

- 22% of teen drivers who died in car crashes were **drinking**. Car crashes are the leading cause of teen deaths.



- **Marijuana** affects skills needed for safe driving, like reacting to sounds and signals on the road.

- Teens who use **marijuana** are more likely to get lower grades and drop out of high school.



- High school students who use **alcohol** are five times more likely to drop out.

- **Marijuana's** effects on attention and memory make it harder to learn and do complex tasks.

- Teens who use **marijuana** a lot may have lower IQ when they are adults.



- Teens who binge **drink** every month damage their brains, making it harder to pay attention and learn new information.

- **Alcohol** poisoning and suicide are major causes of alcohol-related teen deaths.



- Teen **drinking** and **marijuana** use raise the risk of sexual assault, sexually transmitted diseases, and unplanned pregnancy.

- Teen **drinking** raises the risk of injuries – the third leading cause of death among teens.

Raise the subject

“Thanks for filling out this form – is it okay if we briefly talk about your substance use? . . . “Just so you know, my role is to help you assess the risks so you can make your own decisions. I want to help you improve your quality of life on your own timeline.” . . . “What can you tell me about your substance use?”

Share information

Explain any association between the patient’s use and their health complaint, then ask, “Do you think your use has anything to do with your [anxiety, insomnia, STD, etc,]?” . . . Share information about general risks of use and/or low-risk limits of alcohol use. . . Ask the patient: “What do you think of this information?”

Enhance motivation

Ask pt about perceived pros and cons of their use, then summarize. . . . “Where do you want to go from here in terms of your use? What’s your goal, or vision?” . . . Gauge patient’s readiness/confidence to reach their goal. If using Readiness Ruler: “Why do did you pick ___ instead of ___ [lower number]?”

Identify plan

If patient is ready, ask: “What steps do you think you can take to reach your goal?” . . . Affirm the patient’s readiness/confidence to meet their goal and affirm their plan. . . . “Can we schedule an appointment to check in and see how your plan is going?”