|  |
| --- |
| What are the top 3-5 most used substances in the past 30 days? What are the top 3-5 most used substances in lifetime? |
|  |
| Which items showing as above the state rate stand out as potential concerns and why? (Items of very low magnitude that are above the state rate may be less of a concern as they are impacting very small numbers of people.) |
|  |
| Which items stand out as a potential concern due to the severity of their consequences (e.g. resulting in many arrests, deaths, etc.)? List the item and the related consequence. (You can examine the data in the consequence tabs to gauge potential consequences.) |
|  |
| Which items stand out as a potential concern because they are increasing over time? List the items and include any other relevant details about the time-trend(s) that you see. |
|   |
| For any of the items noted in the questions above, which grade levels are most impacted? Include any other observations about trends by grade.  |
|  |
| Are there certain school districts, subpopulations, demographic groups or pockets within the community that are having a significant impact on the data? If yes, list and explain.  |
|  |
| Are there any items not listed in any of the questions above that stand out as a potential concern for a specific population (e.g. grade, school district, etc.)? If yes, list and explain.  |
|  |

**Consumption 1 – Early Initiation/Prescription Drugs**

(PHASE A – Worksheet 1)

**Consumption 2 – Other Drugs/Gambling**

(PHASE A – Worksheet 2)

|  |
| --- |
| What are the top 3-5 most used substances in the past 30 days? What are the top 3-5 most used substances in lifetime? |
|  |
| Which gambling behaviors stand out as a concern in regard to magnitude? |
|  |
| Which items showing as above the state rate stand out as potential concerns and why? (Items of very low magnitude that are above the state rate may be less of a concern as they are impacting very small numbers of people.) |
|  |
| Which items stand out as a potential concern due to the severity of their consequences (e.g. resulting in many arrests, deaths, etc.)? List the item and the related consequence. (You can examine the data in the consequence tabs to gauge potential consequences.) |
|  |
| Which items stand out as a potential concern because they are increasing over time? List the items and include any other relevant details about the time-trend(s) that you see. |
|   |
| For any of the items noted in the questions above, which grade levels are most impacted? Include any other observations about trends by grade.  |
|  |
| Are there certain school districts, subpopulations, demographic groups or pockets within the community that are having a significant impact on the data? If yes, list and explain.  |
|  |
| Are there any items not listed in any questions above that stand out as a potential concern for a specific population (e.g. grade, school district, etc.)? If yes, list and explain.  |
|  |

**Consumption 3 – Adult Substance Use/Abuse**

(PHASE A – Worksheet 3)

|  |
| --- |
| If you have concerns about the applicability of regional data to your county, note them here.  |
|  |
| What appears to be the most used substances by adults?  |
|  |
| Which items showing as above the state rate stand out as potential concerns and why? (Items of very low magnitude that are above the state may be less of a concern as they are impacting very small numbers of people.) |
|  |
| Which items stand out as a potential concern due to the severity of their consequences (e.g. resulting in many arrests, deaths, etc.)? List the item and the related consequence. (You can examine the data in the consequence tabs to gauge potential consequences.) |
|  |
| Which items stand out as a potential concern because they are increasing over time? List the items and include any other relevant details about the time-trend(s) that you see. |
|  |
| Are there certain subpopulations, demographic groups or pockets within the community that are having a significant impact on the data? If yes, list and explain. |
|  |
| Are there any items not listed in any questions above that stand out as potential concern for a specific subpopulation? If yes, list and explain.  |
|  |

**Consequences – Youth**

(PHASE B – Worksheet 1)

|  |
| --- |
| Which items appear to be most common or are impacting the most people? |
|  |
| Which substance use and/or gambling behaviors appear to be most linked to the consequences? (When unclear or unknown, note that.) |
|  |
| Which items that are elevated above the state rate stand out as potential concerns and why? |
|  |
| Which items stand out as potential concerns due to the severity of the consequence?  |
|  |
| Which items stand out as a potential concern because they are increasing over time? List the items and include any other relevant details about the time-trend(s) that you see. |
|  |
| Are there certain subpopulations, demographic groups or pockets within the community that are having a significant impact on the data? If yes, list and explain.  |
|  |
| Are there any items not listed in any questions above that stand out as a potential concern for a specific subpopulation? If yes, list and explain.  |
|  |

**Consequences – Adult**

(PHASE B – Worksheet 2)

|  |
| --- |
| Which items appear to be most common or are impacting the most people? |
|  |
| Which substance use and/or gambling behaviors appear to be most linked to the consequences? (When unclear or unknown, note that.) |
|  |
| Which items that are elevated above the state rate stand out as potential concerns and why? |
|  |
| Which items stand out as potential concerns due to the severity of the consequence?  |
|  |
| Which items stand out as a potential concern because they are increasing over time? List the items and include any other relevant details about the time-trend(s) that you see. |
|  |
| Are there certain subpopulations, demographic groups or pockets within the community that are having a significant impact on the data? If yes, list and explain.  |
|  |
| Are there any items not listed in any questions above that stand out as a potential concern for a specific subpopulation? If yes, list and explain.  |
|  |

**Risk & Protective Factors – Youth**

(PHASE C – Worksheet 1)

|  |
| --- |
| What are the five (5) highest overall risk factors? What are the three lowest (3) protective factors?  |
|  |
| Which risk factors showing as above the state rate, and protective factors below the state rate, stand out as potential concerns and why? (Risk factors that are low but above the state rate, may be less of a concern as compared to a risk factor that is impacting more youth but falls under the state rate.) |
|  |
| Which risk/protective factors stand out as a potential concern because they are increasing/decreasing over time? List the items and include any other relevant details about the time-trends you see. |
|  |
| Which risk/protective factors are likely having the most influence on the problems you prioritized in the consumption and consequence tabs?  |
|  |
| For any of the items noted in the questions above, which grade levels are most impacted? Include any other observations about trends by grade.  |
|  |
| Are there certain school districts, subpopulations, demographic groups or pockets within the community that are having a significant impact on the data? If yes, list and explain.  |
|  |
| Are there any risk/protective factors not listed in any questions above that stand out as a potential concern for a specific subpopulation (e.g. grade, school district, etc.)? If yes, list and explain.  |
|  |

**PAYS Indicators – Youth**

(PHASE C – Worksheet 2)

|  |
| --- |
| What substances have the lowest perception of peer disapproval, perception of parent disapproval and/or perception of risk?  |
|  |
| What are the two most common sources of alcohol? What are the two most common sources of prescription drugs?  |
|  |
| What other indicators are of concern due to the percentage of students impacted?  |
|  |
| Which indicators showing as above the state rate stand out as potential concerns and why?  |
|  |
| Which indicators stand out as a potential concern because they are increasing/decreasing over time? List the items and include any other relevant details about the time-trends you see. |
|  |
| Which indicators are likely having the most influence on the problems you prioritized in the consumption and consequence tabs?  |
|  |
| For any of the items noted in the question above, which grade levels are most impacted? Include any other observations about trends by grade.  |
|  |
| Are their certain school districts, subpopulations, demographic groups or pockets within the community that are having a significant impact on the data? If yes, list and explain.  |
|  |
| Are there any indicators not listed in any questions above that stand out as a potential concern for a specific subpopulation (e.g. grade, school district? If yes, list and explain.  |
|  |

**Other Risk Factor Data**

(PHASE C – Worksheet 3)

|  |
| --- |
| Which risk factors appear to be most common or are impacting the most people?  |
|  |
| Which risk factors stand out as a potential concern because they are increasing over time? List the items and include any other relevant details about the time-trend(s) that you see.  |
|  |
| Which risk factors are likely having the most influence on the problems you prioritized in consumption and consequence tabs?  |
|  |
| Are there certain subpopulations, demographic groups or pockets within the community that are having a significant impact on the data? If yes, list and explain.  |
|  |
| Are there any items not listed in any questions above that stand out as a potential concern for a specific subpopulation? If yes, list and explain.  |
|  |

**Contributing Factors Worksheet**

**Resource Guide**

|  |  |  |  |
| --- | --- | --- | --- |
| **Contributing Factor Categories:** | **Risk Factors** | **Other Indicators (PAYS)** | **Contributing Factors - Examples** |
| **ENFORCEMENT/ADJUDICATION** |   |   |   |
| Includes the enforcement of the rules, laws and policies surrounding substance use and its consequences, as well as the public perception of the levels of enforcement and how likely people are to believe they will get caught if they violate the rules, laws and policies. | *Laws and Norms Favorable to Use* |   | Lack of Resources for enforcement |
|   |   | Law Enforcement Practices |
|   |   | Judicial Practices |
|   |   | Parents don’t impose consequences for violating rules |
|   |   |   |
| **RETAIL ACCESS/AVAILABILITY**  |   |   |   |
| Refers to the accessibility of alcohol, tobacco and drugs from retail sources (i.e., where money is exchanged.) Examples are: the ability of underage youth to obtain alcohol from stores as well as the ease of purchasing alcohol for adults; and, the sale of drug paraphernalia, such as rolling papers. | *Perceived Availability of Drugs* | *Access & Willingness to Use* | Outlet Density high in Anytown |
|   | *Sources of Alcohol* | Tobacco vendors don’t check IDs |
|   | *Sources of Prescription Drugs* | Compliance with Laws & Regs |
|   |   | Product Characteristics – Candy Flavors for E-Cigarettes |
|   |   | Servers not RAMP Trained |
|   |   | Product Placement  |
| **SOCIAL ACCESS/AVAILABILITY**  |   |   |   |
| Refers the access one has to substances through social networks. In this case money is rarely exchanged. For example, parents who throw house parties provide social access to alcohol for youth. | *Perceived Availability of Drugs* | *Perception of Peer Disapproval* | Older Siblings Providing Alcohol/Drugs |
| *Friends' Use of Drugs* | *Access & Willingness to Use* | Parents Not Aware of Social Host Liability |
|   | *Drugs on School Property* | Community Celebrations |
|   | *Sources of Alcohol* | Unsupervised Party Locations |
|   | *Sources of Prescription Drugs* | Parents Not Monitoring Where Children are Going |
|   |   | Parents Allow Underage Drinking |
|   |   | Workplace Promotion |
| **PERCEPTION OF RISK** |   |   |   |
|  | *Attitudes Favorable to Drug Use* | *Risky Substance Related Behavior* | Youth Unaware Occasional Use Can Be Risky |
| *Attitudes Favorable to ASB* | *Other Anti-social Behavior* | Media messages promoting marijuana as not harmful |
| *Sensation Seeking* |   |   |
| *Attitudes Toward Drug Use - Adult* |   |   |
| **SOCIAL NORMS**  |   |   |   |
| Refers to the acceptability or unacceptability of certain behaviors in a jurisdiction. It often overlaps with other factors (Social Availability/Enforcement). Includes "**Community Norms** & **Family Norms**". | *Laws and Norms Favorable to Drug Use* | *Perception of Parental Disapproval* | Parents/Community View as Rite of Passage |
| *Poor Family Management* | *Perception of Peer Disapproval* | Multigenerational Use |
| *Family History of Antisocial Behavior* | *Access & Willingness to Use* | Public Alcohol Use |
| *Parental Attitudes Favorable Toward Drug Use* | *Drugs on School Property* | Incorrect Perception of Peer Use Norm |
| *Rewards for Antisocial Behavior* | *Sources of Alcohol* | Culturally Acceptable |
| *Interaction with Antisocial Peers* | *Sources of Prescription Drugs* |  |
| *Attitudes Favorable to Drug Use* | *Risky Substance Related Behavior* | Alcohol Not Secure in Homes |
| *Low Neighborhood Attachment* |  |   |
| *Family Conflict* |  |   |
| *Gang Involvement* |  |   |
| **PRICE/PROMOTION**  |   |   |   |
| Refers to economic availability such as special deals and discounts for alcohol in particular, such as "2 for 1" specials or discounted happy hour prices as well as attempts to increase the attractiveness of drinking, smoking or using illicit drugs. It can include advertising that promotes excessive, illegal and/or unsafe use. |   | *Sources of Alcohol* | Drink Specials/Sales |
|   | *Sources of Prescription Drugs* | Local Promotion |
|   |   | National Promotion |
|   |   | Internet Sales |
|   |   |   |
|   |   |   |
| **MENTAL HEALTH**  |   |   |   |
| Refers to youth and/or adults that reported a major depressive episode, AND/OR who had a diagnosable mental, behavioral or emotional disorder other than a developmental or substance use disorder, AND/OR experienced thoughts of suicide.  | *Any/Serious Mental Illness*  |   | Poor coping skills |
| *Major Depressive Episode*  |   | Co-occurring disorders |
| *Serious Thoughts of Suicide*  |   | Untreated Intergenerational Trauma |
| *Mental Health*  |   | Lack of Early Identification of Mental Health Concerns |
| *Suicide*  |   | Cyberbullying |
| **OTHER SOCIAL DETERMINANTS** |   |   |   |
| Refers to the social conditions in the places where people live, learn, work and play. | *Income/SES/Poverty* |   |  Stress |
| *Teen Pregnancy*  |   |  Poor Work/Life Balance |
| *Employment Status*  |   |  Lack of recreation |
| *Educational Attainment*  |   |  Lack of Safe/Affordable Housing |
| *Neighborhood Disorganization*  |   |   |

**Contributing Factors – Community Conversations Worksheet**

**Problem: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- |
| **Steps 1 & 2: Identify Problems & Plan Community Conversations** | **Step 3: Develop Discussion Questions** |
| **Risk/Protective Factor** | **Contributing Factor Categories** | **Target Audience** | **Conversation Format** | **Questions to Ask – What do you want to know?** |
|  | \_\_\_\_Enforcement/Adjudication\_\_\_\_Retail Access/Availability\_\_\_\_Social Access/Availability\_\_\_\_Perception of Risk\_\_\_\_Social Norms\_\_\_\_Price/Promotion\_\_\_\_Mental Health\_\_\_\_Other Social Determinants |  1.2.3. 4. |  |  |
|  | \_\_\_\_Enforcement/Adjudication\_\_\_\_Retail Access/Availability\_\_\_\_Social Access/Availability\_\_\_\_Perception of Risk\_\_\_\_Social Norms\_\_\_\_Price/Promotion\_\_\_\_Mental Health\_\_\_\_Other Social Determinants | 1.2.3.4. |  |  |
|  | \_\_\_\_Enforcement/Adjudication\_\_\_\_Retail Access/Availability\_\_\_\_Social Access/Availability\_\_\_\_Perception of Risk\_\_\_\_Social Norms\_\_\_\_Price/Promotion\_\_\_\_Mental Health\_\_\_\_Other Social Determinants | 1.2.3.4. |  |  |

**Directions:** Use this worksheet to plan your community conversations in Phase D. Please list the *problem* above, and in each row identify a risk and/or protective factor that is likely impacting that problem in your county. You should then select the Local Condition Categories that will help drive your target audience, conversation format, and questions necessary to find out more information about why the problem is occurring in your county.

**Community Conversation Notes**

**Date:**\_\_\_\_\_\_\_\_\_\_\_\_\_ **Location:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **# of Attendees:**\_\_\_\_\_\_

**Type of Community Conversation (Circle):** Interview Small Group Large Group Other

**Description of Attendees:**

**Problem Statement (What do we want to know more about):**

|  |  |  |  |
| --- | --- | --- | --- |
| **Question** | **Major Ideas/Themes** | **Quotes** | **Consensus/Disagreement** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **Question** | **Major Ideas/Themes** | **Quotes** | **Consensus/Disagreement** |
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