

# ATHLETES, ALCOHOL & OTHER DRUGS



# PLAYBOOK FOR HEALTHY TEAMS

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# COULD THIS BE YOU?



HAVE YOU EVER BEEN CONCERNED ABOUT A  
SITUATION OR ATHLETE AND WANTED TO  
HELP--BUT WERE UNSURE WHAT TO DO?

**YOU'RE NOT ALONE**

# EVERY STUDENT ATHLETE MATTERS



## WHAT DO I NEED TO HELP MY AHTLETES?

- INFORMATION
  - What are the issues we face?
  - How to recognize a student-athlete who needs assistance.
  - What processes work best.
  - How to “step-up” and intervene when needed.
  - How to access resources.
  - How to voice concern.

# WHAT ARE THE FACTS



- 2012 Washington State Healthy Youth Survey:  
Grades 10 and 12

	<u>10<sup>th</sup></u>	<u>12<sup>th</sup></u>
• 30 Day Use of Alcohol	28%	36%
• 30 Day Use of Marijuana	19%	27%
• Binge Drinking (within within last 2 weeks having 5 of more drinks in a row)	16%	22%

# WHAT ARE THE FACTS



	<u>10<sup>TH</sup></u>	<u>12<sup>TH</sup></u>
• Do you believe the use of alcohol and/or marijuana causes harm to a person? (Yes)	85%	72%
• Are schools rules about alcohol and other drugs enforced? (no)	10%	12%
• Are athletic rules about alcohol and other drugs enforced? (no)	60%	84%

# ARE ATHLETES DIFFERENT?



	<u>10<sup>TH</sup></u>	<u>12<sup>TH</sup></u>
--	------------------------	------------------------

- |   |     |     |
|---|-----|-----|
| • Do you participate in sports?<br>or other school activities? (yes)                      | 51% | 44% |
| • Athletes are no different than other adolescents—in fact they tend to be more prone to: |     |     |
| ✓ Risk-Taking behaviors   |     |     |
| ✓ Feelings of invulnerability   |     |     |
| ✓ Belief that rules do not apply to them  |     |     |

# WHY USE ALCOHOL OR OTHER DRUGS?



- Relieve stress — pressures to win and perform well.
- Feel good -- relieving stress, feeling the initial high, maintaining the “good” feeling of a win or replacing depressed feeling of a loss.
- Be part of the group – pressure to maintain a “cool” image.
- Escape reality – family issues, school issues, peer relationships, feelings of being overwhelmed

# UNINTENDED CONSEQUENCES



- Adolescents who use alcohol and other drugs are at high risk for a number of negative consequences.
  - ✓ Legal consequences ---- it is illegal
  - ✓ School consequences ---- suspension
  - ✓ Team consequences ---- suspension
  - ✓ Family consequences ---- trust, suspension
  - ✓ Academic failure ---- graduation, probation
  - ✓ Decision making ---- on and off field risk
  - ✓ Motivation, Productivity, Apathy, Memory ---- on and off field risk
  - ✓ Cognitive Abilities ---- on and off field risk

Even with negative consequences they still do it



# WHAT CAN WE DO?

## A SUCCESS-ORIENTED MODEL



# EXPECTATIONS AND ATTITUDES



- Coaches have a special relationship with athletes, students, parents and the community -- **Don't underestimate your influence.**
- You are a role model in their eyes and you occupy this leadership role at a significant and impressionable time in the athletes life -- **Be a true teacher and leader.**
- What you tell your athletes and how you deal with situations about the use of alcohol and other drugs is very important -- **Give consistent messages**

# EXPECTATIONS AND ATTITUDES



- Equally important to the messages you send are the standards you set.
- If you want your student athletes to stay away from alcohol and other drugs you **MUST** send clear and consistent messages in both words and actions.

**High Expectations = Greater Success**

**DON'T TAKE THE SUBJECT LIGHTLY—THE LIVES AND FUTURE OF THE STUDENT ATHLETES YOU COACH ARE TRULY AT STAKE**

# EXPECTATIONS AND ATTITUDES



STUDENT-ATHLETES WILL RESPOND TO CLEAR EXPECTATIONS ABOUT ALCOHOL AND DRUG USE.

- The best defense is a good offense -- 10 Key Actions
  1. Make your team an integral and exciting part of the school and community. **BE TRUE LEADERS**
  2. Clearly express your expectations and rules that student-athletes will not use alcohol or other drugs.
    - **Throughout the year**
    - **All athletic staff adhere to the same standards.**

# EXPECTATIONS AND ATTITUDES



3. Ensure that your athletes know the risks of using alcohol and other drugs—especially the effects on athletic and academic performance.

**TEACH AS WELL AS COACH**

4. Emphasize the benefits of participating in sports.

**DON'T LOOSE THE OPPORTUNITY**

5. Set team goals directly related to behaviors

**ON AND OFF THE FIELD**

# EXPECTATIONS AND ATTITUDES



6. Have each student athlete set personal goals directly related to behavior.

**ON AND OFF THE FIELD**

7. Have team leaders reinforce the expectation that “our” student athletes don’t use alcohol or other drugs.

**WE ARE A TEAM AND PLAY WITH AND FOR EACH OTHER**

# EXPECTATIONS AND ATTITUDES



8. Teach and demonstrate appropriate decision-making skills.

**ATHLETES ARE GREAT DECISION MAKERS**

9. Let student-athletes know they can talk to you.

**BE A GOOD LISTENER AND UNDERSTAND**

10. Develop meaningful relationships.

**PROVIDE SUPPORT AND GUIDANCE**

# EDUCATION AND MENTORING



- Educate, train and promote peer leadership
  - Peer leadership receives information and training related to alcohol and other drug use and the the peer mentoring process.
    1. Positive role models
    2. Effective support systems/networks
    3. Educate and promote healthy lifestyles
    4. Holding teammates accountable
    5. Take active roles in helping those mentored



# EDUCATION AND MENTORING



- Developing a strong leadership program
  1. Identify strong team leaders who are committed to being in this role.
  2. Provide training in substance use issues among the adolescent population.
  3. Create shared and agreed upon standards of of behavior.
  4. Explain the expectation to intervene
  5. Provide training in intervention approaches.

# EDUCATION AND MENTORING



6. Provide training in available resources and support networks.
7. Provide training in when to get adults involved.
8. Provide training on appropriate peer leadership responsibility -vs- adult responsibility.
  - Establishing clear boundaries
9. Practice specific skills and strategies to intervene.
  - Role play

# EDUCATION AND MENTORING



10. Provide on-going support for peer leadership.
  - Regular check-ins, problem solving, promoting unity and empowerment among leadership and team, conduct monthly leadership meetings and celebrate their successes.

**Peer leaders and coaches MUST take a positive stand and the responsibility to act and achieve excellence both on and off the field**

# REFERRAL AND COUNSELING



**EARLY** identification and appropriate intervention and referral for professional assistance will increase successful outcomes for your student-athletes and for your team

**Take your instincts seriously**

It is important to pay attention to warning signs and not to disregard what has been observed

# REFERRAL AND COUNSELING



- **WARNING SIGNS**
  1. Decreasing grades
  2. Increase in absence
  3. Change in social groups
  4. Decrease in motivation
  5. Change in emotional behaviors
  6. Change in athletic performance
  7. Increase in defiance
  8. Increased problems with peers, parents, authority, etc.

# REFERRAL AND COUNSELING



- Development of working relationship between athletic and counseling staff.
  1. Identify available resources on and off campus.
    - You can get information without revealing the name or specific details.
  2. Identify and follow existing referral process.
  3. Respect confidentiality.
    - Do not discuss the student's name or problem in public or with anyone who does not have a direct need to know the information.

# REFERRAL AND COUNSELING



4. Encourage and support the student-athlete towards receiving professional assistance.
5. Encourage the development of pro-active approaches rather than punitive or reactive approaches.
  - Peer support groups
  - Individual counseling
  - Family involvement
  - Assessments and treatment options

# POLICY AND ENFORCEMENT



When pro-active interventions are not successful  
natural consequences must take place

**Don't Enable Behaviors to Continue or Avoid  
Enforcing Rules Regardless of the Athletes  
Involved**



# POLICY AND ENFORCEMENT



- DISTRICT/SCHOOL ATHLETIC CODE
  - Adopted School District Policy - vs - Building, Department or Team
  - Seasonal – vs – Annual
  - Progressive – vs - Situational
  - Clear/Enforceable Sanctions – vs - Variable

# POLICY AND ENFORCEMENT



- **EXPECTATIONS**

- Does “Code” fit the expectations of state association/league, school, teams and coaches?
- Must be clear and understandable
- Parents and Athlete both sign and acknowledge understanding/agreement

# POLICY AND ENFORCEMENT



- Sanctions

- Progressive Discipline

- > Grade Level

- > Sequencing of Sanctions Per Offense

- Require Assistance and Compliance for Reduction

If all else fails you may have to enforce ineligibility  
regardless of athlete

# POLICY AND ENFORCEMENT



- CONDUCT AWAY FROM SCHOOL OR SCHOOL EVENTS
  - What is the District philosophy?
  - What's best for the athlete, team, program?
  - Should the sanction process be the same?

# POLICY AND ENFORCEMENT



- Consistency
  - Enforcement **MUST** be consistent to remain creditable
  - Focus on providing assistance and help
    - > Enforcement of sanctions is a natural and important consequence

# POLICY AND ENFORCEMENT



- Appeal Process
  - Clear appeal process is necessary to meet legal and district protocol
  
  - Appeal levels
    - > School sanctions
    - > First level of appeal to District Committee
    - > Second level to Board of Directors
    - > Third level to State Association or Court

# FUTURE DIRECTIONS



- Add to your knowledge of “what works” for impacting alcohol and other drug use. **NOT SIMPLY SANCTIONS!**
- Early identification through observation, listening and action. **LISTEN AND RESPOND**
- Build bridges with students, staff, parents and communities. **BE DIRECTLY INVOLVED**
- Consider any unique needs or challenges and seek solutions. **BE A TEAM PLAYER AND LEADER**
- Keep the focus on how important this work is and realize the impact of prevention and intervention can have when resources are appropriately directed and priorities are clear. **YOU ARE IMPORTANT**

# A FINAL THORUGHT



- We have all been there; the life of a student-athlete can be hectic, demanding, and flat out brutal. Not only are they facing challenges on field but off the field as well.
- When dealing with the stress of everyday life, one of the biggest challenges student-athletes face is making tough decisions about the use of alcohol and other drugs.



# FINAL THOUGHT



- ADOLESCENT SUBSTANCE USE NEEDS TO BE IDENTIFIED AND ADDRESSED AS SOON AS POSSIBLE.
- ADOLESCENTS WILL BENEFIT FROM INTERVENTIONS IN BOTH THE SHORT AND LONG TERM.

**REMEMEBR, YOU ARE A VERY IMPORTANT PART  
OF THEIR LIFE BOTH NOW AND IN THE  
FUTURE**

# THANK YOU !



**THANK YOU FOR ALL YOU DO!!**

**HAVE AN OUTSTANDING CONVENTION**

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