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IDEA Parent Network Focus Group –Overview

Thank you for choosing to host an IDEA Parent Network Focus Group. We are very excited about the network and believe the information gathered at the focus groups will only add to the effectiveness of our network as well as provide parents with the information needed. We look forward to hearing about the group and the information discussed.

Network Concept:

IDEA is creating a statewide Parent Network focusing on Underage Drinking and other drug use. This network will provide a forum to unite voices advocating for the healthy development of Illinois youth and prevention of underage drinking and other drug use.

Goal:

The goal of these focus groups is to gather information on the following:

- Most effective way to access parents to provide training and resources on underage drinking and other drug prevention efforts and strategies
- Feedback on the network concept—how do they see this concept of the parent network working
- Identified needs –what needs to parents have relating to ATOD prevention

Audience:

- Cross section of parents in your community, schools, church, etc.

Facilitator Role

You will be responsible for being familiar with:

1. the issues for group discussion.
2. discussion questions of specific issues.
3. your co-facilitators as to who will do the various tasks and parts of the discussion session.

Remember to remain solution oriented!!

Supplies:

- Flip Chart Paper
- Markers
- Blank Paper—for participants to take notes

IDEA Parent Network Focus Group Toolkit

- Pens
- Signup Sheet
- Marketing Materials: Any organization specific, IDEA brochure, etc.
- Underage Drinking/Other Drug Educational Information—brochures, etc. Make sure to include the brain development information. There is a CSAP handout available under the Handout Resources section of this toolkit. Brochures can be ordered free of charge through Prevention First Clearinghouse: <https://www.prevention.org/Professionals/Clearinghouse/Default.asp>
- Candy, Cookies, Soda (optional)

Focus Group Basics

What are focus groups?

Focus groups are group discussions in which about eight people are gathered together to discuss a topic of interest. The discussion is guided by a group leader (called a moderator) who asks questions and tries to help the group have a natural and free conversation with each other.

Focus groups are aimed at encouraging participants to talk with each other, rather than answer questions directly to the moderator. The group interaction of focus groups is important because it gives us some understanding of how the people are thinking about the topic.

The questions asked of the group are usually "focused". By this we mean that they focus on one or two main topics, to get a really detailed idea about how the people think about the area of interest. They are also focused because participants of any focus group usually share common characteristics, such as age, sex, educational background, religion, or something directly related to the topic being studied. This encourages the group to speak freely.

Focus groups can find out about people's feelings, attitudes and opinions about a topic of interest. They examine only one or two topics in great detail, in an effort to really understand why people think or behave the way they do.

Source: <http://www.unu.edu/unupress/food2/uin03e/uin03e06.htm>

Checklist for Focus Group Interviews

Advance Notice

	Contact participants by phone 1-2 weeks before the session
	Send each participant a letter of invitation
	Give the participants a reminder phone call prior to the session
	Slightly over-recruit the number of participants

Questions

	The introductory question should be answered quickly and not identify status
	Questions should flow in a logical sequence
	Key questions should focus on the critical issues of concern
	Consider probe or follow – up questions
	Limit the use of “why” questions
	Use “think back” questions as needed
	Provide a summary of the discussion and invite comments

Logistics

	The room should be satisfactory (size, tables, comfort, etc.)
	The moderator should arrive early to make necessary changes and set up
	Have name tags and/ or tents for participants
	Bring extra supplies, if needed
	Plan topics for small talk conversation
	Seat experts and loud participants next to the moderator



Moderating Skills

	Seat shy and quiet participants directly across from the moderator
	When having a meal, limit selections and stress fast service
	Bring enough copies of handouts and/or visual aids

Moderator Skills

	Be well rested and alert for the focus group session
	Practice the introduction without referring to notes
	Ask questions with minimal reference to notes
	Be careful to avoid head nodding
	Avoid comments that signal approval, such as "Excellent," "Great," "Wonderful". Instead thank them for their thoughts, comments, and feedback.
	Avoid giving personal opinions

Immediately After the Session

	Prepare a brief written summary of key points, as much as possible.
	Collect all materials

Adapted from Source: http://sfp.cas.psu.edu/pdfs/Focus_group_checklist.pdf



Facilitator Tips

By: Amy Yeager

1. Set a positive tone!! Don't dwell on negatives, your community may have something positive to share with others.
2. The facilitator will ASSIST the group in meeting the agenda
3. Facilitators must restrain from expressing his/her opinion about the issues through the process, even when asked, until after others have had a chance to speak.
4. Facilitators should encourage participants to give constructive suggestions rather than criticize individual thoughts. Remember, everyone is entitled to their opinion and view even if others don't agree with it.
5. Facilitators must assume equal participation of group members. (Don't allow one person to DOMINATE the discussion).
6. Facilitators may want to use a flip chart or chalkboard to assist with processing recommendations from participants. Some suggestions for use include:
 - Make a legible list of ideas generated—this may sometimes be harder to do than expected—vague unclear ideas must be condensed into short phrases
 - Ask for clarification or restatement of ideas when needed.
 - Write down ideas thoroughly enough to make sense later.
7. If private or side conversations start in the group, invite them to share their comments with the entire group and when appropriate, remind them of the day's goals and ground rules.
8. Challenge generalizations—try to get participants to be specific in their ideas. Generalizations don't initiate change—solid ideas and direction do!!!
9. Help individuals express clearly. Paraphrase what has been said to ensure you heard them correctly. Example:
 - "Are you saying that..."
 - "Could you report that..."
 - "What I hear you saying is..."
10. Deal with stray comments that interrupt the flow of discussion by asking the individual speaking to hold the thought until we complete the current topic...make sure you come back to the comment.
11. A facilitator must be friendly and supportive, but assertive as needed. Please don't be aggressive or pushy. These behaviors will not assist your group in reaching their goals.

IDEA Focus Group Script

Note: This is loose script. It doesn't have to be read verbatim, just make sure the main points are covered. Please feel free to put this in your own voice! It was simply to be used as a guide.

Welcome

10 Minutes

We just wanted to say welcome to the Illinois Drug Education Parent Network Focus Group. We really, really appreciate you taking the time out of your busy schedule to participate in this important focus group.

Founded in 1982, the Illinois Drug Education Alliance (IDEA) is an effective grassroots force against alcohol and other drug use in Illinois. IDEA is a statewide, volunteer coalition of individuals dedicated to the educational purpose of promoting the goals of health-minded youth and the prevention of the illegal, unsafe use of alcohol and other drugs and unhealthy behaviors.

The principle objective of IDEA is to involve all segments of Illinois society in the process of prevention. IDEA's focus is to reach parent, student, school and community prevention groups with the latest research and initiatives that serve the immediate needs. IDEA is also affiliated with national networks and therefore is able to quickly disseminate information.

The Mission of IDEA is:

To educate and advocate for alcohol, tobacco, and other drug prevention by involving youth, parents, schools, and local and state partners.

The Vision of IDEA is:

Working for safe and drug free communities in Illinois

Note to Facilitator:

You will hand out IDEA information. This will include a brochure and a copy of the BOI.

Introductions	10 Minutes
<p>Let me introduce myself!</p> <div data-bbox="191 430 1425 573" style="border: 1px solid black; padding: 5px;"><p>Note to Facilitator:</p><p>Tell everyone your name and give a little information about yourself, including, why you are conducting the focus group (if you are a board member, etc.), profession, etc.</p></div> <p>That is a little about myself, now I want to take a few minutes to get to know the people in the room!</p> <p>Please go around, introduce, and tell us a little bit about yourself.</p>	
Focus Group Purpose and Overview	10 Minutes
<p>IDEA is creating a statewide Parent Network focusing on Underage Drinking and other drug use. This network will provide an environment to bring voices together advocating for the healthy development of our youth and prevention of underage drinking and other drug use.</p> <p>We are conducting regional focus groups to gain insight from parents who we believe might benefit from the network.</p> <p>We ask that you be completely honest and open with your thoughts, comments and feedback. In order to develop the network to provide the most needed resources and information to parents. We also need to find out how to meet parents where they are at, what is the best way to access them?</p> <p>We are going to be discussing three basic questions in the next 1 hour to 1 ½ hours. I will be taking notes on this flip chart paper in order to capture the information correctly. This regional information will be compiled by the IDEA Program Director. After the information is compiled, we will be meeting to identify the specifics of the network.</p> <p>We do ask that you sign the attendance sheet, so we have documentation necessary to provide to the state, that you actually did attend the focus group.</p> <div data-bbox="191 1514 1425 1656" style="border: 1px solid black; padding: 5px;"><p>Note to Facilitator:</p><p>The signup sheet is located within the toolkit. Before the group, print off to hand out.</p></div>	
Underage Drinking / Other Drug Use Discussion	15- 20 Minutes
<p>Let's take a minute to talk about the issues at hand.</p>	

Note to Facilitator:

In the Handout Section of this toolkit, you will find a CSAP article to print off and hand out, as well as a resource to order free brochures, materials, etc.

Hand out information on Underage Drinking/ Other Drug Use. Facilitate a conversation on the harmful effects of underage drinking, including the information on brain development.

In the appendix you will find articles available to educate yourself on the current issues and trends regarding underage drinking and other drug use. These articles are for your information.

This discussion is very, very important as some of the participants might not be aware of current trends or the harmful effects.

Questions

45- 60 Minutes

Now, let's get started!

As we discussed before, we are going to ask a few questions to gain better insight as to how a parent network can be implemented, information that needs to be included/available in the network, and the best way to get the information/resources to parents.

The first question is:

What do you think a successful parent network would look like? How do you envision it working?

Second Question:

What information/resources/materials/ etc need to be available to parents via the network?

Final Question:

How do we need to access parents through the network? In other words, what is the best way to reach parents?

Is there any other information you feel important to know/consider when implementing a parent network?

Wrap Up

I just wanted to thank you again for participating in the IDEA Parent Network Focus Group. We are very excited about the network and truly want it to be a tool parent's use and feel comfortable using.

Just to let you know the next steps!

These focus groups are happening throughout the state. Each facilitator will compile the information gathered and send it to the IDEA Program Director, Megan Edmondson. Megan will compile all of the information and send it out to the network committee to review. After they have reviewed the information, they will be meeting to set up the network preparing for implementation.

If you have any questions or further comments about the network or IDEA, please contact Megan Edmondson at ideamegan@yahoo.com or 800-252-8951 ext. 115.

Thank you again!

Handout Resources

- CSAP: Teenagers Who Drink Alcohol May Damage Their Brains
- To order free brochures and materials: Prevention First Clearinghouse:-
<https://www.prevention.org/Professionals/Clearinghouse/Default.asp>



Eye On Prevention

May 2006 • Issue 8

By Jeanne Carls, Prevention Specialist

Teenagers Who Drink Alcohol May Damage Their Brains

Alcohol is the drug of choice among youth. Many young people are experiencing the results of drinking too much, too early. Underage alcohol use is a leading public health problem in this country,¹ and is more likely to kill young people than all illegal drugs combined.²

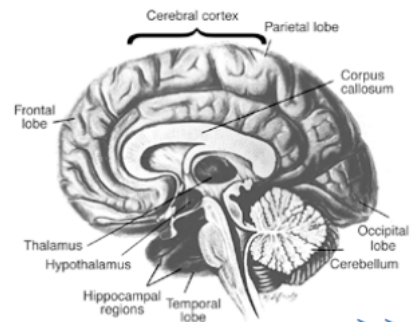
Nearly half of all 8th graders have had at least one drink, and over 20 percent report having been “drunk.” Consuming five or more drinks of alcohol at a time for males, and four or more drinks at a time for females is considered binge drinking.² Nearly one third of all 12th graders binge drink. Many people believe that adolescents can easily recover because, compared to adults, their bodies are more resilient, yet the opposite is true. Young adults are especially likely to binge drink and to drink heavily. Heavy alcohol use may have extensive and long-lasting effects on the brain, ranging from simple “slips” in memory to conditions that last a lifetime.³

The human brain continues to develop in the teen years and even into the 20’s. The brain’s frontal lobe, which is involved in planning, decision-making, impulse control and language, undergoes a major remodeling during the teen years. There is concern that drinking alcohol during this period of growth may lead to brain damage, especially for memory, physical skills and coordination.⁴

Most of the damage done by alcohol during adolescence is due to its interference with neurotransmitters, the things that send messages to the brain. Alcohol injects chemicals into the brain that affect important growing processes. For example, alcohol stimulates the release of dopamine, the “feel-good” neurotransmitter. Whenever a person heavily uses a substance like alcohol the body stops producing the levels of dopamine that it normally needs. As a result, a person will feel worse and worse when they don’t have alcohol in their system.⁵

Heavy alcohol use interferes with the brain’s ability to form memories. That’s why it’s hard to remember what happened after a night of heavy drinking. The results of alcohol use begin to add up. Evidence shows that adolescents who are heavy drinkers have a smaller hippocampus than nondrinkers. The hippocampus is the brain structure that is key to the process of recording new memories. Adolescents, unlike adults, are still forming connections between nerve cells that play a role in memory, and alcohol may damage the development of these connections. Adolescents who drink a lot of alcohol also end up having more memory and learning impairment than adults who drink the same amount because their brains are more pliable and easily affected by alcohol’s damage.²

There are specific parts of the brain that are affected by alcohol. The frontal lobe, hippocampus, striatum, pons and medulla, and cerebellum all suffer when alcohol is consumed. The hippocampus is important in learning, emotions, and memory formation, particularly for new facts and events. The striatum is involved in complex behaviors like making decisions while driving a car. The pons and medulla contain groups of cells that control vital reflexes—like breathing, heart rate, gagging, etc. Alcohol can shut down these reflexes, causing death. The cerebellum involves balance, coordination, and movement—such as standing still, walking, and physical activities.^{2,3,5}



Alcohol's Effects on the Brain

► Adolescent drinkers scored worse than non-drinkers on vocabulary, general information, memory recall and visual-spatial functioning. The hippocampus in underage binge drinkers has also been found to be smaller than non-drinkers.^{2,5}

► Adolescent binge drinkers perform worse in school, are more likely to fall behind, have higher possibility of school drop-out, and have an increased risk of social problems, depression, suicide thoughts and violence. Binge drinkers are also more likely to earn grades that are mostly D's and F's in school.^{1,7}

► Heavy drinking over many years may result in serious mental disorders or permanent, irreversible damage to the brain or nervous system.^{5,6}

► Teens are less sensitive to the effects of alcohol, which allows teens to drink longer than adults, giving them the feeling that "I can hold my liquor." For teens, heavy drinking can lead to adaptations in the brain that requires more and more alcohol in the future in order to feel the same pleasurable effects from the alcohol. These changes affect the "hard-wiring" of the nervous system.⁶

► People who reported starting to drink before the age of 15 were four times more likely than those who delayed onset of alcohol use to become dependent on alcohol at some point in their lives.¹

Young Teens and Alcohol: The Risks

While some parents may feel relieved that their teen is "only" drinking, it is important to remember that alcohol is a powerful, mood-altering drug. Not only does alcohol affect the mind and body in often unpredictable ways, but teens lack the judgment and coping skills to handle alcohol wisely. As a result:

► Alcohol-related traffic crashes are a major cause of death among teens.

► Teens who use alcohol are more likely to be sexually active at earlier ages, to have sexual intercourse more often, and to have unprotected sex than teens who do not drink.

► Young people who drink are more likely to be victims of violent crime.

► Teens who drink are more likely to have problems with school work and school conduct—be disruptive, hyperactive, and aggressive.^{8,9}

The message is clear—alcohol use is very risky business for young people. Even one night of heavy drinking can have serious consequences that last well beyond the teenage years—such as alcohol-related car crashes, unintended pregnancies, and physical assaults leading to arrest or jail.⁴

Educating children and teens about the dangers and consequences of underage drinking is important. Kids don't need to experience alcohol to know that it is bad for them—they need parents and others to tell them in a way that makes sense to them. Parents—protect your child's brain and their future—talk to your kids about the dangers of underage drinking. Tips for parents are available at:

► <http://family.samhsa.gov>

► www.theantidrug.com

► http://pubs.niaaa.nih.gov/publications/MakeADiff_HTML/makediff.htm

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U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
Substance Abuse and Mental Health Services Administration
Center for Substance Abuse Prevention
www.samhsa.gov

Appendix

- MADD: Underage Drinking and Its Effect on the Brain
- CDC Quick Stats
- SADD Op Eds
- Other Resources

Underage Drinking and Its Effect on the Brain

*"Recent research shows that the brain continues to develop well beyond childhood — and throughout adolescence. This research raises concerns that underage drinking may affect **short-term and long-term cognitive functioning**, and may **change the brain in ways that can lead to future alcohol dependence.**" – Former Acting Surgeon General Kenneth P. Moritsugu, M.D., M.P.H.*

The brain is still developing in to the early 20s and alcohol use impedes that important progress, possibly irreparably.

We must work to make sure that alcohol can not get into the hands of youth.

Adolescent brain development

Research has shown that the brain continues to develop into the early twenties. (Kuhn, Swartzwelder, and Wilson, 1998; White, 2001; Giedd, et al, 1999; Giedd, 2004) The pre-frontal cortex, the part that controls reasoning and cognitive ability takes the longest to mature. This is why drinking, especially heavy drinking, before the brain finishes development affects memory and damages this pre-frontal cortex regions (Crews et al. 2000; Spear and Varlinskaya 2005; White and Swartzwelder 2005). Since this region is responsible for ability to learn complex tasks, control impulses and organizing, this is a significant loss. And, while the research on this is still in its early phases, there are some studies that indicate that this damage may be permanent. (Brown and Tapert, 2004)

While many of these studies are done on animals, the impacts are seen in adolescent humans as well. The hippocampus, which is responsible for forming new memories, was noticeably smaller in youth who abuse alcohol than in their nondrinking peers (De Bellis et al., 2000). Additionally, studies show that alcohol use in adolescence decreased ability in planning and executive functioning, memory, spatial operations and attention – all of which are important to academic performance and future functioning (Giancola and Mezzich, 2000; Brown et al., 2000; Tapert and Brown, 1999; Tapert et al., 2001).

Teen alcohol use and the brain

Teen alcohol use only exacerbates the problem because of the effect it has on the developing brain. While alcohol acts as a sedative to adults, teens show more sensitivity to the stimulating effects of alcohol (White et al. 2003). Therefore, teens are more likely to drink past the points where adults would end up passing out and end up engaging in activities such as driving even though they are too impaired to do so (Hingson and Winter, 2003).

Studies

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Source: MADD <http://www.madd.org/Parents/Parents/Research/View-Research.aspx?research=15>

CDC: Quick Stats

Underage Drinking

Alcohol use by persons under age 21 years is a major public health problem.¹ Alcohol is the most commonly used and abused drug among youth in the United States, more than tobacco and illicit drugs. Although drinking by persons under the age of 21 is illegal, people aged 12 to 20 years drink 11% of all alcohol consumed in the United States.² More than 90% of this alcohol is consumed in the form of binge drinks.² On average, underage drinkers consume more drinks per drinking occasion than adult drinkers.³ In 2005, there were more than 145,000 emergency rooms visits by youth 12 to 20 years for injuries and other conditions linked to alcohol.⁴

Drinking Levels among Youth

The 2007 Youth Risk Behavior Survey⁵ found that among high school students, during the past 30 days:

- 45% drank some amount of alcohol.
- 26% [binge drank](#).
- 11% drove after drinking alcohol.
- 29% rode with a driver who had been drinking alcohol.

Other national surveys indicate

- In 2006, the [National Survey on Drug Use and Health](#) reported that 28% of youth aged 12 to 20 years drank alcohol, and 19% reported binge drinking.⁶
- In 2007, the [Monitoring the Future Survey](#)* reported that 39% of 8th graders and 72% of 12th graders had tried alcohol, and 16% of 8th graders and 44% of 12th graders drank during the past month.⁷

Consequences of Underage Drinking

Youth who drink alcohol^{1,3,8} are more likely to experience

- School problems, such as higher absence and poor or failing grades.
- Social problems, such as fighting and lack of participation in youth activities.
- Legal problems, such as arrest for driving or physically hurting someone while drunk.
- Physical problems, such as hangovers or illnesses.
- Unwanted, unplanned, and unprotected sexual activity.
- Disruption of normal growth and sexual development.
- Physical and sexual assault.
- Higher risk for suicide and homicide.
- Alcohol-related car crashes and other unintentional injuries, such as burns, falls, and drowning.
- Memory problems.
- Abuse of other drugs.
- Changes in brain development that may have life-long effects.
- Death from alcohol poisoning.

In general, the risk of youth experiencing these problems is greater for those who binge drink than for those who do not binge drink.⁸

Youth who start drinking before age 15 years are five times more likely to develop [alcohol dependence](#) or [abuse](#) later in life than those who begin drinking at or after age 21 years.^{9,10}

Prevention of Underage Drinking

Reducing underage drinking will require community-based efforts to monitor the activities of youth and decrease youth access to alcohol. Recent publications by the Surgeon General¹ and the Institute of Medicine³ outlined many prevention strategies that will require actions on the national, state, and local levels, such as enforcement of minimum legal drinking age laws, national media campaigns targeting youth and adults, increasing alcohol excise taxes, reducing youth exposure to alcohol advertising, and development of comprehensive community-based programs. These efforts will require continued research and evaluation to determine their success and to improve their effectiveness.

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Content source: [Division of Adult and Community Health](#), [National Center for Chronic Disease Prevention and Health Promotion](#)

Source: Center for Disease Control and Prevention

http://www.cdc.gov/alcohol/quickstats/underage_drinking.htm

SADD OP Eds

Equivocation

Dithering on Drinking Puts Youth at Risk

By Stephen G. Wallace, M.S. Ed.

1/5/10

The start of a new year often brings with it a resolve to try something new, fix something old, or tackle a problem too long left unsolved. Imagine what the start of a new decade could offer.

A specific problem that has long suffered from vast national equivocation has been one that involves the health and safety of young people: underage drinking.

Curious given a concerted federal effort to curb underage drinking. The Interagency Coordinating Committee on the Prevention of Underage Drinking (ICCPUD), which is chaired by the Substance Abuse and Mental Health Services Administration, supports a range of programs.

That effort, among others, seems to have made some progress. But progress may be slowing – meaning it's time to revisit the issue and the role all adults play (or don't play) in realizing the goals set out in a report from the National Research Council and Institute of Medicine of the National Academies (*Reducing Underage Drinking: A Collective Responsibility*) – a critical research-based book and call to action that got the ball rolling.

According to new Monitoring the Future data from the University of Michigan, a long-term gradual decline in alcohol use among 8th, 10th, and 12th graders has leveled off, with the trend continuing for only the 8th graders.

Similar results were found for binge drinking, defined as the consumption of five (for men, four for women) or more drinks in a row at least once in the previous two weeks.

Not encouraging news given what we know about youth and alcohol.

For example, the Academies estimate the annual cost of underage drinking at \$53 billion in losses from traffic deaths, violent crime and other destructive behavior. When it comes to older adolescents, *Teens Today* research from SADD (Students Against Destructive Decisions) reveals that by 12th grade more than 3 in 4 teens are drinking.

The Center for Substance Abuse Research (CESAR) notes that 85 percent of 17-year-old drinkers get drunk at least once in a typical month.

And then there's college.

In February 2009, a survey of 6,608 students at the University of Wisconsin revealed:

- 33 percent of respondents reported that they have missed classes due to alcohol,
- 24 percent of respondents reported they had unprotected sex due to alcohol, and
- 49 percent of respondents reported doing something while drinking alcohol that they later regretted.

So pervasive is college drinking that teens in SADD-related focus groups cite preparing for it as a primary reason for drinking in high school.

Ralph Hingson of the National Institute on Alcohol Abuse and Alcoholism points out some of the same as well as other alcohol-related consequences for college students:

Death: 1,700 die each year from alcohol-related unintentional injuries, including motor vehicle crashes.

Injury: 599,000 are unintentionally injured under the influence of alcohol.

Assault: More than 696,000 are assaulted by another student who has been drinking.

Sexual Abuse: More than 97,000 are victims of alcohol-related sexual assault or date rape.

Unsafe Sex: 400,000 have unprotected sex and more than 100,000 report having been too intoxicated to know if they consented to having sex.

Academic Problems: About 25 percent of students report academic consequences of their drinking, including missing class, falling behind, doing poorly on exams or papers, and receiving lower grades overall.

Drunk Driving: 2.1 million drive under the influence of alcohol each year.

And yet the problem of alcohol use on or around college campuses continues to be a polarizing issue, with some in higher education advocating for lowering the minimum legal drinking age (poof ... the "problem" then disappears) while prevention experts insist that the law saves lives and serves as an effective deterrent (SADD research points to the 21-year-old minimum legal drinking age as the number one reason those younger *don't* drink).

Similarly, researchers at the Washington University School of Medicine credit the current law for a decline in binge drinking among 12- to 20-year-old males (females are not doing as well), although they found that college students of both genders are binge drinking more.

Knowing the scale and the cost of the problem, all Americans can begin the new decade with a renewed sense of urgency to pursue proven effective strategies to reduce underage drinking at college ... and before. A good start, as with other problems, is acknowledging that one exists. Many colleges that *have* cite declines in underage and high-risk drinking among students.

The time to equivocate ran out when the ball dropped at midnight on December 31.

Stephen Wallace, author of Reality Gap: Alcohol, Drugs, and Sex—What Parents Don't Know and Teens Aren't Telling, serves as national chairman and chief executive officer of SADD, Inc. (Students Against Destructive Decisions) and has broad experience as a school psychologist and adolescent counselor. For more information about SADD, visit sadd.org. For more information about Stephen, visit stephengraywallace.com.

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Source: <http://www.sadd.org/oped/equivocation.htm>

Other Resources:

Alcohol and Other Drugs

- [Alcohol Awareness Facts and Campaigns:](#)
<http://www.ncadd.org/programs/awareness/aamk2009new.html>
- [Leadership to Keep Children Alcohol Free](#) (Governors' Spouses Program)
- [National Clearinghouse For Alcohol and Drug Information](#)
- [The Center on Alcohol Marketing and Youth](#)
- Face: www.faceproject.com
- [National Youth Anti-Drug Media Campaign](#)
- [Parent's Guide to Drug Testing](#)
- [Parents - The Anti-Drug](#)
- [Partnership For A Drug Free America](#)
- [The Anti-Drugs Teachers Guide](#)
- [White House Office of National Drug Control](#)
- Stop Underage Drinking: <http://www.stopalcoholabuse.gov/>
- Substance Abuse and Mental Health Services Administration:
<http://www.samhsa.gov/>
- NIDA For Teens: <http://teens.drugabuse.gov/>
- Illinois SADD: www.ilsadd.org
- SADD National: www.sadd.org
- SADD National Issues: <http://www.sadd.org/issues.htm>

Drinking and Driving

- [AAA Foundation for Traffic Safety](#) - CD Rom, videos, programs
- [Insurance Institute For Highway Safety](#)
- [MADD](#)
- [National Highway Traffic Safety Administration](#)
- [RADD](#) (The Entertainment Industry's Voice for Road Safety)
- Stop Impaired Driving: <http://www.stopimpaireddriving.org/>
- Stop Drugged Driving: <http://stopdruggeddriving.org/>

Driving: Crash Stats, The Law and Teen Information

- [Department of Justice](#)
- Illinois Department of Transportation-- www.dot.state.il.us/
- Illinois Department of Motor Vehicles— www.dmv.state.il.us
- [NHTSA National Center for Statistics and Analysis](#)
- National Road Safety Foundation: <http://www.nationalroadsafety.org/cover.php>
- Governor's Highway Safety Association: <http://www.ghsa.org/>
- Speak Up Or Else: <http://speakuporelse.com/>
- Stop Impaired Driving: <http://www.stopimpaireddriving.org/>

Community Action

- Face: www.faceproject.com
- Take it Back: www.utakeitback.org
- Community Anti-Drug Coalitions of America: www.cadca.org
- Youth Service America: <http://www.ysa.org/>
- Do Something: <http://www.dosomething.org/>

Parents

- [Parent's Guide to Drug Testing](#)
- [Parents - The Anti-Drug](#)
- [Partnership For A Drug Free America](#)
- National Institute on Drug Abuse: <http://www.nida.nih.gov/parent-teacher.html>
- National Families in Action: <http://www.nationalfamilies.org/>
- National Family Partnership: <http://www.nfp.org/>