Strong & Deadly Futures: Preventing substance use among Aboriginal and Torres Strait Islander students

Presented by
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Get in early!

### Males

<table>
<thead>
<tr>
<th>Age Range</th>
<th>0-14</th>
<th>15-24</th>
<th>25-34</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>Iron deficiency (0.0; 0.3%)</td>
<td>Alcohol (2.9; 20.9%)</td>
<td>Alcohol (2.9; 21.2%)</td>
</tr>
<tr>
<td>2nd</td>
<td>Alcohol (0.0; 0.2%)</td>
<td>Drug use (1.2; 8.2%)</td>
<td>Drug use (1.3; 9.4%)</td>
</tr>
<tr>
<td>3rd</td>
<td>Tobacco (0.0; 0.1%)</td>
<td>Sex abuse (0.4; 2.6%)</td>
<td>High body mass (0.6; 4.7%)</td>
</tr>
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### Females

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<tbody>
<tr>
<td>1st</td>
<td>Iron deficiency (0.1; 0.9%)</td>
<td>Alcohol (1.0; 9.3%)</td>
<td>Partner violence (0.8; 7.5%)</td>
</tr>
<tr>
<td>2nd</td>
<td>Tobacco (0.0; 0.2%)</td>
<td>Sex abuse (0.6; 5.5%)</td>
<td>Alcohol (0.8; 7.1%)</td>
</tr>
<tr>
<td>3rd</td>
<td>Alcohol (0.0; 0.1%)</td>
<td>Partner violence (0.5; 4.8%)</td>
<td>High body mass (0.7; 6.2%)</td>
</tr>
</tbody>
</table>
Existing drug and alcohol prevention Indigenous youth

- Null, 12
- Beneficial, 14
- United States, 8
- Canada, 2
- Australia, 4
Co-development structure

Advisory structures
- Expert Advisory Group
- Community Consultations
- DETs QLD and NT

Funders
- Department of Health
- NHMRC

Research Team
- Gilimbaa Partners
- Schools

Ethics Committees
- AH&MRC
- University of Sydney
- Education NSW and Brisbane Catholic

Partners
- AH&MRC
- University of Sydney
- DETs QLD and NT

Funders
- Department of Health
- NHMRC

A/Prof Ted Wilkes
Mr Scott Wilson
Dr Michael Doyle
Mr Nathanael Curtis
Ms Michelle Bakker
Ms Annalee Stearne
A/Prof James Ward
Prof Dennis Gray
A/Prof Frances Kay-Lambkin
Dr Alice Knight
Dr Kylie Lee
Dr Christina Marel
Dr Nyanda McBride
Ms Michelle Elwell
Prof Anthony Shakeshaft
Dr Fiona Shand
Mr Ian Watson
Prof Steve Allsop

The University of Sydney
Appreciative Inquiry

1. Discover
The best of “what is”

2. Dream
Imagining “what could be”

3. Design
Innovating “what should be”

4. Deliver
Committing to “what will be”
Consultations

26 teachers
16 stakeholders
56% Aboriginal & Torres Strait Islander people

Consultees included service providers,
school-based stakeholders,
a Govi.-based stakeholder & academics.

Integrated or separate program?

Integrated
Support for integrated AOD prevention resources.

Separate
Indigenous students to discuss certain topics separately.
Provide Indigenous-specific factsheets.

Messages to include in prevention program:
Student consultations

Public Schools (n=2)
Year 7-8 students (n=42)
54% Aboriginal & Torres Strait Islander people

Private Schools (n=2)
Year 7-8 students (n=35)
52% Aboriginal & Torres Strait Islander people

National storytelling competition
12-14 year olds (n=13)
100% Aboriginal & Torres Strait Islander people

Photovoice
Focus groups
Role plays
Poster making
Digital storytelling
Key themes

Family & Friends
Fun
Community and support
Culture
Education
School-based prevention for Year 7/8

- Drug & alcohol education
- Skill development
- Cultural knowledge enhancement
- Normative education & social influence
- Interactive & peer led
- Developed with the community
<table>
<thead>
<tr>
<th>Lesson 1: New Girl at School</th>
<th>😞 Coping with psychological distress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 2: Football Games Gets Out of Control</td>
<td>🍺 Alcohol education: short term consequences and harm minimisation</td>
</tr>
<tr>
<td>Lesson 3: The Day After…</td>
<td>🍺 Alcohol education: normative messaging, role models, helping a friend, finding information about alcohol and drugs</td>
</tr>
<tr>
<td>Lesson 4: The Camping Trip</td>
<td>🍩 Tobacco: Substance refusal strategies, peer pressure and alternatives to using substances</td>
</tr>
<tr>
<td>Lesson 5: Worried About my Sister</td>
<td>🌿 Cannabis: Long term consequences of substance use, coping with other people’s substance use</td>
</tr>
<tr>
<td>Lesson 6: The ‘Big Day in the Park’ Festival</td>
<td>⚽ Alternatives to substance use</td>
</tr>
</tbody>
</table>
User testing

- Positive feedback on backgrounds and scenarios
- Storylines are realistic and students can relate
- Language well received, minor changes suggested
- Suggestions for shortening certain parts of the scenario
- Program format **highly practical** and would suit the needs of teachers (esp in remote areas)

“Previous stuff has been created in urban areas, so it is nice to have something that fits in with regional and remote”

“As a teacher, having something where you don’t have to do a lot of the prep work yourself is always good. The kids can log on and work through the lessons at their own pace.”
Next steps for

**Strong & Deadly Futures**

2019

Piloting

- Consulting teachers on their opinions of the program
- Adjusting and finalising program based on feedback
- Analysing pilot data and examining how the program should change
- Piloting the program in 4 schools across QLD and NSW
24 schools
>16 Aboriginal/Torres Strait Islander students

12 early implementation schools
- 2020: Adapt Strong & Deadly Futures to local context
- 2021: Implement Strong & Deadly Futures

12 delayed implementation schools
- 2020: Adapt Strong & Deadly Futures to local context
- 2021: Drug education as usual
- 2023: Implement Strong & Deadly Futures

Drug education as usual
Express interest or to stay up-to-date

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