How orientation to the journey started

- Ignorance of childhood
- Easy access to drugs in neighbourhood
- Older peers as friends
- Lack of parental supervision

Belonging
- Peers offers protection against being teased and sense of belonging

Death of significant others
- Social learning from drug using families
- Attracted by:
  - Unavailable and absent parental adult figures to supervise
  - When:
    - Onset of experimentation after age 12 years

Parents sought professional assistance for
- Parents communicated non emotionally supportive parents
- Low self esteem, tolerance for deviance
- Genetic predisposition
- Spiritual awakening

Benefits derived from travelling in the fast lane
- Depleted physical energy, decreased weight, deteriora-
  - Enhanced positive expectations
  - Offering explanation for refusal of drug offers
  - Withdrawal from drug using families
  - Stressed family dynamic
  - Struggling to express feelings and thoughts

Drug awareness/education
- School: Screening and appointment of security officers
- Random drug searches
- Random drug testing
- Teacher relationship
- Parents from drug-taking families
- Arrangements from other learners with contact
- Constructive barrier and classroom environment by teachers
- Close collaboration between teachers and learners

Community
- Voluntary community organisations
- Parental knowledge of drugs and consequences
- Distance from drug culture by changing style of
  - Drug use
  - Sport, selection of

Inward focus (internal locus of control)
- Setting small, achievable goals
- Embrace required qualities of patience, perseverance
- Inward focus (internal locus of control)
- Acknowledging it is a long journey to recovery

Coping skills:
- Individual skills: self
  - School: School refusal
- Parental knowledge of drugs and consequences
- Closer collaboration between teachers and
  - Nutritional education
- Physical education
- Peer pressure
- Relinquishing control of self
- Linking to other learners with similar issues
- Self-harm and suicidal ideations