

Overdose Lifeline & PreVenture: Personality Targeted Interventions for Adolescent Substance Misuse

Justin K. Phillips, MA
Executive Director and Founder
Overdose Lifeline, Inc.

Savannah (Savi) Brenneke, MPH
Director of Policy and Research
Overdose Lifeline, Inc.

Overview

- Introduction to Overdose Lifeline, Inc.
- Current state of prevention education in Indiana
- Theoretical background of prevention programming
- PreVenture and how it works
- ODL's pilot of PreVenture in Indiana
- Closing remarks with Q&A

Overdose Lifeline

- slides and key remarks about the establishment of the organization, programs offered

Current State of Prevention Education in Indiana

- some points about the programs we know that are being implemented

THEORETICAL BACKGROUND OF PREVENTION PROGRAMMING

Trends in Youth Substance Misuse

- Stable rates of drinking in adolescents
- Earlier age of onset
- Increasing rates of binge drinking

Scientific Review

Why we should care

- Substance use among high school students not diminishing
- Most substance use disorders have their symptomatic onset in adolescence
- Hightened risk of developing SUD and other internalizing/externalizing disorders
- More severe, complex course of disorders with significant health and social consequences

Scientific Review

What to do to prevent SUD

- Classes of Public Health Intervention Strategies
 - Treatment
 - Indicated
 - Selective
 - Universal

Efficacy of Youth Substance Use Prevention Programming

- Universal Prevention Programs
 - Ex] DARE: Drug Abuse Resistance Education
 - Limited evidence for efficacy and universal school-based approaches
 - Universal programs are less effective for those who have already started using or are more severe users and those most at risk

Efficacy of Youth Substance Use Prevention Programming

- Evidence-Based Universal Prevention Programs
 - Life Skills Training Program
 - Strengthening Families Programs
 - Effective in European context
 - Mild effects on drinking and drug use
 - Recent findings are negative
 - Trial in college students failed to show effects
 - LARGE ENDEAVOUR- significant rate of drop-out from trials

Efficacy of Youth Substance Use Prevention Programming

- Selective/Targeted Prevention Programs
 - Focused on targeting at risk groups
 - Relatively uncommon due to lack of understanding of risk
 - More effective
 - Even more effective when interactive with peer involvement
- Indicated Prevention Programs
 - Motivational Interviewing (MI), Brief Interventions with substance users
 - Time-limited effect
 - Effective for problematic substance users

With no pre-existing condition, there is a low risk of addiction; therefore investment is best in programs that identify & serve at-risk youth

PREVENTURE AND HOW IT WORKS

A Selective Intervention Approach

- Personality targeted
 - Utilizing strong CBT literature on effective therapies for emotional and behavioral problems that are relevant to personality
- Risk Factors
 - Predicts vulnerability to alcohol dependence
 - Predicts vulnerability to other mental disorders
 - Mediates relationship between genetic factors and substance misuse

A Selective Intervention Approach

- Informs on motives for substance use, typology
 - Risky motives for drinking
 - Drug of choice
 - Different patterns of coping
 - Sensitivity to drug effects and drug reinforcement
- 4 Key personalities target
 - Sensation Seeking (SS)
 - Impulsivity/Antisociality (IMP)
 - Anxiety Sensitivity (AS)
 - Negative Thinking/Hopelessness/Depression Proneness (NT)

A Selective Intervention Approach

- 4 key personalities targeted
 - Sensation Seeking (SS)
 - Seeking out behavior – why not attitude
 - Impulsivity/Antisociality (IMP)
 - Illadjusted, not seeking out but will pick up with exposure
 - Anxiety Sensitivity (AS)
 - Interpersonal dependence, not as exposed but once they try they find it useful in addressing their anxiety
 - Negative Thinking/Hopelessness/Depression Proneness (NT)
 - Become involved quickly, may use alone

Implementation

- Screen all grade-level students using SURPS
 - SURPS: Substance Use Risk Profile Scale
 - 23 questions
 - Developed using a myriad of personality or symptom inventories
 - Validated in substance users and adolescents/adults from US, Canada and UK
 - Translated: French, German, Spanish, Czech, Dutch, Cantonese, Japanese, Sri Lanken

Implementation

- Students are identified for risk personality they scored highest in
- Attend two 90-minute group sessions of peers with facilitator
 - At least one week apart from one another
 - 4 different group sessions, specific to one of the four personality types
 - Students participate in a single group, the one they scored highest in during SURPS

Group Sessions

- Lead by formally trained facilitator
 - Background in social work, psychology, or working with at risk youth
 - Found still effective using school staff
- Small groups of peers, typically ~8-14 students
- Structured using student workbook
 - Special facilitator guide
 - Every student receives a workbook to take home and keep
- Utilize Cognitive Behavioral Therapy (CBT) and Motivational Interviewing (MI) techniques

CBT Basics

- CBT assumes: our thoughts cause our feelings and behaviors, not external events
- Unwanted thinking, emotional and behavioral reactions are learned over a long period of time
- Aim to identify the thinking/underlying schema that causes unwanted feelings/behaviors
- Groups sessions assume patterns are less ingrained and habitual at earlier ages

CBT in PreVenture

- Personality-targeted approach assumes that personality reflects/captures a particular system of automatic thoughts, assumptions and underlying schema, which are determined by interaction with genetic and environmental factors
- Uses scenarios and exercises that examine students' reactions in situations that specifically trigger such thinking
- Seek to develop alternative viewpoints, identify signs of maladaptive thinking, and student exposure to shaping subjective construction of reality

MI Essential to PreVenture

- Transtheoretical Model of Change
 - Change is a series of stages which we pass when addressing problematic behavior
 - Motivation is a state of readiness to change that fluctuates with time and situations
- Facilitator creates focused and client-centered counseling to elicit behavior change through exploring and resolving student ambivalence

MI Essential to PreVenture

- MI is the way the facilitator interacts with students, rather than a set of techniques or activities
- Allows students to:
 - Self-identify with the personality profile being targets
 - Identify personal goals
 - Consider whether their current behavior is in line with their goals

THE EFFECTS OF PREVENTURE

Research Process

- Continuing 5 Phase Clinical Tr
 - Phase I: Proof of Concept, Matched Literature Review
 - **Phase II: Efficacy (PreVenture)**
 - Phase III: Effectiveness (Adventure)
 - Phase IV: Process, Secondary Outcomes, Pathways, Delivery Models (Coventure)
 - Phase V: Special Populations, Contexts, Generalizability, Optimization (Intervention)

PreVenture Trial

- Need to collect graphs

PreVenture 2-Year Trial Outcomes

- Need to collect graphs

PREVENTURE PILOT IN INDIANA

Overview

- First implementation of PreVenture in the United States
- Examining the American context of substance use, particularly concerns with opioid misuse
- Made possible through Division of Mental Health and Addiction
- Process began Summer 2017 and continues through December 2018

Overview

- 7 counties across Indiana
 - Jackson, Jennings, Laporte, Starke, Pulaski, Howard, and Grant
- Estimated reach of 2,500 students
- All 9th graders in every public high school in each county
- Include process and outcomes evaluations by third-part evaluator

Process Evaluation

- Determine fidelity of program implementation
- Examines strengths and challenges in implementing in schools
- Draw considerations for sustainability
- Includes group discussion observations
- Follow-up with facilitators and schools to develop best practices

Outcomes Evaluation

- Quasi-experimental design with controls-test groups
 - Controls consist of remaining students not participating in group sessions
- Mixed methods to include quantitative and qualitative evidence
- Includes pre-test questionnaire at time of SURPS evaluation
- 6-month, 12-month and 18-month follow-up at schools of all 9th graders using questionnaire

Outcomes Evaluation

- Questionnaire examines overall student mental health experiences, onset of problematic substance misuse, and overall substance use
- Expands PreVenture evidence to include considerations of prescription drug and opioid misuse, not yet done
- Participating students will provide additional qualitative follow-up using focus groups and individual interviews

Final Goal

- Expand Indiana's evidence-based program options
- Improve overall student mental health and reduce substance misuse among Indiana youth
- Develop life-long coping skills among Indiana's most at-risk youth
- Provide schools the opportunity to offer more targeted approaches to addressing student mental health

QUESTIONS AND DISCUSSION