- Consistency
- Encouraging
- Patience
- Allowing mistakes



Health  
Consequences  
Ahead

DEAD END  
AHEAD

CAUTION



# Consequences Early

- Ambivalence about separation
- Persistent anger
- Self harming behaviors
- Rebellious peers/subculture
- Doubts



# Early, continued

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- Frustration and isolation
- Inability to deal with the abstract
- Confusion
- Inability to learn from experiences

# Consequences, Middle

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- Struggles with parents
- Self involvement
- Peer approval seeking
- Active sexual fantasy life

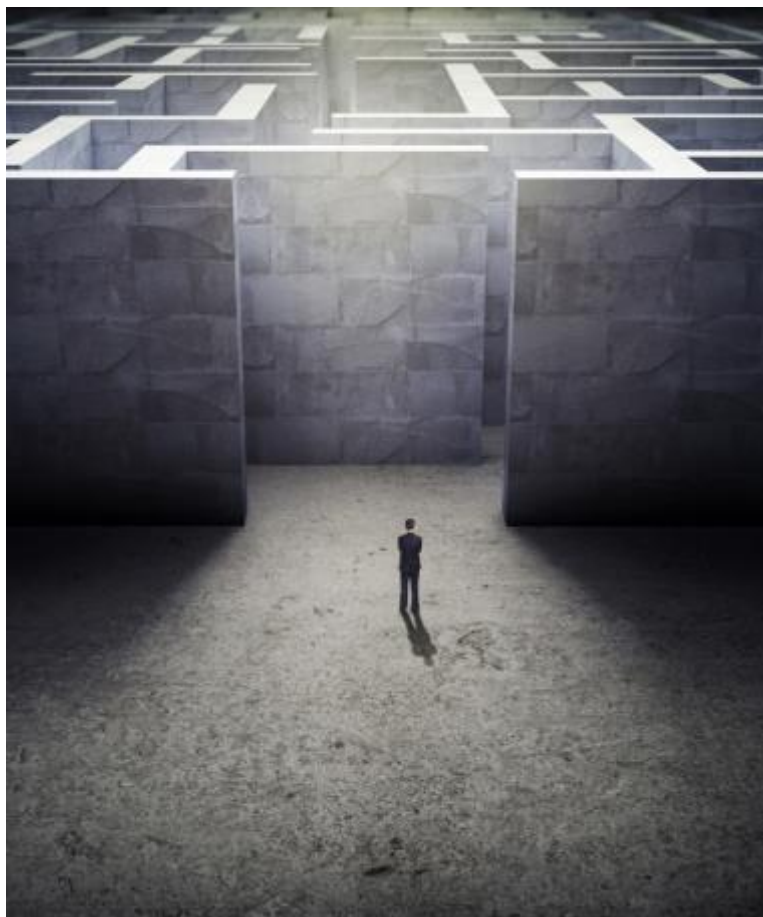


# Middle, continued

- Inability to postpone gratification
- Unable to abstract
- Poorly defined moral values
- Inability to use wisdom and to evaluate situations according to one's values



# Consequences, Late



- Minor adult disturbances
  - Unresolved relationship and identity issues
  - Expression stunted
  - Unable to postpone gratification
  - Persistent emotional instability
  - Personal responsibility lags
  - Ability to make choices confused

# Late, continued

- Mood swings
- Difficulty in defining vocational goals
- Deficits in formulation of moral, religious, and sexual values



# Denial as a barrier

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- Simple
- Minimizing
- Blaming others
- Rationalizing
- Hostility

# Layers of Denial

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- Arguing the evidence
- Minimizing the facts
- Denial of responsibility

# Function of denial

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- ego defense mechanism(s) which ward(s) off discomfort caused by repeated emotional injuries, results in poor treatment outcome and is a major obstacle in diagnosis



# Signs, symptoms and risks

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- early v. late
- biomedical
- psychological
- sociological

# Interview

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- assess for use the consequences
- assess for consequences then use

# ASAM PPC- the biomedical

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- AIW
  - use and withdrawal
- BM
  - acute and chronic
- EB
  - feelings and behaviors

# ASAM PPC- the clinical

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- TAR

- insight and compliance

- RP

- skills and symptoms

- RE

- support and structure

# If not motivated

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- apply Prochaska and DiClemente's "Stages of Change"
- Precontemplation
- Contemplation
- Preparation
- Action
- Maintenance
- Relapse

# Precontemplation

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- Not considering change
- determine why this has come up
- acknowledge thoughts, fears, concerns, and prior efforts
- explore previous experiences
- explore advantages of quitting



# Contemplation

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- considering change, but ambivalent
- explore advantages and disadvantages
- discuss goals
- investigate reasons for wanting change
- evaluate barriers to success and resistance to change

# Barriers

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- ignorance
- personal choice
- denial
- defiance
- fear of failure
- fear of success

# Preparation

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- wants to change, has made some efforts, has had some successes
- support motivation
- select strategies
- structure plan with patient
- provide detoxification
- encourage commitment to action
- give clear message about necessity to quit

# Action

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- has had extended periods of abstinence
- seek commitment to a specific behavioral change
- focus on identifying relapse triggers and strategies
- support progress
- explore relationship to chemical
- provide treatment within discipline

# Maintenance

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- stable abstinence
- identify relapse triggers and specific countermeasures
- help patient identify self-defeating behaviors
- explore personal growth
- monitor health

# Relapse

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- starts using after period of abstinence
- reduce feelings of shame
- identify barriers to success
- thoroughly explore relapse triggers and events around relapse
- move back to preparation
- Involvement



# Developmental Model for Assessing Participation

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- Involvement
- Abstinence
- Respectful
- Accountable
- Engaging Family/ Support

# Involvement

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- attending minimal number of sessions
- working with treatment provider to develop list of meaningful goals

# Involvement con't

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## ■ II

- discussing consequences of drug use in sessions

## ■ III

- discussing personal issues in group
- identifying interpersonal issues which may block progress in treatment

# Abstinence

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## ■ I

- urine toxicology negative
- no use

## ■ II

- avoiding behaviors which increase risk of use

## ■ III

- not seeking prescription drugs

# Respectful

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## ■ I

- knowledge of code of ethics
- no violent behavior
- soliciting support
- offering support

# Respectful con't

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## ■ II

- behaviors consistent with code of ethics
- identifying behaviors which stimulate interpersonal conflict

## ■ III

- no attempts to manipulate or lie

# Accountable

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## ■ I

- signs treatment contract
- articulates expectations of treatment

## ■ II

- identify consequences of drug use
- identifies how behavior in treatment impacts others
- identifies how behavior contributes to interpersonal conflict outside of treatment

# Accountable con't

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## ■ III

- identify obstacles to progress in treatment
- responsibility for promoting the treatment alliance



# Encouraging Involvement

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## ■ I

- working with treatment personnel to identify people important to success

## ■ II

- demonstrating to immediate household contacts a desire to have them involved in treatment
- demonstrate knowledge of enabling behaviors

# Encouragement con't

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## ■ III

- reduction in number and frequency of enabling behaviors

# Treatment

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## ■ Phases

- Coming In
- Looking In
- Looking Out
- Mature Recovery

# Coming In

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- Stop Use

# Looking In

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- Recognize a Problem Exists
- Commit to Recovery
- Assess Life Problems

# Looking Out

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- Manage Craving
- Manage Relationships
- Reintegrate

# Mature Recovery

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- Abstinent
- Free of All Drugs
- Well-learned Habits of Avoiding Dangers
- Ample Social Networks
- Solid Intimate Relationships

# Mature Recovery (con't)

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- Healthy Recreation and Relaxation
- Employment and Career Development
- Philosophy of Life
- Key Activities or Interests
- Acceptance of the Past



# Model Treatment Programs

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- Bio-behavioral assessment

- Detoxification considerations

- Counseling

- Medical treatment

- Psychiatric care

- Referral to wrap around services

- Long term follow-up





# Resources

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- ASAM website for PPC (<http://www.asam.org/publications/patient-placement-criteria/ppc-2r>)
- NIDA (<http://drugabuse.gov/>)
- Two Dreams (<http://www.twodreams.com>)
- Dr. AGB (<https://twitter.com/dragb>)
- Dr. AGB Goes to Back Rehab (<http://drbarthwell.wordpress.com/>)
- The Challenge in Higher Education: Confronting and Reducing Substance Abuse on Campus  
([https://www.ncjrs.gov/ondcppubs/publications/pdf/challenge\\_higher\\_e\\_d.pdf/](https://www.ncjrs.gov/ondcppubs/publications/pdf/challenge_higher_e_d.pdf/))
- Teenage Drug Use Checklist (<http://timetoact.drugfree.org/know-get-focused.html>)
- Parents Toll-Free Helpline  
(<http://timetogethelp.drugfree.org/learn/helpline>)



# Thank You!

Questions?