

1 440ml can of Fosters = 1.8 units...1 bottle of Apple Sours = 10 units...1 330ml bottle of Carling = 1.3 units...Half a bottle of 750ml vodka = 17 units

1 275ml bottle of WKD = 1.5 units...1 440ml can of Stella = 2.2 units...1 440ml can of Carling = 1.8 units

## 1. How many units are in my drink?

Beer 1 pint 4.4%	Alcopop 275ml 5%	Glass of wine 175ml 12%	Bottle of wine 750ml 12%	Bottle of vodka 1 L 40%	Cheap wine 1 L 5%	Bottle of vodka 500ml 40%	Cider 1 pint 5.2%	Shot 25ml 40%	Shot 35ml 40%

1 440ml can of lager / beer  
~ 172 calories



1 440ml can of cider ~  
189 calories



**2. I drink:**

With:

Where:

Because:

**3. I feel at risk when...**

This is how many units I drink per drinking day

It is recommended that young people under the age of 15 do not drink alcohol. Drinking alcohol:

- is bad for your health
- can make you gain weight, spots and bad breath
- can make you feel sick and dizzy
- increases the risk of accidents, violence and regretted sex
- can impact on your relationships with friends and family

**4. What do I think about my drinking?**

Good:

Bad:

What do other people think about my drinking?

1 full litre bottle of strong white cider ~ 440 calories



Half a bottle of vodka ~ 930 calories



Current adult drinking guidelines suggest that:

- Men should not regularly drink more than 3-4 units a day
- Women should not regularly drink more than 2-3 units

**5. What do I think about reducing my drinking?**

Bad:

Good:

**6. What could I do about my drinking?**

a.

b.

c.

1 full litre bottle of cheap white wine ~ 414 calories



1 litre bottle of Bellabrusco = 5 units...1 litre bottle of Frosty Jacks = 7.5 units...1 litre bottle of Strongbow = 6 units...1 pint of Carlsberg = 3 units

1 pint of Fosters = 2.3 units...1 440ml can of Strongbow = 2.6 units...1 330ml bottle of Stella = 2 units

### **Step 1: 'How many units are in my drink?'**

During step 1, young people should be asked to talk about what they typically drink. To help you and the young person work out how many units of alcohol they drink on a day when they drink, there is a picture on the sheet which shows the amount of units in common drinks. The unit content of other common branded drinks is also illustrated around the border of the sheet. Help the young person to calculate how many units they drink and ask them to write this on the sheet.

It is important that you do not respond either positively or negatively to the young person's answer. A neutral response will make the young person feel safe to begin to explore and share their thoughts about their drinking with you.

*'Tell me about what you drink on a typical drinking day, so I can understand what happens?'*

It is recommended that young people under the age of 15 years do not drink alcohol at all. This is stated on the sheet. The recommended UK drinking guidelines for adults are also illustrated on the sheet. Conversation can be prompted by comparing the young person's drinking with both of these guidelines. As an additional discussion prompt, calorie comparisons with various food products are also included on the intervention sheet. Ask the young person what they think about their levels of drinking compared to these recommendations. You can also help the young person to work out the calorie content of the alcohol they are drinking and what the equivalent is in terms of food.

Both adults and young people are influenced by the behaviour of others. People are less likely to change their behaviour if they believe their behaviour is 'normal' and similar to that of others. Conversely, believing that the social norm is to behave in a different way promotes the likelihood of change. Ask the young person:

*'What percentage of young people aged 14 years have **never** drunk alcohol?'*

Ask the young person

*'What percentage of young people aged 14 years had not drunk alcohol in the last month?'*

These statistics are detailed on the brief intervention sheet. Advise the young person what the actual percentages are (40% of 14 years olds have never drunk alcohol; 85% of 14 year olds have not drunk alcohol in the past month). Ask the young person what they think about this.

## **Step 2: 'Typical drinking day'**

Step 2 offers an opportunity to find out more about the context of the young person's drinking. Listen to the young person, encourage and prompt them to paint the picture.

The step is divided into 3 parts (*with, where, because*). Allow the young person to cover each of these prompts in turn; sit back and relax – don't respond to problems by giving your opinions or trying to fix them.

Summarise the main points; move on to Step 3. Ideally, Step 2 should lead naturally into Step 3, where the young person will be asked to reflect on times and situations which may make them feel at 'risk' when drinking.

## **Step 3: 'Are there any risks with my drinking?'**

Step 3 provides an opportunity to explore the aspects of drinking discussed in Step 2 which make the young person feel at 'risk'. Remember that risk is subjective and will mean different things to different young people in different situations. Allow the young person to identify these for them self. If the young person cannot think of any risks you may wish to prompt. Use the answers from step 2 to help you do this (e.g. if young people drink in a public place there are likely to be different risks than if they drink in the house under their parent's supervision). Go through the risks of drinking above the recommended amounts with a young person. As an aid, the negatives of drinking (i.e. bad for health, weight gain, spots, hangovers, impact on relationships etc) are provided on the sheet. Ask the young person what they think about these risks to prompt further the risks in their own drinking.

Be aware that responses provided by young people in Step 3 could be useful in steps 4, 5 and 6.

Summarise the main points; move on to Step 4.

## **Step 4: 'How important is changing my drinking?'**

This step asks the young person to consider the importance of changing their drinking. The purpose of this section is to encourage the young person to explore their motivations for change and potential for positive development of motivation. Start by asking the young person:

*'On a scale of 0-10, where 0 is not important at all and 10 is very important, where would you place yourself with regards to how important it is for you to change your drinking?'*

A numerical response alone does not provide any insight into the young person's motivation. It is therefore extremely useful to follow-up this question by asking:

*'Why have you chosen that number? What does number x mean to you?'*

You may also choose to ask young people about situations which might cause this number to increase and for them to consider changing their drinking to be more important. This approach is particularly useful with young people who report that they do not consider change to be very important.

This section also asks young people to consider how confident in their ability to change. Again, this should be posed as a scaling question:

*'On a scale of 0-10, where 0 is not confident at all and 10 is very confident, where would you place yourself with regards to how you are in your ability to change your drinking?'*

It is again extremely useful to follow-up this question by asking:

*'Why have you chosen that number? What does number x mean to you?'*

As the confidence scaling question is concerned with identifying barriers to change, it is helpful to encourage the young person to consider ways in which they can overcome these barriers and in doing so, increase their confidence:

*'How can I help you get from where you are now to a higher number?'* Or *'what would have to happen for you to feel more confident in your ability to change your drinking?'*

The responses provided in step 4 could be useful in step 6.

### **Step 5: 'What do I think about reducing my drinking?'**

In step 5, ask the young person what they think about reducing their drinking. As in step 4, it is important to think about both what they think are the bad things and also what they think are the good things about reducing their drinking. Make sure you start with the bad things about reducing before discussing the good things in order to encourage a positive view of reduction. If needed, use the information that the young person has already provided in step 3 and 4 as a prompt; a good thing about the young person reducing their drinking will always be reducing the risks and the bad things that they previously identified about their drinking.

*'What might be a bad thing about thing about reducing my drinking?'/ 'What do you think are the good things about reducing your drinking?'*



## **Step 6: 'What could I do about my drinking?'**

In Step 5, young people should be encouraged to consider making an action plan and a coping plan to change their drinking. Discuss some of the things they could do to reduce their drinking. After identifying actions, prompt the young person to consider a coping plan. Ask if there are times when it might be difficult to achieve or maintain these changes before encouraging the young person to think of things or people which may be able to assist him/her to achieve or maintain change.

Ensure that the young person is coming up with plan for themselves. It is OK to prompt them but it will work best if the young person comes up with their own ideas. Some young people will not want to make a plan at all.

Summarise everything you have discussed from step 1 through to step 6. Take a copy of the sheet to give to the young person. Store a copy of the sheet securely in a locked cabinet. The research team will collect the sheet.

### **Issuing the alcohol information leaflet:**

*"These leaflets describe what we have just discussed in more detail. Take these away with you and please take the time to read them. There are contact details should you need further help/advice".*

*"Thank you for taking part in the project. These leaflets will provide you with some advice about alcohol and risks. Please take time to read the leaflet. We are also giving you some contact details if you would like any further help or advice."*

### **Closing the session:**

Finally, the young person should be informed that (i) their class will be asked to fill in a similar questionnaire in 6 and 12 months time; (ii) they will be asked to attend a session with a learning mentor in 12 months time to fill out an additional questionnaire, which should take and no longer than 20 minutes; and (iii) they may be invited to take part in an interview with a member of the research team exploring their views on the research project.

No further information needs to be discussed and the young person should be thanked again and the session completed. Remember to document the end time of the intervention on the A3 tool.

**INTERVENTION 2 ONLY:** Explain that you would like to arrange a family meeting and ask the young person if it is ok to contact their parent(s). THE YOUNG PERSON MUST INDICATE THAT THIS IS OK BY TICKING THE BOX ON THE CONSENT FORM.

Also check with the young person if it is ok to use the A3 intervention tool in any meeting with the parent(s). **IF THEY HAVE AGREED TO YOU CONTACTING THEIR PARENT(S)** explain that you will be talking to their parent(s) in the next couple of weeks to arrange this meeting and you will let them know when this is done.

No further information needs to be discussed and the young person should be thanked again and the session completed. Remember to document the end time of the intervention on the A3 tool.

# **INTERVENTION**

**2**

# INTERVENTION 2

## Organising and facilitating the family meeting

If the young person agrees that they are happy for their parents/family to take part, parents should be contacted and invited to a meeting (which we expect will take up to one hour) via telephone or letter. The parents should be advised that any member of the family can attend the meeting.

This meeting should take place within one month of the 1:1 session, at a date and time which is convenient to all parties. It is anticipated that this could be after school hours and will be on school premises or another suitable venue. It is preferable that this meeting is not arranged within the family home. The research team can help arrange this meeting.

Written and informed consent from parents **must** be sought prior to delivering the intervention using the consent form provided to you by the research team (see below).

**Without a completed consent form, the session cannot take place.** This form should be signed and dated by both the participants and learning mentor; and a copy provided to the parents (or other family members). A separate consent form will be needed for each participant. The original copies need to be stored securely in a locked cabinet until the research team collects them.

# SIPS JR-HIGH



## Parental Consent Form



To be completed by a parent or guardian who **DOES NOT AGREE** to their child taking part in the SIPS JR-HIGH Young People and Alcohol study at their child's school.

Please  
Tick  
Box

**Name of Researchers:** Stephanie O'Neil and Dr Dorothy Newbury-Birch

1. I confirm that I have read and understand the participant information leaflet dated 10/08/2011 (version 1) for the above study and have had the opportunity to ask questions.
2. I **DO NOT** wish my child to take part in the above study

Please use BLOCK CAPITALS

Your name .....

Child's full name .....

Child's school .....

Signature of parent / guardian ..... Date .....

It is important to begin building rapport with the family from your first contact to arrange a convenient date and time for the meeting. It is advised that the learning mentor who contacts the parents is the person who is expected to be present at the family meeting.

Wherever possible, contacting parents by telephone is preferable. If you cannot get in touch, try calling at different times of the day or contacting the other cases on your list first. If you still cannot get in touch after several attempts, then parents should be contacted by letter.

## **WHAT TO SAY WHEN CONTACTING THE PARENTS / FAMILY**

*“As you know, a research study about alcohol has been taking place in school, aimed at finding out whether it is possible to advise young people about alcohol. Your (young person’s name) has taken part, and spoken to me about alcohol. (Young person’s name) has agreed for us to contact you to see if you are happy to take part in the study. Taking part would involve coming along to a meeting, so that we can get your views and to give you all the opportunity to discuss alcohol as a family. I think this meeting will last up to an hour. Would you like to take part? When would be a convenient time for the meeting to take place?”*

**The start and end time of the session should be recorded in the box provided on the intervention tool.** The aim of the session is to give young people an opportunity to consider their drinking, from the perspective of their parents/family members and also to fully involve the parents/family members in the development of a family action plan which seeks to support the young person to reduce their drinking. It is recognised that in order to involve the parents/family members in the action plan, the parents/family members motivation may also need to be explored and developed. Similarly, parental/familial behaviours and attitudes maybe negatively influencing the young persons drinking. If this is the case, it is likely to be appropriate for these issues to be discussed within familial change. Further advice will be given as to how to approach these issues.

The session will be structured around a 4-step tool (see below). This A3-sized, interactive document is designed to promote a conversation between yourself, the parents/family members and the young person about the young person’s alcohol use, parents/family members views of the young person’s drinking and a plan for change.



40% of 14 year olds have never drank alcohol; 85% of 14 year olds have not drank in the last month

Young people who are drinking may seek help from an older sibling

It is both parents and friends that influence a young person's decisions about drinking

**1. Young person's views on previous, 1:1 session**

**2. What are your views about your child's drinking?  
Do you have any concerns?**

**3. How important is it to me that my child changes their drinking?**

0 1 2 3 4 5 6 7 8 9 10  
 Not very  
 Important important

**How confident am I that I can help them change?**

0 1 2 3 4 5 6 7 8 9 10  
 Not very  
 confident confident

(What would need to happen for you to get to a higher point? How can I help you get from where you are now to a higher number?)

**4. Family action plan**  
**Benefits for family of making change**

**Goals:**

- ❖ .....
- ❖ .....
- ❖ .....

**What might make change hard?**

**Who might be able to help you?**

**How might they be able to help you?**

Overly hard or soft supervision results in it being more likely that young people will drink more; Good family relationships and a supportive family environment can have a positive effect on young people's drinking

Start Time:	End Time:
Date:	Location:

It is recommended that young people under the age of 15 do not drink alcohol. Drinking alcohol: *maybe bad for their health; results in weight gain, spots and bad breath; cause hangovers; increases the risk of accidents, violence and regretted sex and can impact on relationships with friends and family*

## **BUILDING RAPPORT**

It is important that you begin to build rapport with the family from the very beginning of your interaction. Indeed, this process starts from your first contact when arranging a convenient date and time for the meeting. When the parents/family members and the young person arrive for the family meeting, ensure that you welcome them all in a friendly and warm manner. An informal communication style is beneficial when introducing yourself and the meeting. It might be that you are able to make connections with the family at this early stage by discussing matters not related to the meeting (the weather, their journey into the school, how their day has been etc). This assists the family and the young person to feel at ease and therefore benefits the intervention.

## **INTRODUCE THE INTERVENTION**

*“Thank you for coming today. As you know, some people say that young people are drinking too much nowadays (pause), I don’t know if you would agree with this? Our project is aimed at finding out how many young people do drink in a way which may be risky and whether it is possible to advise young people about alcohol. Your (young person’s name) has been generous enough to talk to us about their drinking. Our meeting today aims to build upon that, to seek your views and to give you all the opportunity to discuss this as a family.”*

It is always advisable to avoid any implied criticism of either the young person or the family. Always, in a natural way, find something to praise the young person about for example:

*“I found (insert the young person’s name) to be an intelligent, thoughtful young person” or if disinhibited and loud, “a really energetic young man...very kind in the way he talked about his friends...”*

After beginning to build rapport and introducing the intervention, you are now in a position to progress to delivering the intervention tool. During the level two intervention, it is advised that the learning mentor should write the young person’s and parents/family members’ responses on the level two intervention sheet.

### **Step 1: ‘Young person’s views on previous, 1:1 session’**

The purpose of step 1 is to facilitate communication between the young person and their parents/family members about the young person’s drinking. Fundamental to this step however is the fact that the young person leads the discussion and shares information that they feel comfortable to discuss in front of their parents/family members. Therefore, do not advise the parents/family members of what was discussed. Rather, learning mentors should invite the young person share their recollection of the discussion held during the level one intervention. Remember that rapport building is an on-going process throughout step two intervention and every effort should be made to ensure no party feels judged. It maybe

useful to open this step by asking the young person about their views of the level one intervention:

*'You and I met approximately one month ago and we had a discussion, how do you think that discussion went? What do you remember from our chat?'*

You can use prompts to facilitate the young person to share information with the parents/family members:

*'When we met, we had an interesting conversation and talked about a number of things including your drinking. What do you remember about what we talked about?'*

It may also be useful to consider if there has been any change in the young person's drinking or wider situation since the level one intervention:

*'Thank you for sharing your memory of what we talked about. Has there been any changes since we last met?'*

This information provides the context for the remaining discussion.

### **Step 2: 'What are your views about your child's drinking? Do you have any concerns'**

Step 2 provides an opportunity to explore the aspects of the young person's drinking discussed in Step 1. The parents/family members may already be aware of the young person's drinking and therefore hold a view about whether this is acceptable or something to be concerned about. Alternatively, parents/family members may not have known that the young person drinks/frequency or amount of drinking. Step 2 encourages the parents/family members to consider their views. The purpose of this step is to encourage the young person to view their drinking from their parents'/family members' perspective, thus develop the young person's motivation to change. In addition however, parents/family members who facilitate the young person's drinking maybe encouraged to consider the risks associated with the young person's drinking and therefore develop motivation to change facilitative practice. Allow the parents/family members to identify their views and concerns themselves. If they do not express any concerns you may wish to prompt. Use the answers from step 1 to help you do this. Ask the young person what they think about their parents'/family members' views/concerns.

Summarise the main points; move on to Step 3.

### **Step 3: 'How important is it to me that my child changes their drinking?'**

This step asks the parents/family members to consider the importance of the young person changing their drinking. The purpose of this section is to encourage the young person to

consider their parents'/family members' desire for the young person to change. It is expected that this exploration has the potential for positive development of the young person's motivation. As in step 2, parent's/family members are also encouraged to consider their own motivation for the young person to change their behaviour. This in turn may motivate parents/family members who facilitate their child's drinking to change their behaviour also. This is important precursor for step 4. Start by asking the parents/family members:

*'On a scale of 0-10, where 0 is not important at all and 10 is very important, where would you place yourself with regards to how important it is to you for your child to change their drinking?'*

A numerical response alone does not provide any insight into the parents'/family members' motivation. It is therefore extremely useful to follow-up this question by asking:

*'Why have you chosen that number? What does number x mean to you?'*

You may also choose to ask parents/family members about situations which might cause this number to increase and for them to consider their child changing their drinking to be more important. This approach is particularly useful with parents/family members who report that they do not consider change to be very important.

This section also asks parents/family members to consider how confident they are in their ability to support their child to change. Again, this should be posed as a scaling question:

*'On a scale of 0-10, where 0 is not confident at all and 10 is very confident, where would you place yourself with regards to how confident you are in your ability to support your child to change their drinking?'*

It is again extremely useful to follow-up this question by asking:

*'Why have you chosen that number? What does number x mean to you?'*

The confidence scaling question is concerned with identifying barriers to supporting change. Research tells us that young people exposed to familial alcohol misuse are more likely to start drinking at an earlier age and to drink heavier. It maybe therefore that parents/family members disclose their own difficulties with alcohol during this step (*"how can I encourage my child to reduce their drinking when I cannot reduce my own?"*) As with any identified barrier to supporting change, it is helpful to encourage the parents/family members to consider ways in which they can overcome these barriers and in doing so, increase their confidence:

*‘How can I help you get from where you are now to a higher number, where you feel more confident in your ability to support your child to change their drinking?’ Or ‘what would have to happen for you to feel more confident in your ability to support your child to change your drinking?’*

The responses provided in step 3 could be useful in step 4. For example, parents with alcohol problems may feel like they would be better able to support their child to change their drinking if they also achieve change.

#### **Step 4: ‘Family action plan’**

In Step 4, young people and parents/family members should be encouraged to consider making a family action plan and a coping plan to support the young person to change their drinking. Using the information gathered in both level one and level two interventions, encourage the family to consider the benefits for the family unit and/or the individuals within the family, of change. The parents/family members and the young person should identify the benefits for themselves; encourage agreement and ensure that all parties feel included.

*‘What are the good things that might come from (insert young person’s name) changing their drinking? What are the good things for (insert the young person’s name)? What are the good things for the family as a whole?’*

After the family has identified the benefits of change, it is important that the family reach achievable goals, which they all agree upon. Your role here is to facilitate discussion, rather than suggest goals. After identifying goals, prompt the family to consider a coping plan. Ask if there are times when it might be difficult to achieve or maintain these changes. Remember to encourage the young person and parents/family members to contribute. It is important that the family see this as a shared goal, which they work towards together.

Ask the young person and the parents/family members to consider times or situations which might make it difficult for the young person to achieve or maintain change. Encourage the young person and parents/family to contribute, both in terms of their perception of the young person’s barriers for change and the factors which may present a barrier to the parents/family members supporting the young person to change. Remember to use the information from step 1 and step 3 and prompt the family to consider relevant factors.

Examples of barriers to change for the young person include:

- All/most of the young person’s friends might drink alcohol
- The young person may feel that there is ‘nothing else to do’
- The young person may be worried about how their friends will perceive them if they stop/reduce drinking

Examples of barriers for the parents/family members supporting the young person to change their drinking include:

- A parent/family member may be experiencing alcohol problems themselves
- The young person and parent/family member (including sibling) may drink alcohol together
- The parents/family members may buy alcohol for the young person or have alcohol in the house, which the young person drinks
- The parents/family members may not be available to supervise the young person during the occasions that the young person drinks due to work/socialising
- The parents/family members may not have perceived a need to impose house rules and restrictions upon the young person prior to the meeting

It is always difficult to raise sensitive issues such as parental alcohol use. It maybe that the young person and parents/family members will share this information without being prompted. If barriers to change and supporting change are not identified, you may find that it is useful to draw the family's attention to some of the information on the intervention sheet. For example, there is an information box on the intervention sheet which advises that both parents and friends may influence a young person's drinking. You could try saying:

*'Both parents and friends may influence a young person's drinking. This can be in both a positive and a negative way. Do you think there is anything in or outside of the home that may influence (insert young person's name) drinking?'*

Whilst the focus of the intervention is to effect change in the young person's drinking, the parents/family may also need to change in order to support it. For instance, parents/family members may drink alcohol in a risky way and the family may agree that both the young person and the parent/family member will reduce their drinking. It may be appropriate to refer the parent/family member to a local service; contact numbers of alcohol services are provided in your pack. Young people's drinking maybe sanctioned and facilitated by parents/family members and the family may agree that in order to support the young person to reduce their drinking, the family will purchase less alcohol. Another way in which the family could work together to support the young person to change is to agree that the young person comes home at an earlier time on the evenings they drink alcohol or that the family may alternatively spend time together, without the use of alcohol. Fundamentally, the family can play a crucial role in supporting, encouraging and celebrating change. Ask the young person and parents/family members how they might prepare for and deal with the difficult times which they have identified, who can support change and how this can be achieved. It may be appropriate for the family to consider how they will recognise and celebrate change as a family also. This may involve a 'reward' activity such as ordering pizza or visiting the cinema once change has been achieved or maintained.



## **DEALING WITH DIFFICULT DISCLOSURES**

If you are concerned about the welfare of the young person, it is imperative that you follow your usual safeguarding procedures. Every school will have their own policy and procedures which will provide advice on who to discuss and report safeguarding concerns to. National guidance is also available: [www.education.gov.uk/publicationDetail/Page1/DCSF-00305-2010](http://www.education.gov.uk/publicationDetail/Page1/DCSF-00305-2010) (eg section 2.72)

## **CLOSING THE SESSION**

Closing and 'winding down' appropriately can often be important. We suggest that you take some time after the intervention to debrief the family. This may include chatting about how they feel about the plan that they have agreed together. The provision of refreshments at this point maybe useful and can be offered whilst you photocopy the Intervention 2 sheet for the family to take away (the research team will collect the original sheet). A similar communication style to that encouraged within the 'building rapport' stage of the intervention is encouraged here, in order to promote comfort within the family before they leave.

### **Issuing the alcohol information leaflet:**

*"This leaflet describes what we have just discussed in more detail. Take it away with you and please take the time to read it. There are contact details should you need further help/advice."*

*"Thank you for taking part in the project. This leaflet will provide you with some advice about alcohol and risks. Please take time to read the leaflet. We are also giving you some contact details if you would like any further help or advice."*

Thank all parties for their contribution to the meeting and their involvement in the study.

# **12 Month Follow Up**

# Preparation and Support

## ***a. Prior to Follow Up Appointments***

This training pack contains a list of young people from your school who met with you a year ago and took part in a session about alcohol as part of this research project. Each young person will now be asked to meet with you and complete a follow up appointment.

You have been given a separate pack for each young person who requires a follow up appointment. This pack contains all of the resources and information that you will need to deliver the follow up session.

Case-diary sheets for each young person have been returned to you and are included in the packs. Here, you should record any interactions to do with the relevant young person. Every time you attempt or do have contact with the young person should be recorded on this document – this is important as it will enable to look at how long is spent arranging and carrying out the follow up session.

## ***b. During Follow Up Appointments***

Just like in the previous stage of the research project, the researcher will organise regular meetings or telephone calls / emails to answer any questions or concerns; collect completed follow up sessions; and chase up outstanding follow up appointments. You can contact the research team at any time with any questions or concerns.

## ***c. Date management and storage***

All data relating to the study must be kept confidential. After every interaction with a young person it is important to make sure that documentation is kept in secure locked cabinets.

A member of the research team will visit the school at least once per week to collect any finalised documentation.

# 12 MONTH FOLLOW UP

## Delivering the Follow Up Session

The start and end time of the follow up session should be recorded on each young person's case diary sheet, and in the box provided on the Timeline Follow Back Form completed by you and the young person.

The aim of the session is to:

- \* Explore any changes in a young person's drinking 12 months after the original intervention, using three different screening questionnaires.
- \* Establish the proportion of young people who successfully receive a follow up appointment 12 months after the original intervention.

Both aims are important to the development of a larger, national research study – we are keen to understand more about drinking in this age group, but at this stage we are also testing the tools to establish the best way to examine alcohol use in a school setting.

During the follow up session, each young person will be asked to fill out three separate questionnaires:

- \* Single Alcohol Questionnaire (SAQ);
- \* Alcohol Use Disorder Identification Tool (AUDIT)
- \*Timeline Follow Back (TLFB) 28

The SAQ and AUDIT are to be completed by the young person on their own, in confidence, whereas the TLFB (like the intervention sheet that some young people completed 12 months ago) is much more interactive and to be completed by you and the young person together. ***It is important that the young person fills out each questionnaire in the order in which they are placed in the YP's envelope – the TLFB questionnaire should always be completed last.***

### Introduce the Follow Up Session:

*'Thank you for coming to see me today. You may remember coming to see me about a year ago and answering some questions about alcohol. At the end of our appointment, I mentioned that you would be asked to come back and see me to fill out another questionnaire. This is because Newcastle University are following up all young people who took part to see if anything has changed in the past year. Are you still happy to take part in the study? This is the last time you will be asked to come along to see me as part of this research project. Whatever we talk about will stay between you and me unless you tell me something that may place you or someone else at serious risk of harm.'*

If the young person is still happy to take part, continue with the session. If a young person is unhappy to continue for any reason, thank them for coming to see you and stop the follow up session. Remember, a young person is free to change their mind at any point, and they do not have to give a reason for this. **If a young person does decide that they no longer want to take part it is important to inform the researchers as soon as possible.**

The remaining sections of this manual will explain how to complete all three screening questionnaires.

a. The SAQ:

**SAQ - TO BE COMPLETED BY THE YOUNG PERSON ON THEIR OWN**

The following questions ask about the alcohol you have drunk in the **last 12 months**. The questions ask about how many **standard drinks (units)** you have consumed. A description of a standard drink is given in the box below. So, for example, a pint of regular beer or lager is equal to 2.5 standard drinks.



**In the last 12 months how often have you drunk more than 3 units of alcohol?**

Never	Less than 4 times	4 or more times but not every month	At least once a month but not every week	Every week but not every day	Every day
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Completing the SAQ: Young people must complete the SAQ on their own, confidentially.**

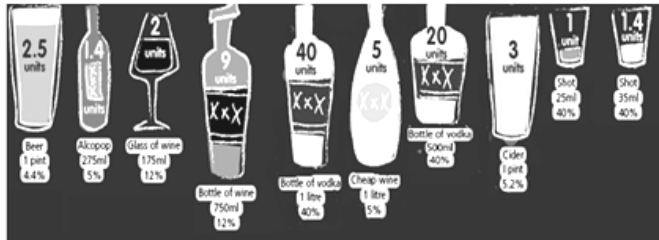
Young people have completed this questionnaire three times before and should recognise it. It is one of a number of questions in the larger survey completed by the whole year group at baseline and anonymously at 6 and 12 months. We are asking young people recruited into the main study to complete it again so that we can compare their answers with those they gave 12 months ago when they completed the first questionnaire and left their name.



## b. The AUDIT:

AUDIT - TO BE COMPLETED BY THE YOUNG PERSON ON THEIR OWN

The following questions ask about the alcohol you have drunk in the **last 12 months**. The questions ask about how many **standard drinks** (units) you have consumed. A description of a standard drink is given in the box below. So, for example, a pint of regular beer or lager is equal to 2.5 standard drinks.



How often do you have a drink containing alcohol?

Never      Monthly or less      2 to 4 times a month      2 to 3 times a week       $\geq 4$  times a week

How many standard drinks containing alcohol do you drink on a typical day when you are drinking?

1 to 2      3 to 4      5 to 6      7 to 9      10 or more

How often have you had 6 or more standard drinks if female, or 8 or more if male, on a single occasion in the last 12 months?

Never      Less than monthly      Monthly      Weekly      Daily or almost daily

How often during the last 12 months have you found that you were not able to stop drinking once you had started?

Never      Less than monthly      Monthly      Weekly      Daily or almost daily

AUDIT - TO BE COMPLETED BY THE YOUNG PERSON ON THEIR OWN

How often in the last 12 months have you failed to do what was normally expected of you because of your drinking?

Never      Less than monthly      Monthly      Weekly      Daily or almost daily

How often in the last 12 months have you needed an alcoholic drink in the morning to get you going?

Never      Less than monthly      Monthly      Weekly      Daily or almost daily

How often in the last 12 months have you had a feeling of guilt or regret after drinking?

Never      Less than monthly      Monthly      Weekly      Daily or almost daily

How often in the last 12 months have you not been able to remember what happened when drinking the night before?

Never      Less than monthly      Monthly      Weekly      Daily or almost daily

Have you or someone else been injured as a result of your drinking?

No      Yes but not in the last year      Yes, during the last year

Has a relative/friend/doctor/health worker been concerned about your drinking or advised you to cut down?

No      Yes, but not in the last year      Yes, during the last year

**Completing the AUDIT: Young people must complete the AUDIT on their own, confidentially.** Like the SAQ, young people have completed this questionnaire three times before and should recognise it. It is one of a number of questions in the larger survey completed by the whole year group at baseline and anonymously at 6 and 12 months. We are asking young people recruited into the main study to complete it again so that we can compare their answers with those they gave 12 months ago when they completed the first questionnaire and left their name.

c. The TLFB:

Name of Young Person: \_\_\_\_\_

Name of learning mentor: \_\_\_\_\_ School: \_\_\_\_\_

Date: \_\_\_\_\_ Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_

Case ID (Office Use Only): \_\_\_\_\_

# SIPS JR-HIGH

## TIMELINE FOLLOWBACK CALENDAR: 2013



To help us evaluate your drinking, we want to get an idea of the amount of alcohol you have drunk in the past 28 days. To do this, we would like you to fill out the attached calendar with the learning mentor.

- ✓ Filling out the calendar is not hard
- ✓ Try to be as accurate as possible - it is important that you answer each question as thoughtfully and frankly as possible.
- ✓ This is not a test and there are no right or wrong answers - *We recognize that you won't be able to remember everything perfectly and that's okay.*

### COMPLETING THE CALENDAR:

- ✓ On days when you did drink, please write in the total number of drinks you had, including what type and brand of alcohol it is (e.g. '5 cans of Fosters')
- ✓ Please try to include the size and type of container (e.g. 300ml can)
- ✓ If you shared a drink with other people, please try to remember how much **you** drank – did you have the same amount as everyone else?
- ✓ On days when you did not drink, you should mark these with an 'A'
- ✓ ***It's important that something is written for every day, even if it is an 'A'***
- ✓ A blank calendar is attached. Write in the number of Standard Drinks that you had each day.
- ✓ **Double check that ALL days are filled in before returning the calendar.**
- ✓ Thank you for taking part!

**Mon**

**Tue**

**Wed**

**Thu**

**Fri**

**Sat**

**Sun**

12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30 Nov	1	2
3	4	5	6	7	8	9 Dec

**Yesterday**

The TLFB measures alcohol consumption over a given period of time. In this study we are measuring the past 28 days. The questionnaire is based on asking participants to estimate / recall their daily alcohol consumption and can examine total alcohol consumption *as well as* patterns of alcohol consumption. The TLFB form looks a little bit like a 'drink diary'.

### **Preparing the TLFB form:**

There is a different copy of the TLFB form to be used for each date during the follow up period. Dated copies of the form have been organised for you into a folder (and provided to you with your training pack). *For example, if you decide to hold an appointment with a young person on 2<sup>nd</sup> February, please make sure you use a form dated 2<sup>nd</sup> February from your file.*

Dated copies of the form are also marked with memorable dates (such as Christmas, exam periods, football games). Memorable dates which are specific to the young person (such as their birthday or family occasions) will need to be filled in when the young person is in the room with you – don't spend too long on this, the first 2-3 minutes of the session should be enough. Memorable dates can work as really good prompts to ease the young person into filling out the TLFB.

### **Filling out the TLFB form:**

The aim is to fill in the amount of alcohol consumed for each day (represented by a box in the grid). The TLFB questionnaire is interactive and designed to be filled out by you and the young person together. When completing the form, the key information that you want to find out is:

- \* When the young person drank alcohol
- \* The type (and brand) of alcohol that they drank
- \* Volume of alcohol consumed

There are different ways of identified how much alcohol the young person has consumed. First, think about the size and type of container (e.g. bottle or can / 300 or 500ml). Remember that a young person may not always drink all of this to themselves – in this case, make a note of the proportion of the container that they think they drank, the number of people that they shared this with and whether everyone drank the same amount – any / all of this information is helpful. Finally, days when a young person did not drink should be marked with an '**A**', which stands for 'abstinence' (no drinking at all on that day).

In terms of volume, very few young people know the size of bottles or other containers. Being able to show the size of a bottle with your hands and having some background

knowledge yourself can help in working with the participant. Sometimes asking how much it cost and where it was purchased can help with your detective work.

Eventually, the completed form should look something like this:

Mon	Tue	Wed	Thu	Fri	Sat	Sun
12	13	14	15 1 x 175ml White Wine.	16 1 x 175ml White Wine.	17	18
19	20	21	22	23	24	25
26	27	28	29	30 Nov PAYDAY	1st xmas tree up! 2 x 175ml red wine	2 SAFE V NORWICH 2 x 330ml Pilsner, 1 x 175ml
3	4 GRADUATION 1 Moëtto 1 Pt Foste (S 1 x 175ml)	5	6 1 x 175ml White Wine.	7 1 x 175ml White Wine.	8	9 Dec A'S BIRTHDAY. ROCKCLIFFE HALL 4 x 175ml glass of wine.

White Wine.

Yesterday

Notes:  
 Always has xmas afternoon tea with man; Shared two bottles of wine - may not be accurate - 'top ups' - 1 good wine, what does this mean ???  
 2 Dec - xmas shopping with Dad - had lunch with drinks food & drinks - it's a regular thing?  
 4 Dec - 1st graduation; Celebration, food again.  
 Drinks several times in the month in house with father - pattern ???

### Getting started:

Some people find the TLFB quite challenging as there are no set questions to ask. It is more a process of questioning to establish what (and how much) young people drink, and the background to their drinking which enables you (as the researcher) to build up a pattern of drinking and complete the chart. Essentially, you want to build up a picture of each young person's drinking over the last 28 days. The following tips are useful ways to get started:

- Find out when they last had a drink of alcohol?
- What was the background to this?
- What was the situation?
- Where was it consumed?
- When was this?
- How often does this happen?
- Is this usual?
- Do they ever drink more/less than this?
- Are there any other times that they've had a drink of alcohol?

***A 'notes' page has been provided for you – please use this to scribble down any information that you think might be useful as you go through the form. Write down everything because, as the story unfolds, the information can help you piece together a picture of their drinking behaviour. This notes page is really important to us – remember that we are also trying to explore the implications of examining alcohol use in a school setting in this way.***



Be alert to patterns of drinking behaviour – this will make completing the form much easier because it enables chunks / consecutive weeks of the TLFB to be completed. Some young people may be reluctant to disclose their alcohol use. Don't be afraid to prompt or ask specific questions to help these young people to discuss their drinking – ask as many as you think fits the participant.

Listen carefully and draw on everything they say. If they mention something in passing or in answer to another question, pick up on it as a prompt. When it comes to establishing frequency often giving a timeframe can help. For instance, if someone says they drink with mates you might ask if this happens 2-3 times a week or once every week depending on the participant. Sometimes picking an extreme (e.g. every day) can help you work towards something in correct range.

### **Some examples of what you could say:**

*"I'd like to ask you about your drinking during this period. The things already recorded on the calendar here may help you remember better. First of all, were there any periods or days when you had nothing to drink at all?"*

*"Could you describe for me a usual or typical week of drinking?"*

*"Now that we have your regular pattern, I'd like you to tell me about any times during this period when your drinking was different from this. Look at the calendar again, and think back over this period. When were times that you had more or less than your regular amount to drink?"*

*"If you didn't have a regular pattern from week to week, tell me about the times when you did drink during this period on this calendar."*

*"Some young people tell me that they drink in weekends. Is this something that you do?"*

Other points you could explore are whether the young person:

- buys alcohol
- asks someone to buy alcohol for them
- gets alcohol from friends or family
- drinks at parties, with friends, with family, alone?
- drinks at home, in the park, at a friends house, elsewhere?
- ever gets really drunk, get tipsy?

Above all, listen to the young person and use your intuition – building a rapport and interviewing skills (which you all have in abundance) are key to the young person

completing the form as accurately as possible. Remember to reassure the young person that this is not a test and there are no right or wrong answers – *young people won't be able to remember everything perfectly and that's okay*. If a young person struggles, ask them for an estimate or their 'best guess' – this is better than no information at all.

**Closing the follow up session:**

No further information needs to be discussed and the young person should be thanked again and the session completed. Remember to document the end time of the session, and place all completed documents in the envelope which relates to the young person securely and confidentially. Envelopes will be collected by the researcher.