**Brady – Adolescent – Parent Case (Adolescent Perspective)**

**Background:**16-year old male. Grade 11 at local high school. Lives with two biological parents, and 1 younger sister (12-years-old). Reports that home life is “going okay”. Some conflicts with parents over school attendance, academic performance, and cannabis use. Reports having good relationship with younger sister.

**Presenting Problem:**Sent by principal for suspicion of cannabis use (vape found in Brady’s hand by another teacher walking down the hallway at school). Brady has also had some more recent academic challenges (attendance issues, falling grades).

Brady’s Perspective: Brady acknowledges a problem with his academic issues (school attendance, grades). He recognizes that his recent patterns will not likely lead to a positive outcome. He wants to be successful in life (e.g., start his own business one day).

**EDUCATION:**  Brady is currently in grade 11 at local high school.

**Current Courses:** Math (academic), nutrition, history, auto shop.

**Grades:**  Reports lower passing grades (60s) in his current academic year. Previously, he obtained A’s in his grade 9 and 10 years (academic courses). Reports having started to "not given a shit" about school, and has been struggling to see the relevance of his current school work.

**Favorite Courses/Subjects:**Auto shop; Foods/Nutrition

**Least Favorite Courses/Subjects:**Math (academic)

**Attendance:** Skipped most days (complete) in the first few weeks of this current school year. Since then, has skipped “some classes” during the day. Reports skipping with friends to “go to the forest to hang out”.

**Behaviour Management (home):** Brady has been grounded for the past 2 months. At first, this was because a friend accused Brady of selling drugs at school (Brady denies this!). Grounding was then extended for problematic school attendance. **Grounding consists of the following:** Home after school by 5pm, not going out with friends in evenings and on the weekends, no cell phone use. Brady continues to attend extra-curricular activities (i.e., swim practices and meets).

**Friends/Peers:**Brady reports having friends (currently) he can trust. Reports previously having friends that he could not trust (has been burned – friend told his parents he was selling drugs at school –> Brady maintains that this was a lie). Enjoys hanging out with friends. Reports that friends are “not motivated to do much of anything” (e.g., not academically oriented, limited ambition in life).

Not currently dating - on Yubo [Note: Yubo is an app designed to “meet people” – video streaming profile, with “swipe feature” similar to Tinder – min age for use is 13)

**Relationships with Teachers:**Brady reports having “decent” relationships with his teachers. Interacts with teachers with minimal conflict. Brady is not behaviourally disruptive in classes, but will sometimes be “passionate”, and sometimes “argumentative” during class discussions. Teachers report that Brady has been putting minimal effort into his assignments.

**Extra-Curricular Activities/Interests:**

* Swimming (Brady has been a competitive swimmer for the past 8 years – reports having medaled at provincial level competitions – currently swims 4 days per week) [NOTE: Brady acknowledges his abilities, but is ambivalent about continuing to pursue competitive swimming. His parents state that “he gave us his word that he would be committed for the entire year”. They feel that an activity like competitive swimming with “keep Brady out of trouble”
* Mountain biking
* Recording podcasts
* Building things (woodworking)

**Health/Medical Hx:**ADHD (diagnosed by GP in 2018)

**Medications:**  Adderall 10 mg --> 15 mg -- started ~20 days ago --> reports previously being on Biphentin (Methylphenidate)

**MOOD**: Denied current or past depression

**Suicidality/Self-Harm:** Denied current or past ideations, plans or intentions

**ANXIETY:**

Reports 1 past “anxiety attack” (~8 months ago – associated with episode of cannabis intoxication); Denied other experiences of panic, and denied any uncued attacks

**Bullying:**  Someone at school photo shopped a image to make it look like Brady was kissing another guy at a house party 🡪 Photo was then posted on Instagram and seen by many peers at school 🡪 Brady denied having kissed this guy 🡪 He was then ostracized on social media and at school because of the photo, and was called a range of derogatory names (e.g., F@g; Qu\*\*r)

Brady denied other forms of recent or past traumatic incidents

**SUBSTANCE USE**

**Cannabis:**  Reports smoking on 7 of 7 days of the week; smokes 1-2 x per day on weekdays (mostly in the afternoons, or after school before coming home), and 3-4 x per day on weekends --> reports vaping (using Dab pen with THC cartridges)

Brady explained that he feels that cannabis “helps him to focus” [his attention]. He acknowledges consuming larger amounts of cannabis than intended; Spends considerable time obtaining cannabis, using cannabis, or recovering from effects; reports cravings

Brady acknowledges that he does not like being high at school because he becomes “paranoid” that others are aware that he's high 🡪 this contributes to him skipping classes for the rest of the day if he has been out smoking with his friends

Onset:  Smoked for the 1st time in grade 9 --> smoked for the 2nd time in summer after grade 10 --> started smoking "regularly” in fall of grade 11 🡪 began on weekends, then extended into the school week

Enjoys about weed:  Being able to consume different strains (Cherry Pie is the favorite); feels more connected with others; feeling of being detached; feels has no worries in the world; relaxing; socialize easier with others; helps with thoughts (more creative and focused)

Dislikes about weed: Can lead to a "bad trip" [e.g., if worried about something, worries can become magnified]; some problems with short-term memory

**Alcohol:**  Reports drinking alcohol ~1 x every 3 weeks --> drinks 3-4 beers while home alone at home 🡪 reports this being triggered by “being bored” (since being grounded over the past 2 months) 🡪 denied his use of alcohol as being problematic

**Nicotine:**  Denied current or regular use

**Other Recreational Drugs:**  Denied having experimented with other drugs; Denied having misused his stimulant medications, but acknowledges that he has considered selling his stimulant medications to peers (to help make money). However, he continues to deny that he has ever sold his medications

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***Continued to reflective exercise below…***

**REFLECTIVE EXERCISE**

**INSTRUCTIONS:** Using the details from the case example provided above, please work through the 4 reflective questions below. These questions will help you to map out an approach to your conversations with this particular student.

**Reflective Question 1:** Keeping in mind the 4 processes of MI (Engaging, Focusing, Evoking, Planning), how would you approach an initial conversation with Brady? What are some of the issues that may help, or hinder your conversation?

**Reflective Question 2:** Based on the information provided above, what Stage of Change do you think Brady is at with respect to making changes to his cannabis use? [please justify your response]. Are there other changes that you think Brady may be interested in working on? Why?

**Reflective Question 3:** Brady has expressed interest in getting help with his academic issues (school attendance, grades). This is the problem that Brady wishes to focus on.

Using a Motivational Interviewing framework, how would you approach a conversation with Brady to explore his concerns? [Note: Now we are into the Evoking process. Using the Day 2 preparatory slides provided, identify some tools that you can use to help elicit **CHANGE TALK** from Brady.

**Reflective Question 4:** Following your initial conversation, you realize that Brady’s pattern of cannabis use is likely a problem, and is a contributing factor to his school issues. However, Brady holds a firm belief that his cannabis use is helping him, rather than causing him any problems. He argues that it has recently become legal in Canada, so is it can’t be that harmful to use!

Using a Motivational Interviewing framework, how would you approach a conversation with Brady about this issue?