Alright, i'm gonna go ahead and hit start webinar just so, you know.

Hello, everyone! I just move myself up here, so i'm not in the middle of where I wanna see.

Welcome. Oh, my gosh! this is so exciting! This is the topic that is near and dear to my heart.

So my clinical foundations lie in adolescents.

Young adults so welcome to the first part in our adolescent treatment in Recovery specialty online training series.

Today we are hearing from Alexander Plant and Pam Petrizuski for framing a conversation preventing youth, substance, use in the wake of Covid 19.

My name is Jesse O'brien and I am the Director of Training and Professional Development.

Here at Nadak, the Association for Addiction Professionals.

I will be the facilitator of this training experience.

Behind the scene with me is my friend and colleague, Allison White, who will be addressing any issues or questions you may have that are not specifically for our presenter.

So, in other words, you have a lot of support here. reminder that the permanent homepage for needac webinars is www dot org for webinars.

So make sure to stay at up to date with us on the latest, and addiction, education and bookmark.

That page. Most of you are familiar with zoom I always like to go over it just in case this is in webinar.

It's little different than Zoom meeting If you've been in any of our webinars before. you probably familiar with it.

But 3 key items to pay attention to the chat box which I see most of you found that's where you can chat with each other, make comments, etc.

If you have questions, though, please put those in the Q. A.

Box that way. It helps us kind of curate them and have them organize.

Because if you put questions in the chat box they just roll away, and then we lose them.

Similarly, please keep the Q. and a box clean of comments, and put your comments in the chat box.

I like to keep those divided Allison mentioned in the chat box that we are using zoom for close captioning today.

I have enabled it. if you want to see the subtitles, you just click on the little live transcript button and select show subtitles, and then you should be able to see them She also put the link for the handouts in the chat box as Well, and i'll have her. Just do that one more time again, so if you don't have them, you can you can get them for yourself.

Just reminder that every native webinar, including our Specialty series, have their own web pages that contain everything you need to know about that specific webinar.

You can get the slides there, you can register there.
You can access the online ce quiz there there’s an instructional guide there that will guide you through the process.

If you’ve never gotten a ce with us before. please make sure you do use the instructional guide has a few nuanced steps, so it’s always good to have in front of you I think when you’re going through it. If you have any issues, you can always email us at Ce.

At Natada org, that c. is in continuing. e is an education, that just a reminder.

So for those of you that are getting these precedes, and you need your certificate to say, Live on it.

Just make sure that you take the Ce. quiz within the next 24Â h, complete it, and then download your certificate, and then it will stay.

Live on it. Alright, let’s meet our presenters first outstander.

Plant is the Director of Communications at the National Council for for mental well-being, specializing in substance, use, disorder, prevention, and recovery.

She has served as a consultant to United States Federal agencies and State policymakers. International agencies, such as the United Nations Office of Drug Control and Crime and Private entities, such as Google.

Her writing has been featured in outlets such as Harvard health, publications, psychology today, and the fix we also have with us today.

Pam Petrazuki, and she has more than 20Â h twenty years of experience, designing and implementing programs to integrate behavioral health and primary care services.

Currently as she leads national trainings on screening brief intervention and referral to treatment and motivational interviewing.

In 2,010 she received the gold award from the American Psychiatric Association.

She’s published in the Journal of clinical Psychology and Medical Settings.

The American Journal, we managed care mental health family medicine, emails of family medicine, psychiatr services and the Journal of Biomedical Information in formatics.

She holds a Master’s screen counseling and psychological services from St. Mary’s University. So i’m going to go ahead and welcome our presenters and i’m going to disappear from the screen and let them oops.

What did I do, and let them take the stage

Alright. Hello, and thank you to Jesse for such a warm welcome.

I hope that everybody is having a Good Friday. I know for most of us.

We probably have a long weekend ahead of us.
I see that a bunch of you have already said hello in the chat.

But feel free to say hello, say, where you’re from. I also would be interested in knowing whether you work in sort of prevention, treatment, or recovery kind of which which stage you work in today.

We are going to be talking about prevention and yes, Pan, that is sharing great, and just to pull out.

One thing that Jesse mentioned is, please please use the Qa.

At the bottom of the screen to add in all your questions we will answer some questions along the way, and then we also will be time at the end for questions.

But we want this to be interactive, and we want to hear your questions.

So feel free to jump in. all right. Next slide

The product that we are talking about today. Let me go to the next one. Okay, yeah.

So the project we are talking about today is called getting candid. and It was a It’s been a 2 year long project that actually is still going on.

And so from that project, kind of the objective that we are going to talk about today are recognizing the important role that you've serving providers play in substance.

Use prevention, education, and specifically, really diving into risk and protective factors, and how Covid may or may not have changed that landscape a little bit.

Second, we are going to identify key themes and topics.

Critical to both. use specific prevention, messaging but also just youth messaging in general and non stigmatizing language in general.

And then the third thing that we hope to do today is just learn additional skills on how to build trust and report with you and real hands on strategies for framing prevention conversations around drugs and alcohol So next slide.

So with funding from the centers for disease, control and prevention, the Cdc.

The National Council for mental well-being has been leading an initiative to assess the effects of the pandemic on substance, use risks and drivers with youth.

And we've looked specifically at cannabis alcohol and opioids, and the youth that we looked at were ages 12 to 18.

And point of this project was to really target you. so serving providers and organizations.

So you know, actual addiction treatment providers, counselors, therapists, primary care providers to really support effective prevention.

Messaging a lot has changed in the past decade in terms of prevention.

Kind of moving from, you know your classic dare program, just saying no to a much more nuanced, conversational approach.

And so how we started out. This project to just start by giving a little bit of background is, we did a
large scale survey, or a needs assessment that looked at 1,200 youth and more than 700 youth serving provider

so. We also did a literature view and environmental scan.

We did focus groups and key informant discussions. So we were gathering qualitative quantitative data to really put together.

You know the full picture what a message guide would look like or include to be used by Mac.

Mental health and substance. Use treatment organizations next slide.

So just to show you guys, the the facts on screen will briefly this live.

But just we did online needs assessments and January of 2,021.

And then we did May of 2,021

We also just concluded, which we'll touch on maybe lightly today a third needs assessment.

This past month. So that gives us the over year data and plan to do a fourth needs assessment in August to sort of track trends over time in the prevention space next slide great.

And so from our first 2 needs assessment. Last year, we, you know, had a good portion of participants of white Hispanic black Asian native American.

We did try and over sample for minorities Additionally, we, you know, got a good smathering of world versus Urban, and we pretty much nailed gender in terms of the 50 50 split as close as

you're gonna get so that was kind of the the breakup of our youth. Audience: The 1,200 from the needs assessment next slide

Great. And so for provider demographics in this large scale survey

We had a large port portion coming from community behavioral health organizations, community serving organizations, educational based organizations all the way down to even a few folks on faith, based organizations or juvenile legal based

organizations. You know a good mix there as well. Next slide

Alright. So we asked and use answered. So from December and January 2021 to June, 2021.

You know, we were conducting these online needs assessment.

And what we really found is that they show that the pandemic has really generated a lot of stress and other mental health challenges free for use.

And one of the things I just want to preface this with is both Pam and I work for the National Council for mental well-being.

And so one of the things that our organization does is we sort of sit at the intersection between mental health and substance.

Use disorder. And so throughout the presentation here today, you know you are gonna We're gonna be talking about this intersection here.

I think another big finding was that Well, most youth believe that elicit drugs pose a great risk of harm.
We found that fewer use actually believe that prescription drugs pose a great risk, and far fewer believe alcohol or marijuana pose a great risk. And we know that risk assessment is just really important because

you're not going to change your behavior you're not going to change health behavior.

If somebody doesn't think it's a problem and so I think when we're talking about prevention, or to be honest that we're talking about recovery, the first step is identifying that there is a problem maybe a problem to change

or in early primary prevention it's just identifying that alcohol or drug use would be problematic.

Should you start And so another question we really asked was like, Who are you likely to trust in advising you?

And you know the top response was, people with lived experience so again, you're, seeing me very strong parallels between prevention and recovery that lived.

Experience is just as important in prevention as it is in the recovery space.

Close. The second thirds are healthcare providers, friends, or peers, and parents and guardians, as also sort of trusted sources of information.

And we also were trying to sort of dig into like Okay, everyone's stress.

What are the coping mechanisms here? And so how alone?

Much, not much to yourself like to our surprise. You know music are talking with friends or families, so you have hobbies, activities.

You have social connection, talking with friends or family video games, tvs, news, movies, distractions.

You know, one of the things we see in recovery is really the need to rebuild your life and create a new structure.

So maybe you know there's a gap to be filled in your life.

So when you remove drugs, what happens next? And so

Some people might get a job. Some people might start exercising more, but you have to recreate your days.

You have to create a new friend, friend group, essentially. Oh, I see again similar mechanisms in prevention where, you know, structured extra cool activities.

So kids, teenagers, youth going to track practice or going to Art club after school ends and having supervised structured activities.

That that is really a strong mechanism in preventing substance.

Use disorder as we go. So wonderful alright.

Next slide.

To just sort of show you guys the data on the perceptions of harm and access.
You know. alcohol and tobacco, nicotine and marijuana are pretty comparable, and access, especially as we see more states, you know, opening, you know, legalizing marijuana and either medical or recreational form, prescription drugs harder to get and then elicit drugs.

The hardest and then in terms of risk assessments.

You know I I think you see really the highest risk.

Here is, and is it in i’m sorry i’m just reading this table as we go

That we’re seeing a big risk in prescription drugs and other illicit drugs.

But then there’s really not a strong risk around yeah alcohol, tobacco, marijuana and nearly a fifth of youth respondents reported that accessing alcohol and tobacco you know, was it's not just easy, but very easy which I think is worth pointing out.

And also we we found that there also were changes based off of Covid which is kind of interesting that we know that alcohol consumption went up across the United States during Covid.

But youth report that same phenomena is actually was easier to get alcohol during pandemic

And yeah, to just allow that, you know 35% of use report no risk from Marijuana.

So next slide.

Great. And so one of the cool things that we were able to gain from doing both a provider survey and these survey was discrepancies, discrepancies between one adults.

Think, and what you think and so you surprisingly so to Maybe I mean, this is where you get a discrepancy.

Is, they believe that what matters most right now is family

And then the most trusted member messengers are those with lived experience and healthcare providers.

I think what providers had falsely believed is that what matters most use is peers and friends, and fitting in and appearance, and they thought that the most trusted messengers for you would be parents and adults and guardians. So you just see like a slight discrepancy there. but sometimes it's those slight discrepancies that can really change messaging.

I think areas where they agreed. is that a key reason not to use drugs or alcohol is a concern about not wanting to mess up future plans.

And that in person is the most effective engagement strategy which I think really leads us into the more conversational prevention styles that we see nowadays that are a conversation between 2 people and not talking at use about you know simply the dangers, or using kind of fear and intimidation with that.

So with that I am going to pass it over to Pam.
Okay, Thank you. Yeah. So I wanna add just a little bit to that section.

And then Alexander and I are gonna do some back and forth for the remaining of our time together.

In fact, we're also going to do a bit of a role play toward the end. So you can see how we've been using this messaging guide in our resources.

But first I wanna mention that you know as Alexander.

So we are bringing this to youth serving providers, and that can be a lot of different people, whether it be a school counselor or a primary care.

Provider clinical, non clinical. Certainly we see both of those as being critical aspects of engaging with young people.

One other thing we found in our needs assessment was that around 41% of the young people we surveyed said they had never discussed substance use during the pandemic, and so all the more we thought it's really vital that there be these kinds of messaging guides and support for you, serving providers, so that they can have these conversations because the more they are able to normalize the conversation create that safe space it's all about relationships right? And so meeting these young people where they are, whether it be in a school whether it be in their medical office.

It really is all about the relationships so through this process and this project we wanted to really create lots of different touch points, use relationships that are already established, build new relationships where there may be weren't some so that we could continue to reinforce this healthy messaging, and help.

The young people have healthy relationships. one way in particular that we did. That is, we've got some guidance around risk factors, protective factors.

I'm always wanted to think in terms. of the positive So you know where we can minimize risk factors great, but even more so where we can build and support protective factors.

So one of the things we have as a resource is a video around, you know It's a short clip of how to kind of think about protective factors.

So I wanted to show that for you now a number of different factors, some biological or psychological, others social or environmental, give youth greater protection from or increased risk of substance.

Use effective substance. Use prevention focuses on strengthening protective factors and reducing risk factors.

Protective factors are the characteristics of individuals, families, or communities that support resilience.

Help youth more effectively, manage stressful events and strengthen other characteristics that minimize the risk of substance use.

They can include things like participation, and structured after-school activities, support of family relationships and positive self-esteem.

Every youth is different, and the protective factors present in their lives can influence what messages
are most effective in preventing substance.

Use, dig deeper into protective and risk factors for youth, substance, use, prevention, and how they can be used for messaging at the National Council org getting candid.

So one of the trust building is an ongoing one.

Of the reasons I really lean into the idea of protective factors is that you know it.

While this project was really focused on prevention we also know that from any of you you work in substance use disorders.

And so it's we're looking at recovery and that whole continuum in between.

So where we can connect with young people around their protective factors can help them.

Whether it be the restructuring their day, as Alexander mentioned earlier.

Thinking about how they prevent the onset of you cut back or decrease their use.

Harm reduction. You know this whole concept of protective factors like things.

I think, can give us a place to have those healthy conversations.

So. the other resource I just wanted to point out is we have one of several.

But I wanted to point out this particular worksheet where it's downloadable, and it's available to providers to work with young people to brainstorm and plan what protective factors.

They already feel our present in their life, or which ones they now realize could be helpful, and they might want to strengthen.

So we've got places to you know talk about whether it be some calming techniques being very you know, trauma focused on mindfulness.

We we use the term brain breaks in fact we had some youth ambassadors reviewing a lot of our materials, and some of them said, Well, I don't know what you mean by mindfulness.

Or could we use a different term? So talking about brain breaks building social connections, you know, during the pandemic a lot of young people suddenly didn't have the same kind of social experiences.

They were at home, they were online school. So how do you rebuild or continue to build social connections, whether it be virtual or in person?

This worksheet also has ways in which you might plan for safety or self-esteem building.

So we did a lot around this to again think about how risks and protective factors can be.

Part of the conversation about reducing or preventing substance.

Use with that i'm gonna turn it back to you Alexandra Great!

And I saw a question in the Q. A. that I just wanted to go to.

So one of the things because of the nature of our Cdc funding.
We did not look at prevalence. We were not actually able in these survey, to ask directly if you were using or not using substances.

But in the chat I’m leaving a link to monitoring the future results from 2020 there are also a few updated results for for 2021

So I guess a lot of things leveled off baping, leveled off marijuana.

Use mostly held study. I think illicit drug use d decrease.

Alcohol increased a little bit after many years of decline.

So those are the national trends that we're working with here and that’s a publicly available data set.

But anyways, the link in the chat will will will get you a good part of the way.

Wonderful. so to get back. So we are now really jumping into.

We actual messages that we're recommending that you say or where you used to start to have these conversations. and I think the hope here is is never that you know, in the goal in putting these messages together was not that you take

these messages, and you use them word for word, but that you use them as ideas for gaining confidence.

To start con having conversations, and having regular conversations with the youth you serve about substance use, and to give you some.

You know some pathways that we know probably we’ll have an above average chance of of hitting home with use.

So I think it’s really important that we tie the subject of substance.

Use to what matters most to you and that's in the depend on the individual youth themselves.

But by getting to know the youth, building trust, and rapport, and then starting a substance, use conversation that loops in some of their interests, values passions.

It increases the receptivity to the conversation, and it really sets the stage for an authentic interaction.

And it may be more than one thing that we’ to eat you they may care about family and friends and school. and so there may be more than one sort of framing of substance.

Use prevention that resonates with them, and you can sort of leave different hobbies, valued interest, zoom out the conversation, and really pay attention to where the responds, and then sort of return to them periodically to shape and

connect the conversation. So if the youth responds in a way that suggests the following are important to them, then you can sort of frame the conversation with these topics.

So if you know that their plans for the coming year for entering high school or college, or for starting a job after high school, is of interest, or is coming up with for them.

Then the frame of the future is going to be really helpful and we're gonna dig into these frames a little bit more after this.

But this is just a sort of give you guys a framework to, then dig it. dig in further.
If you know they care about their physical or mental health.

Well, maybe the angle of risk of addiction is gonna hit home more if it's there relationships you know that's an angle for some.

It's gonna be activity. So do you know that they really care about sports, music, volunteering, and then for self affirmation.

You know this is where it's like do they really do know they love their independence, their autonomy, or being able to make their own choices.

Maybe the South self affirmation angle is going to be the way to go.

So next slide alright. So our message, testing in 2,021 with you, found that these were the most effective.

But again, the thing I just want to remind everybody is that you need to tailor the framing as needed.

So if you know, looking back to last slide, the future is an angle that you think could really resonate.

Here, you know these are just statements so don't let drug and alcohol Use change or control your plans for the future.

The risk of the dick of addiction. Angle is drug and alcohol.

Use change parts of your brain. that impact how you think an act.

The more you use them, the harder it can be to stop.

Even if you want to, for relationships. there are people in your life who matter to you?

And then actually, I'm gonna stop here because the interesting thing that we found is that we actually split our sample of youth, and we split them between middle school and high schoolers so approximately.

13 to 14 and 15 was in between, and then 1617, 18 was high school.

And so for middle school. the framing that tests the best was, and you try hard not to let them down versus for high school.

It was, and you try hard to make them proud so if we actually look at these statements here.

They're kind inverses of themselves. so it's one is you don't want to let them down, and then for older students you want to make them proud.

So it's a slight distinction but it's kind of an interesting distinction.

That yeah for high school students I think they're able I don't know you think about cognitive development, and they are able to sort of look at what the goal is, but just to make them proud versus for middle school students it

was just we're not wanting to do a bad thing that makes sense.

I'll just add, Alexander that's exactly what we dug into is why, why the difference.

And it was that the older kids wanted to lean on the positive, and, you know, being successful in terms
of making someone proud and middle schoolers saw it, as you know, avoiding the punitive, not wanting to let someone down and

And so the High Schooler said, Oh, we like the positive spin on this much more.

Yeah. And so it's just really interesting. when you get into prevention or recovery, coaching as well as there can be age differences, there can be differences based on urban versus rural or you know just any demographic factor you can think of and that's Why, it's so important that you take these large categories and these ideas.

And then, you know, customize them for the actual use that you're working with.

So for activities participating in sports, music, hobbies, or other activities can help.

You build friendships, stay in shape, get into and receive scholarships for college, and have fun.

And self affirmation. You respect yourself, and you want to make decisions that are best for you.

Trust yourself and your choice to use drugs or alcohol to not use for alcohol.

That not will probably be pretty important. So I think here we're starting to see how these categories translate down to sort of the nitty, gritty conversation with the future and the risk of addiction what resonated across the widest range of middle and high school youth was recommended when communicating broadly versus social media or advertising, or if there's limited time, it's you know, important to gather insights for framing what possible through an in-person conversation.

With future message. We really found that, you know, 85% of middle schoolers and 82% of high schoolers, over 80% of the Uk surveys identified future as one of the top reasons not to use and the risk of addiction, and what we say. what we mean when we say risk of addiction is risk for substance, use, disorder, development, or dependency.

And you know, 77% of youth identified that the risk of dependency was something that they were thinking about.

And you know, with relationship messages you know I think Pam probably sent it the best, but it's sort of the difference between disappointing and punitive versus more aspirational.

All right, So next slide Some statements considered to be the most convincing by the youth we surveyed was not only as purchasing drugs and alcohol legal for people your age.

It also takes money. You could be saving or spending on other things.

You want need or enjoy. So this is kind of a financial lens right here.

The next one is marijuana. Use directly affects the brain, especially at your age when your brain is still developing, it can make it harder to pay attention.

Remember things and learn. So one of the things I wanna pick out with this one is that youth are concerned about the health risks they are concerned about dependency.
One of the things we did find, though, is that a media, c.

Matters. So cancer, for example, is not something that will happen the first time you bake

But you know harder to pay attention. Remember, things learn things that could happen to you tomorrow.

And so having health consequences or other, you know negative consequences from alcohol or drug use that are really immediate, or they feel a closeness to like it could happen to them.

Those are the ones that resonate. The next one is more than 30 people die from overdoses, involving prescription, pain medications every day.

Even people who are prescribed pain medications by a doctor can become addicted.

Signs of addiction can include feeling nauseated. When you stop taking the drug or needing to take more medication than before, to feel better.

One of the elements here that I want to I wanna pick out is that there’s a little education here, so so we are not using the words withdrawal.

We are not using the word tolerance but you know we're kind of educating them about what concerning science for substance, use, development.

They might be expected, or what symptoms they might be having or seeing in their friends that might be red flags.

And I think, educating them to make their own choices and to be I to be able to identify disease, progression, or something like that that can be really important.

They want to be talking to as equals and kind of educating them about what they know and need to know.

To be safe as powerful. and the last one is alcohol can alter your mood.

Energy, memory, and increase in anxiety or depression, alright.

And so actions identify by use, as though that they would most likely take So prevention behaviors is exploring new ways of dealing with stress so like any of their hobbies talking with friends, you trust or just being buy

your yourself and and that one resonated, most highly middle school youth.

Another one was, Make your own personal commitment, or plunge to avoid alcohol, to backo, nicotine, marijuana, and other drugs.

Talk to your friends and encourage them not to use alcohol, tobacco, nicotine, marijuana, and other drugs.

Again that one resonated most closely with middle school.

Find someone you can talk to if you feel tempted or pressured to use alcohol, tobacco, nicotine, marijuana, and educate yourself about the alcohol, tobacco.

nicotine, marijuana and other drugs by visiting over website or information on social media.
Yeah.

And in social media and broad communications. One of the things that we did throughout this project was we had a youth ambassador group.

We had youth advisors, and we had some of our youth create a video series called Share Your Why, which I think we will show a video from a little bit later.

But hearing the reason the top reasons we hear the most again of why you don't use is I don't wanna mess up my plans for the future.

I'd rather use my money for other things you know i'm an athlete, and I don't wanna get cut from the team.

So those are just statements we found, and aspects and angles that we really found resonated.

So I'm going to pass it back to pan

Actually I think you have this one too, or is that what you were just that was Oh, i'm sorry I forgot to address the next slide.

I'm sorry for doing this, you know, for me as a you know person that I was a counselor years ago, and having this project bring in people with communications expertise, and Alexander has expertise also in substance use disorders but

to bring in that communications lens to us providers.

Has been really game, changing because it's not just which i'll talk next about the how we deliver these, but also what can we say, and and what resonates and doesn't and how do we think about the power of

language in the power of media and communications to deliver this

So where I wanted to take us next I think We'll fit A. bit with what Steven you put in the Q. A.

About. You know these messages might be fine as written, but we also have to be mindful of how.

How do we consider our position of authority? And where does disinformation come in, or fear mongering as a tool for prevention?

Not a a healthy tool. and that can backfire I guess what i'll say about that. and then when I'm done.

If Alexander you, wanna add to that as well that's why we didn't just 0 in on what are the messages we also want to.

In fact, back up and start from a place of before I deliver any of this content or messaging.

What is going to be the context, and how do I contribute to the safety or the trust that i'm hoping this young person feels when they're with me.

So our our full communication pathway really starts with this baseline.

How do I think about establishing trust? so we What I have on the right is, if you're from motivational interviewing.

These are the components of what we call the spirit of motivational interviewing, and I think it fits Well, with this idea of I come into this conversation with an attitude of wanting to build a partnership
which isn't always easy, right. I am inevitably a middle aged white woman who hasn't been a teenager for a long time.

And so how do I level that playing field? How do I give that young person a voice? How do I evoke or create some sense where there is some curiosity, and seeking to hear from the young person? How can I show compassion for their circumstances, their upbringing, their stress, their perspective on the pandemic, and all of the other things facing young people today?

And then the other key part of it is acceptance and what we mean by that in motivational interviewing is that I have to find a way in myself to accept that I can't make this young person do very much it's up to them, and I want to give them some choice and honor their autonomy, because we all know what it feels like to be forced into a mandate or a requirement, or a decision.

We usually resist. Against that we want to know that we have some space to make decisions and choices for ourselves.

So I really build on that spirit of Am I in thinking about what we put together in this project for establishing trust, which is things like, How do I make sure the safe around the space around me feels safe and comfortable it can seem really easy to say to the young person up, This is a safe space. I gotta prove it, too.

In fact, part of this work in addition, to the surveying and the needs assessment. we're doing some small group discussion groups with young people, and we're gonna do another round of those coming up and even just setting those up those are gonna be virtual focus groups you know we're asking our facilitator to talk about it being a safe space.

But how are they also going to show that? and how do they invite the young people to contribute to it? Being a safe space. So for me, I think of all of those things when it comes to.

I gotta have this setup before I deliver any of those great messages that we've found, and our young people have told us are effective.

They're not going to be effective without some of these things The young people also told us they want they want the adult talking with them to be authentic.

You know. don't don't fake it on thinking you know what it's like for this young person. Using the lingo. if it's you know not genuine or you really don't know how did how to say something. That's in current term don't do it certainly in the comfort of some relationship.

You might joke about, you know, using a different term, I mean even things like pot versus weed right. How do we stay offended, and invite our own curiosity into learning what a young person might be saying?
Or hearing. transparency is important. body language, right?

We know all of these things are important, informal conversations.

None of these are meant to be scripted you know they're not about coming in from the top down and saying, I need to tell you this statement.

It is meant to be, is casual and as natural as possible.

There should be multiple entry points for having these conversations.

Doing more listening than talking. I think this can relate to what Stevens comment was.

As well, you know, I think we often think that as a responsible adult. We have to inform and tell young people what they need to know.

And again, that's only part of it so with some of that it means asking permission right?

That's a tenant of motivational interviewing as well to say, you know.

Would you be open to hearing some information about Fentanyl or

What do you already know about this thing? we're hearing about called belt?

A eighth. What would you most like to know if I were to share some information about opioids that way?

We're inviting them into the conversation to be more again informal and building some trust that i'm not just here to tell you what I think you need to know.

I want to invite you as part of that conversation.

Oh, yeah, Barbara, I like your comments in there, too.

That it came just to the host and panelists but i'd like to share it.

That the urban dictionary app as updates on language

What's being said buzzwords and and other things that that is a very helpful way to to stay in tune with that.

And I also think asking the young person you know I think it’s okay to be a little humble at times, and say, I don't know what that is.

What did you just say? What did that mean? in fact I heard about chirping just yesterday?

Apparently it's used in sports so my husband knew about it but

It's also a younger person as well other things to think about in terms of setting the the stage for these conversations, you know, being mindful of of where the young person is at developmentally would there be their cognitive functioning you

know a 12 year old is going to be quite different than a 17 year old.

Physical health, milestones, home environment, where they're willing to talk with us about personal support or lack of support.
Gender, affirming conversations as much as possible, cultural, affirming, asking, inquiring, not forcing, but you know, inviting them to talk about any of these things can go a long way. and then our our young people helped us think about the second half of this slide which is thinking about biases. right? So, knowing for me, how does my own identity shape what I bring to conversations with young people?

How do I think about my cultural privilege?

In what way can I be more neutral? Maybe I think i'm, an open-minded person?

But my body language is saying something else. How can I Maintain that non non-judgmental, and being really aware of when that doesn't come across. and i'm like jumping here, too, because you know I know that a lot of organizations these days. Also, Do you know cultural sensitivity, cultural awareness, training as well?

And I think some of the principles really hold true for talking to any population, whether it's adolescents, youth, the elderly, or somebody that's of a different ethnicity than yourself, or whatnot some of these principles are, I think, Pam you said the best keyword but it's humility.

If you don't know ask you don't need to come in here with all the answers, every individual is different, and going to have a different experience I in the Qa.

We got some great questions about How can you translate this into a school environment?

How can you translate this into a new detention environment?

And you know this is where it gets really tricky with not having proper staffing levels or workforce shortage.

But it's these individual rooms that you will develop with the youth that will lead to these prevention conversations that will lead for meaningful discussion about the pros and cons of helping them sort through it.

But we are just a far cry away from, you know, Stephen, bringing up a authority. figures.

Just talking there a microphone, they're talking at the youth to really these intimate relationships with youth where rigor sharing the information little by little, and you're keeping the conversation, going and it's not a one time thing it's this relationship that they're able and if they're able to get over time and carry through.

And that their voice and opinions and thoughts are heard.

So, for example, in the question about you know well in school environments where they might have a very at risk or high risk.

Friend group, you know there's a great question right there it's like, Do you think that your friends are are using substances more than other youth, or you know, and and start to ask them questions about where they you know Do they perceive their friend group to be at high risk. You know, these are all questions that teens are able to think about and interact with and help them to make strong and form decisions for themselves.
Without, you know, stepping on their toes and their independence and autonomy.

At that age. Thanks, Alexandra. Yeah, I just wanna do this one last slide, and I’m gonna move to something else that I think, with all of this involve young people you know we did not sit around all of us seemingly smart, you know, educated adults, and said, This is what we need to do.

We. we have this youth, ambassador, group, and our youth ambassadors created this.

This content for us, because we said, you know, in addition to the things we think we know, what would you say?

And so these were the kinds of tips, they said, This is what I would want.

A youth serving provider or an adult wanting to talk with me, to be thinking about.

You know, not assuming that they understand my culture or my religion, or that I even want to talk about that.

Asking, or you know, inviting them to share if they would like to something about their gender identity, identity, or culture modeling that was also brought up by our young people, too.

You know, introducing yourself with pronouns, or with something about your cultural identity, and then being respectful that they might not want to go there.

And, as Alexander said, that might come up in a future conversation if they feel comfortable.

So those are some tips from our young people, and We constantly reach out to them and say, Hey, can you check this?

What do you think? And we asked several of them and sometimes one will say, I like it another.

I’ll say yeah, this part I don’t like and Then it’s great because we have more of a discussion among us, we involving those youth about how to tweak and how to make this stuff really real So where I wanted to spend. then the just the next little block of time is obviously establishing trust is the foundation.

But the next most important step before we get to those messages is having the mindset of asking and getting input from the young person.

So this leads into the slides, Alexandra had now about if I’m going to pick a messaging frame, I need to know what is important to the young person.

Maybe it’s asking in the coming year or this summer right timeframes might be different.

Some young people can’t and don’t wanna even think about 5 years down the road, because you know the last couple of months.

The last couple of years has been a lot so maybe it’s asking about you know, this summer what are you looking forward to or after graduation?

Asking them to think about. You know, when they have made other decisions in their life.
What if what is factored in? So I again go to go to a motivational interviewing?

I mindset with this open ended questions that invite the young person.

Makes this a 2 way. Conversation says in demonstrates what you think is important.

What you value is important. Not just me telling you don't do drugs.

It's. I want to understand what things are happening for you so that if I want to present that prevention message, I want to pick one that is going to fit most with what you care about.

So. in doing this we had another little campaign where we asked young people to talk about their Why for not using substances, and every time I watch this it just helps me in reinforces for me that every young person is different.

You know that's in front of us and I can't assume to know. you know that I need to talk with the first young person I see about you know, making plans for their future.

That might fit for some for someone else. It might be skateboarding.

It might be art. it might be video games, whatever it may be.

So just gonna show you another short video of some of our youth ambassadors sharing their Why.

I have so many plans, and I think using drugs would harm those plants.

I like to surf skateboard, drive to the beach with my friends. you, my friend.

Not that long ago we went up a tark and saw, and we actually hiked the mountains.

And so that was a really fun thing and I really enjoyed it because i'll do it.

Things like that I really like to play tennis and I'm.

Also a really avid musician. Drugs and alcohol change parts of your brain.

That impact. How you think and act the more you use them the harder can be to stop even when you want to own research on this.

Don’t just listen to what everybody else tells you about the these your friends and your parents about Why, kids are a to do it.

You were young, you still have your whole life ahead of you.

You have so many things to learn, people to meet songs to hear from movies, to watch people to fall in love with places to see.

Don't let drugs and alcohol use change or control your fans for the future

Yeah. So these young people were pretty phenomenal, and you know, they all just came into this with so many ideas, and and they were realistic.

I mean, you know. I think it's one thing to watch this and say, Okay, Well, these are very, you know, emotionally intelligent young people who are very, you know, sophisticated and advanced in their and yes, they're

fantastic. I think we could give that hope and that window to all the young people that we work with.
I think it's that you know idea of they just don't know. and they're not you know understanding.

And that's that top down I think we wanna get away from so

So this next slide is putting together this whole pathway. So Alexander talked with us about these these orange steps.

If you will, right, framing the communication around us, and we pointed out some of the themes that we heard were most important.

Then making the case with a fact or a education component, but not, you know, 40 different statistics, but a piece of evidence, if you will.

That might be compelling, and then suggesting something. And you know, co-creating that decision with the young person, how might they think about other outlets for their stress?

So then from there we got the we want to back up and say, first we got to establish trust and continue to gather insights.

That helps those communication pieces. make it more of a back and forth conversation.

So this is our entire process, not meant to be 2. step wise.

You know, we played with a lot of graphics, with circles, and all of these things, for unfortunately got is more messy than we wanted it to.

So we came back to this. You gotta have a foundation of trust.

You wanna continue to gather insights, and then you insert some of these communication frames, and then Some of these we mentioned earlier, but you know more than one frame might resonate.

So you weave them throughout the conversation, you know. Maybe you start to go down the road of substance.

Use prevention, messaging, and body language from the young person tells you.

Oh, not yet! Then we want to go back and say, How can I stay?

Curious. find out more from the young person if you don't know the young person very well, or you're gonna do some broad communication.

Remember that those top 2 frames of the future and risk of a dish addiction.

Was most widely considered effective among the young people we spoke with.

So it was like in the 80%. They said, Yeah, that that fits for me, and probably for most people.

And then the other piece of this is you know focusing on one at a time.

You know we're not recommending you take you know 7 different bullet points, and put those all in some kind of communication.

I like the the thumbnails that Alexandra had there about maybe just one tweet and a Hashtag, or, you know, sprinkling in one statement or topic to the young person.

If you're in a one-on-one and see how they react and ask, What do you think about this?
How does this or not fit with where you're at in your life right now, and continuing to give it back so the young person to decide if they want to own it?

If it resonates, if it Doesn't helps build that relationship that we know is so important.

Next up we wanted to do a role. play for you and Then I know we're getting some more questions in the Q.

And a box which is great because that's where we wanted to make sure we spent some time. so in the spirit of a role play.

Alexander and I are gonna present. ourselves to you as a provider and a young person, and what you're gonna hear is Alexandra as a 14 year old.

Who's meeting with me. Her counselor and pam and the context of it is that her parents she's been telling me a bit about her parents fighting Mom wants her to come in and talk so this part again.

This communication pathway is gonna already need to be based on some rapport, some establishing of trust.

You'd be letting Alexandra vent or talk about the fighting, or you know how things have been going in school, or all of these other things.

And then I might want to come in with mike communication pathway.

So that said so, Alexander we've been talking for a little bit here, and i'm just wondering what would you say?

Are some things that are particularly important, and matter in your life right now.

Hmm. Well, my dad just got out of the hospital because he had Covid.

My mom is mad at him because he got it after he went out drinking with his coworkers.

But I I don't blame her for being mad she's been through a lot.

Thanks for sharing that with me. You know it sounds like you're really close to your mom.

You kind of try hard not to let her down Yeah, yeah i'm, wondering how my, how much she react.

Do you think if if you were involved with drugs or alcohol like my dad, yeah.

I guess you could be disappointed. my dad would, too.

Actually they both say i'm more mature with healing my motions. Hmm!

That that makes me think about something. Can I share a little piece of information with you?

Yeah, So you know you mentioned handling your emotions and it's interesting because alcohol can affect things like mood.

Memory. For some people it contributes to feeling anxious or depressed.

What are your thoughts on that? Actually, that makes perfect sense, because there is a lot of drama at my house.
Okay, you know, Alexander, I'm wondering what would it be like if you were to say, make a pledge to yourself, or some kind of decision not to get involved with drugs and alcohol?

And how do you think your parents would feel about that? Hmm!

Well, I know I could definitely make it for myself, because I know my family has enough problems right now.

I'm sure my parents would agree to be honest.

Alright and scene. So we keep playing with different role plays. And I think this is another area where we keep getting youth input on these.

So we try and come up with different scenarios, and then get hipper and hipper every time.

The idea behind this is, I have to keep coming back together, gathering insights right so as much as this cool kid is about messages.

Again. The messages are only going to be as good as the trust and the insight that we're gathering, and even then they might not land.

I gotta go back and have trust and gather insight check in with.

In this case, Alexandra, to see, does this fit? What would it be like if Alexander said, I think that's stupid. I gotta hear that right And you know, where do these messages fit?

I think they can fit within the context of a young person talking about other risk factors.

They might not label it as such, but we might be thinking about risk factors.

We might be thinking about their academic success if we work in the schools.

So, anyway. Yeah, Stephen just said we're very talented so thank it is pretty funny to think about these.

I'll just I'm gonna leave us at this slide while we do some Q. A. because you know, this is part of many other resources.

On our getting candid website, the the full message guide with that pathway and other tips for having each of those components of the conversation.

I'm kind of biased on what it says video 1, 2, and 3.

We've got an on demand course it's just a half hour.

You can come back to it. not do it all in a half hour.

But we've got some demo videos where some live actors young people and adults acted some additional scenarios.

Along with some little snippets and other he pieces of information for using this.

You know how to implement this in your settings some ways to think about change and the process of implementing a new program.

Language. you know. How do we make sure we're using person first language?
Because that makes a difference with that trust building as well, Alexander.

Anything I missed on what’s in the toolkit or the guide before we take questions.

Yeah, I think I’ll just say that the big focus is the toolkit was, you know, giving adults providers, youth serving adults resources that you can download you can print whatever you want. But just to try and make it really easy for you all to get this information. Get some tips and tricks.

You can take some of it. You can take all of it.

But I think what we were really going for is easy, quick, effective stuff that that you can use on a day to day basis.

So, cause we know you’re busy yeah and I’m seeing one of the first questions in here from Mariah about what would be the approach if the you thought substances help them be more creative.

And that’s probably a lot of what we’re gonna get right.

We’re not necessary unless that’s what they think we want here gonna hear?

Oh, I won’t do that no I know that’s bad for me, you know we wanna be realistic with this my approach to anything that might come up.

That is you know, presenting some of that ambivalence. Well, okay, you’re telling me this is bad, but I actually find, or my friend has told me, or I’ve seen that it can help with this.

I think we have to hear that. You know if I if I jump on that and say, Oh, well forget what you’ve heard, because no, no, no, it’s bad for you i’m just gonna get more resistance.

Right, and I cause that resistance it’s not that this young person is difficult.

They’re just not feeling heard. So I think a big part of building this this trust, and this you know, messaging around what is important is to hear that to reflect it.

And then I would probably lean into asking about the creativity piece because that’s giving me a signal that that is what’s important, whether or not using the substance to help with the creativity we’ll figure that out. But what is important and I might just ask tell me more about being creative. It sounds like that might be something that’s important to you in what way what kinds of things do you like to do and then see if I can’t come back and do it?

With some information around what substances might do with that. Yeah.

And Maria, I love this question. Thank you so much for asking it as well, because, you know, we live in an era of misinformation like this is gonna happen if you work in the space and additionally working in the substance use disorder space. Sometimes there isn’t research available you know we are relatively new field and there are certain areas like vaping, or even marijuana, where there are claims being made you know from for marketing purposes, and there’s not necessarily the research to debunk it, or to support it.

And you know that’s 2 be determined I love Pam’s idea about really digging into the the bone.
They threw you which is about being creative. I think other things that came to mind for me as well in terms of approaches is, you know.

Let’s take creativity or let’s say maybe a more street link straightforward one like stress so you’re stressed, and you’ve heard that marijuana vaping helps to relieve stress which isn’t True, but another way to approach it is like well, what are our ways?

That you’ve been able to deal with stress or what are other methods that you’ve used He sides you know, just baping or marijuana that help you to be more creative in the past and kind of lead into the lean into those healthy behaviors that they already have been doing.

As well as a way to just not fill out shutdown.

No conversation, you know. the truth of the matter is, we have to, you know, the response, the information that they have and and and work with it, to to turn it into something more productive.

So one other one other thought I had on that is we're. now, Denver was saying, you know myths, and whatever we demo debug, another project I work on is substance.

Use, and pregnant women and we're seeing an increase in pregnant women.

Turning to marijuana to help with the nausea.

And so I guess, in a similar vein of Mariah's question about can substances help with being creative?

Can Marijuana help with nausea I don't know that I would jump in and say no it can’t, or yes, it can.

I would lean into in that. and that's what we teach is leaning into the fact that the nausea is an important factor for that pregnant woman, and if in this case the creativity is important then we can talk about whether it does, or doesn't you know we wanna ideally get the young person to decide.

Maybe it does help with my creativity. but there are other things that can help, and it might, in fact, over time, or even in the moment, hamper that creativity.

So not coming at it with a i'm gonna push against this but creatively discussing it

Wonderful. And we have another question. from Stephen. Just curious.

Did any of the youth mentioned cbd or the various energies out there, so I don't drink caffeine.

We did not cover. It was not the scope of this project, but I will say we have been exploring Cbd and Thc. and Delta 8. This in the second year, and preliminary results is that you have heard of Cvd. Youth have very lower awareness around delta 8 but Pam, i'm just trying to off top of my head.

Think of any more specifics around those 2 substances Yeah, I mean we've got a a cbd

What do we call that? a tip sheet? sheet?

Yeah, on our program website. What I will say about these things, though, is, you know, while our project was specific to other substances, I think having a conversation with a young person or almost
anyone about substance use sometimes an easier way of opening that door is to talk about something that's more normalized right like energy drinks caffeine.

You know, talking to young people about how much coffee or energy drinks they drink is a way to start a conversation about substances, because if i'm going to be more open to talking with you about that then maybe the conversation becomes a template in the sense that it's cookie cutter, but it helps me maybe think about other substances without having to tell you.

I also want to know about, or i'm curious about marijuana, or math, or anything else.

So that's what I tend to do with that is maybe you apply some of these same principles to other topics that the young person is more open about and it, sets that stage.

For Oh, now they start to make the connection so that's considered a substance or caffeine is a drug. Then then they see me, being more open, not judgmental staying. Curious, then, when we do, if we do have conversations with other substances, I've already laid the stage for how I can be approached in those ways.

Oh, there's? Another question from rows about golden thread statements? and do we recommend those in reframing goals?

I'm not super familiar with golden thread but I would wonder what other people think My general understanding of it is.

It's where you consider you know values and vision I think That's the name of the game with all of this right is not telling me what should be important, But letting me talk about what is what I care about and then making that part of the thread, because i'll be more invested in thinking about goals.

When I have felt heard that when I tell you my mom's, important to me, or getting into college, or just passing chemistry, or whatever it might be.

So. you all let us know we can crawl source a response on that.

Those that know golden thread a little more thoroughly.

Yeah, and you know one thing I will say is that it can be even for you serving providers or individuals that work with you. or maybe you don’t you know, work primarily with use.

It can be scary. It can be a little daunting to talk to adolescents in you, and you know, taking what we've taught you here today.

We obviously have a framework, but you know, mixing it, matching it with other tools or frameworks that make you feel confident, and not to have have these conversations cause I think one of the one of the things at the end of the day. An overriding mechanism is that we need to have these one-on-one conversation.

We need to build these relationships, and we need to keep doing it.

And we need to do it regularly. And so if there are other supplemental things to mix, imagine
combined in a way that you feel good and comfortable to have these.

Then, like I would say, go for it. Yeah. Yeah. And the the question from Katie how would you approach a youth that is absolutely refusing to engage with you?

Yeah, I mean, think of our role play. Alexandra was willing, and you know, seemed comfortable.

You know I think we have to be really thoughtful about what is our actual goal, and I think our actual goal is to to slowly and steadily build a relationship.

Whether I can get this young person to not use substances is a great outcome.

But I can't rush that when a young person for all of the reasons that I want to validate might not trust me.

They might not trust anybody they might not trust, whatever it might be.

A white woman. they might not trust a school personnel there we don't know what their reasons are, if they don't trust me because I made an offhand comment, and they heard it.

And they took it as something I didn't intend but I've got to figure out how do I keep opening the window for that person.

And maybe it won't be me maybe it'll be my colleague.

And so how do I, you know, support them? that is such an important point to to pick out which is, you know I'm sure a lot of you are are watching this one like Well, you know I work at a do not facility I work

at a school. I work at a community organization. I only have 5Â min with this kid, and I know he's at risk like he needs to have these conversations.

But if you only have 5Â min with somebody yes, you can.

Relationship build in those 5Â min. But maybe you know that there's a therapist at your school, or maybe you think maybe one of their parents would be a good candidate, or you know that there's another student or a peer at the school

that could. Maybe take this kid under their wing it would be better set up to talk about prevention and develop that relationship with that student.

And that you just don't have the capacity or aren't in a place to to be that point of contact.

There's a very influential woman named shell Lapinsky, who runs north shore recovery High School, and she does, goes in.

And does these trainings that really focus on training she goes into schools mostly.

And the idea is that you're training lots of teachers at the same time.

So that not one teacher or not one school counselor is the only available resource, but that you have a whole group of adults.

You really have this safety net of lots of people that are trained and comfortable to talk about these issues, so that when a student does have a problem you know, if they just happen to see their English teacher more than their French teacher like go
to the English teacher. You know that’s a safe point of contact.

So I thought I would just add that in but yeah, really powerful that we know we cannot be everything to us.

And one other thought I had too, is I also try to be somewhat relentless in my persistence of being available.

I do some volunteer work in the schools in classrooms and you know, inevitably.

Kids are guarded, and they’re trying to be or pretend a certain way around other kids.

It’s a hard it’s a hard group of ages right

And so we do some presentations, and we have some activities.

And you know we often get a few kids or talkative of many are guarded or or not, because they gotta look cool or they are feeling safe.

They don’t know us because we come in from the outside and we do an evaluation at the end.

And it is fascinating to me. How many kids will say in these evaluations that was great.

I learned a lot pam’s jokes were kind of Corny, but it was cool.

Or I really liked. and they’re they’re surprisingly more positive than what I see in the moment, and I’ve talked with the other person.

I do it with, and you know sure some kids might just be telling us what we want to hear.

But i’m also under the assumption that They are feeling that they’re getting something from it.

We get some negative feedback to, and we try to build on that right.

But I try to trust the process right that every time we open a little bit of the door anytime, we show that we are open to hearing whatever it is.

The young person is saying, we are continuing to build this space that you know you can come when you feel more ready, or it’s okay that you’re not ready.

I’m still here. So and off of that I just I try to hold the hope for that.

And I guess the last question that we had gotten was from Jolie and

Our organization. we do a lot of prevention. We also do secondary prevention in the harm reduction space.

But if you’re looking for resources of like how do you identify a drug, overdose, how do you diagnose a substance, use disorder?

I am going to refer you to the Recovery Research Institute.

I used to work there. so I know all the resources but they have infographics and things like that that can help more on a recovery front.

So if they’re toing that line of already, using there are just some good resources in that realm.
As our main focus for this project was primary prevention.

Of course, as we talked about the skills of trust building or poor building, gathering insights, and a lot of the messaging really are the same foundations that you see throughout, treatment and recovery and opportunities, So you can download them

message guide and just you know, if you want access to these materials, the fact sheets, the course, the videos, all of that.

I just dropped a link in the chat. you know the second shop second second step is implementing and sharing the guide with with your networks and you know, trying it out on the you serve giving in a giving it a test

run, and if you are interested in further training, you can always complete the workshop request and survey monkey com slash, r Tta.

Request for. So I think that about does it but we want to Give a huge thank you to, naturally, for having us today a huge thank you to each and every one of you for showing up on a Friday.

We'll for a long weekend he's thank you to pan for always doing such an incredible job.

And please stand in touch, Reach out to us afterwards. if you Have any questions You're happy to answer them all right.

Am I unmuted? I am i'm just gonna steal the screen back so I can show my slides here.

Thank you, Alexander and Pam. This was such a great kickoff to our series.

I think there was so much good information and so many good resources that you provided so hopefully.

Everyone was able to write them down or take a screenshot or I know you give a lot of links to, and it's in the slides.

So thank you. Just a reminder that, every native webinar has its own web page for everything you need for that webinar, and that includes our specialty series where you are right now, after you leave here the link to the Ce quiz should be active, so you should be able to take that and get your certificates. just reminder that if you've never done this before, you should download the instructional guide and follow the steps.

It can be a little confusing if you don't but once you've got the hang of it.

It should be pretty easy. If you do have any issues, Remember, you can always email us at Ce at naac dot org, and a last reminder that if you do need it, say live on it then you need to make sure you take the quiz and download your certificate. Okay, that's an important step a few upcoming webinars.

We have the second part in this series on July the fifteenth, with Ashley, Nokowski and Katie Moro, and then, on the 20 we have one of our free webinars for your journey to entering the recovery coach work force with Catherine Maclepine.

So hopefully, you guys can join us for that. These are 5 of our other special T series.

We actually this is our seventh we've just finished our women's Specialty Series.
In May, and we have all these others, and each of them consists of 6 to 7 webinars on a particular topic, just like adolescents or women.

We had advances in technology, wellness and recovery, ethics, clinical supervision, and military and veteran culture.

So if any of those topics interest you, I recommend you check out our other special T series.

We will be having part 2 of the at Adolescence series coming up, I think, I said the fifteenth.

So hopefully, you guys will be joining us for that this is these are the 6 and the Women series.

We're really pushing these These series so again. if you're interested. Check them out. The other big thing I want to tell you about is our annual conference.

I don't know if you guys have signed up yet, but it has launched registration.

We are back in person, which is really exciting i'm definitely looking forward to connecting with people again in person, and attending the different.

The sessions that are available. The early bird special ends.

August 26 you can save Up to $151.

It's from October the seventh through Twelfth in Indianapolis, and it is also our fiftieth anniversary celebration.

You can earn up to 45 addiction specific ces which is huge.

That's like 2 years worth of ces for social worker in New Jersey, which is me so hopefully, you guys can attend a reminder of all the benefits of joining Nadak.

My favorites as the first ces that are available. I think I was emailing with somebody who lived in Pennsylvania, and she was curious about the benefits, and that the price of membership is like 110 bucks and then you just to take like 5 webinars to pay that off. and then the rest of it all like everything else, is free, and I need like I know, I need for ces 20Â h a year, so that's a big savings. consider it, anyway, that’s it thank you a short survey.

We'll pop up at the ends please take the time to give us your feedback.

We do love your feedback. As to our presenters, thank you again for participating in this webinar.

Thank you for your valuable expertise to our presenters.

Please stay connected with us on Linkedin, Facebook and Twitter.

I hope everyone has a very good holiday weekends, and hope to see you guys at our next one.