

Preventive Work with Teenagers who are Prone to Addiction, in Terms of Educational Space

Gulfiia G. Parfilova^a and Svetlana V. Velieva^b

^aKazan (Volga region) Federal University, Kazan, RUSSIA; ^bChuvash State Pedagogical University named after I. Y. Yakovlev, Cheboksary, RUSSIA

ABSTRACT

The urgency of research is caused by the growth of risky behaviours among children and adolescents, which poses a serious danger to their physical, mental and moral health, leads to biological, genetic and social degradation, poses a threat to the health and well-being of society as a whole. In this regard, this article aims to identify psycho-pedagogical conditions of prevention of addictive behaviours in adolescents. The leading approach to the study of this problem was organizational psychology, identify professional resources for the education system to a comprehensive, systemic effects on a minor for the purpose of formation of culture and attitudes on healthy and safe lifestyle. The article reveals that the prevention and overcoming of teenagers' propensity to addiction in the conditions of modern educational space is possible through the implementation of organizational and psychological models of preventive work. The structure of organizational-psychological model of modular system of training lessons, which includes cognitive, autopsychological, technological, axiological and components of valeological. Effectiveness of individual and group interactive forms of content modular system in the preventive work on the prevention of addictive behaviours in adolescents. It is proved that preventive pedagogical activity must be prolonged, complex and carry the complementary kind. Intermediate revealed positive changes, which suggest that the application of modular system of training classes «my Choice» reduces the risk of initiation of adolescents to substance abuse and to other forms of addictive behavior. A modular system of training classes «my Choice» can be used in practice of educational establishments for work with adolescents 14-17 years.

KEYWORDS

organizational and psychological approach, adolescents, addictive behavior, modular training

ARTICLE HISTORY

Received 20 April 2016

Revised 28 April 2016

Accepted 9 May 2016

Introduction

The steady increase in the number of children, adolescents and young adults with addictive behaviours is in recent years one of the leading problems of society.

CORRESPONDENCE Svetlana V. Velieva ✉ stlena70@mail.ru

© 2016 Velieva. Open Access terms of the Creative Commons Attribution 4.0 International License (<http://creativecommons.org/licenses/by/4.0/>) apply. The license permits unrestricted use, distribution, and reproduction in any medium, on the condition that users give exact credit to the original author(s) and the source, provide a link to the Creative Commons license, and indicate if they made any changes.

The prevalence of smoking, consumption of alcoholic beverages and narcotic active substances among children and adolescents is a serious danger to their physical, mental and moral health, leads to biological, genetic and social degradation, poses a threat to the health and well-being of society as a whole.

Illicit use of narcotic drugs and psychotropic substances among the younger generation now has spread in sizes, disturbing the international and the Russian public.

The level of supply and demand of psychoactive substances in the population is the indicator most responsive to changing situations associated with incidence of chemical dependency.

In «the Concept of prevention of psychoactive substance use in the educational environment» the Ministry of education emphasized the value of professional, organisational resources of the education system to ensure systemic, systemic effect on minors and youth for the purpose of formation of culture and attitudes on healthy and safe lifestyle.

In this regard, it is important to bring together government, law enforcement bodies, public organizations and education system – create an effectively functioning system of interagency cooperation, which is the main element of the package of measures of primary prevention of addictive behavior among young people.

In this paper the primary prevention we understand the complex of measures to prevent the occurrence and development of teenagers' addictive behavior, manifested specific mental and behavioural disorders (chemical dependency), requiring medical assistance narcologists.

The legal Foundation for the implementation of measures of primary prevention of addictive behavior in educational institutions is the complex of normative-legal acts of Russia and Chuvashia.

The importance of early detection and overcoming the propensity toward addictive behavior are due to the ability to prevent the experimentation with psychoactive substances in the disease, to influence the development of irreversibility of the situation.

The legal Foundation for the implementation of measures of primary prevention of psychoactive substance abuse and addictive behavior among children and adolescents, the legal basis for the holding in educational institutions of the Chuvash Republic works on the prevention of substance use taking into account the possibilities of interdepartmental cooperation are the following normative-legal acts: The Federal law «On narcotic drugs and psychotropic substances», The strategy of state drug policy until 2020 (approved by the decree of the President of the Russian Federation of 09.06.2010 № 690); The law of the Chuvash Republic from 21.10.2013 r. № 68 «On amendments to the Law of the Chuvash Republic «The development of physical culture and sport for 2014-2020»; The state program of the Chuvash Republic «The development of physical culture and sport for 2014-2020»; Republican and municipal target programs «Comprehensive measures against drug abuse and illicit trafficking in Chuvash Republic for 2010-2020»; The law of the Chuvash Republic «About health protection of citizens in the Chuvash Republic» and other.

Methodological Framework

Research Methods

To identify the level of propensity toward addictive behavior was used the Questionnaire of tendency to deviant behavior A.N. Eagle (2004) (QTDB) and the questionnaire for identifying the relationship of adolescent substance use.

The technique of diagnostics of tendency to deviant behavior (QTDB) consists of 98 questions to identify social and personal attitudes, commitment to the implementation of forms of deviant behaviour, including the propensity toward addictive behavior.

The questionnaire «attitude to psychoactive substances» allows you to set the juvenile's parents, to crisis and difficult situations, values and priorities in life; to evaluate the experiences of samples of tobacco, alcohol and drugs, the frequency of their use; to explore views about the dangers and consequences of substance use; attitudes to abuse alcohol and drugs; a look at preventive care.

The experimental base of the research

A pilot study was conducted in three secondary schools Cheboksary. It was attended by 120 teenagers aged 14-17 of both sexes with the consent of their parents.

The obtained data allow to draw conclusions on the risk of development of dependence.

The Stages of the Research

The study was conducted in three stages:

- the first phase – the preparatory phase, we analyzed the modern condition of the studied problem in the pedagogical, psychological and medical theory and practice; developed the programme of research methodology;

- at the second stage – the main stage – developed and implemented organizational and psychological model of preventive work with teenagers in conditions of educational space, implemented a modular system of training lessons with teenagers who are prone to addiction, in conditions of modern educational space; has carried out experimental work to verify the effectiveness of this model;

- at the third stage – an intermediate stage – was carried out the systematization, interpretation and synthesis of primary study results; clarifies the theoretical findings; carried out processing and presentation of the results of research.

Results

The results of the study revealed that 48.3% of adolescents are at high risk of realization of addictive behavior, as prone to the illusory-compensatory way to solve personal problems.

Important in the prevention of addictive behavior of adolescents considered the organization of psychological support and mutual aid (60%), classes on the prevention of substance use (33.3 %), design and demonstration of visual materials (6.7%).

During the implementation of the areas (cognitive, autopsychological, technological, axiological and valeological) system training classes «my Choice» it is important to choose forms and methods of work with teenagers.

Note that all forms of work with teenagers (group, cooperative, individual) are concerned primarily with educational and developmental nature.

At the present stage there are different forms of group interaction with teenagers.

It's all kinds of youth clubs, role-playing, seminars, etc.

Practice has shown the greatest efficacy of interactive forms of work (training, discussion, role playing and business game, etc.).

The content of the modular training system training classes «my Choice» is determined by the specific tasks of leading, relevant queries of the participants, individual and age peculiarities.

Used training lessons, taking into account:

– problems of participants related to insufficient readiness of certain skills (adaptability, social and communication skills, interpersonal relations, time management, training of self-confidence and tolerance, personal growth training, etc.);

– areas of psychological practice: the degree of relatedness of tasks to group psychotherapy, psycho-correction, development and training: training, therapeutic orientation, developmental, psycho-correctional, educational and demonstration.

In the system of trainings «the decision is mine» uses two types of groups: static (with a fixed number of participants) and mobile (the composition and number of participants may vary).

The composition of adolescent groups may be both homogeneous and combined (on the specifics of personal characteristics, gender, age, intelligence level, personality type and behavioral style; psychological problems, motivations, beliefs and value orientations; the goals of participation in the group, etc.) depending on the topic.

The series of studies used combination: comprises 30 mandatory activities, which are entered on the schedule as an elective with a fixed end date, but every student has the opportunity to choose options and the number of meetings at will from psychological interventions offered after school.

In practice, well established following variable forms of work on reduction of risk factors for addictive behavior.

Education in the form of lectures (individual, in terms of specialist, typical age-related problems).

Such activity allows to reveal a number of issues concerning the relevant topics, issues, social, legal and medical focus.

The involvement of different specialists to conduct lectures provides a comprehensive solution to a number of emerging issues in adolescents, with information on psychoactive substances is not more than 10-15% of the volume.

Terse descriptive information (flyers («Internet addiction»), demotivators («Try him→ ruin? = run»), card (registration of research results on the situation in the city, the Republic, Russia), stands («Cribs»), memo («the rules of conduct

on the road of Life»), exhibitions of books on a given subject («Addiction: myths and reality»), specialized magazines, information leaflets, photos, etc.) contribute to the creation of the empirical basis for analytical work adolescents, figurative reconstruction of the phenomenology of the phenomenon, its structure and relationships.

Information resources (social network services (Web 2.0), video training, video-consultations, webinars, website content educational institutions, information resources of various networks, computer correctional diagnostic program, etc.) – provide the organization prolonged remote support the process of prevention and awareness on a chosen subject.

The excursion students in medical-prophylactic institutions under the auspices of qualified leaders, group trainings, joint viewing of videos («Needle», «Requiem for a dream», «The bridge» and stuff) followed by a discussion, – help to analyze the factors leading to the formation of addictive behavior, demonstrate the destructive nature of substance use for individuals, families and society; contribute to the development of alternative thinking, the detection of errors on the material of the negative experience of Another.

Adult bullying a teenager during the discussion seen, and reveals alternatives, opportunities, adaptive, resource and safe options succeed in life.

Parents with joint meetings and training sessions, independent and under the guidance of a supervisor students organization of preventive measures for younger students, participation in volunteer activities – contribute to a rational perception of the problems and boosts psychological activity in adolescents, form a responsible behavior, help to create the adequate skills of constructive interaction with peers and with family in the family.

These activities are mainly aimed at harmonizing the relationship of a teenager with their social environment and family, optimization of social contacts, the uncovering of attitudes on existential values (the importance of life, love, meaning, freedom, responsibility, attainment and awareness of the unique Autonomous way of existence and activity, authenticity) and experience with the inclusion of personal, social, and spiritual meanings.

Intensive workshops provide an opportunity to assess the degree of their own willingness to confront the negative effects of the environment can also discuss the typical mistakes and attitudes, myths and legends in relation to psychoactive substances, to develop specific recommendations for the prevention of consumption, stimulate private activity in adolescents in solving life's problems, form ideas about their future, personal perspective, the meaningfulness of its existence.

Workshops increase motivation of adolescents and their involvement in the solution inside and interpersonal issues that contribute to the understanding of motives, intentions, strategies, frustrations of communication partners, the socio-psychological problems of relations, mastering techniques of communication.

Group discussion generates ideas, value judgments, development of approach to a particular problem situation, form the critical thinking and willingness to Express and defend their own opinions in terms of social pressure, inadequate to resist risky behavior.

There are the following forms discussions:

- thematic exchange of views on a given topic leading;
- specific analysis suggested by the participants of the problem situation;
- creative – development non-standard approach to solving problems difficult and critical life situations by using «brainstorming».

In games-he has the ability to test solutions to conflict situations.

In the course of business and role games are used project assignments, group analysis of personal experience, exchange information and experiences, creative tasks, etc. that contributes to the development of methods of decision-making, development of self-control, self-esteem, assessment and prediction of the situation.

The task of the psychologist is to help teenagers to understand, what is the level of their social and communicative competence, how they try to implement them.

Joint participation of adolescents and parents, adolescents and teachers in mediation sessions with the use of psychotherapeutic techniques (psychodrama, fairytale therapy, art therapy), cleaning, working visits, as well as the use of different playing techniques, assignments, – allows you to develop the skills of partner support, communicative skills, to develop responsibility for themselves and close, etc.

Useful organization of leisure activities for adolescents (recreational, competitions, evening entertainment, creative workshops, research activities, making a photographic record, etc.).

The participation of adolescents in Hiking, sports, health forming trainings, sports competitions, sports festivals, including with parents, – promotes the value of health as the source of vital well-being, experience of overcoming of real difficulties forms egocentrically (instead of egocentricity).

To organize preventive activities are actively used method of autogenic, relaxation, psychogymnastics etudes, exercises for stress relief, stabilization of emotional state, the development of emotion recognition, training skills active listening, reflection.

Noteworthy essays and personal short essays («The end of unfinished Affairs», «My credo», «The lifestyle of a successful person»), role-playing games («Stand! The court goes!»), psychological games («reading thoughts, feelings», «living sculpture», exchange roles with their parents and teachers («teen – parent «, « teen – teacher «, « teen – Other» and stuff), the playback options for the development of future events («I and my environment 10 years later ... if ...»), model problem situations, interpersonal communication, non-verbal interaction techniques, psychodramatic performances.

Effective methods considered to be «projective drawing» and «spontaneous dance» on a given subject.

Joint is used with a Different image of feelings and experiences when listening to music that is played through drawing on a single sheet or in the pair dance.

In a focus group with adolescents discusses the experience of establishing relationships in the family, with teachers, with peers, etc., they become

acquainted with responsible, Mature and adaptive behavior in normal and difficult situations.

Individual form consists primarily of selective interventions and due to the specific orientation of the psychological effects and problems of interpersonal communication (other problems), certain personality characteristics of adolescents who are at risk of addictive behavior.

Trainings, seminars, conference, parties, clubs, informal meetings, etc. – all of these forms of work contribute to the birth of a cohesive team of like-minded people, to form positive life values.

In cooperative and collective forms of activity are created in situations of success, Teens feel friendly attitude of others, acquire complementary skills partner to communicate with others, autopsychological competence, ability to learn and implement the technique of self-organization, self-development, self-understanding.

The Structure and Content of a Model

With the aim of eliminating the identified risk-causing tendencies we have developed a modular system of training classes «my Choice», which includes the following aspects:

1. Cognitive – dissemination of information about the nature of psychoactive substances, destructive nature of the consequences of their use for humans (health, behavior, personality), family and society; disclosure of biological, medical and psychological of substance use.

2. Autopsychological – developing skills of reflection and self-regulation; methods of planning, programming, decision-making and create their living spaces; the development of social immunity (ability to resist negative influences of the social environment).

3. Structural process – the formation of assertiveness, self-controlled, social orientation, internality, social and verbal competence, active listening, social observation, vital competencies required to solve problems, to resist the negative influence of the social environment. Developing skills to be responsible and confident behavior, normalization of relations with others.

4. Axiological – the development of humanistic value orientations as stable a value attitude of a teenager towards themselves, Other, the world, etc.; the introduction to saves his health and forming a health activity.

5. Valeological – strengthening the value of health as the Foundation for the success and well-being, the formation of safe behavior, setting healthy lifestyle; transformation of their living space, develop position «I am responsible for my choices and my life»; acquaintance with the experience of overcoming addiction among peers, promote awareness of their own feelings and desires.

The Stages of Implementation Models

The implementation of this model involves the following stages experimental works:

At the first stage the group of respondents was asked to complete the Questionnaire of tendency to deviant behavior A. N. Eagle (QTDB) and the questionnaire for identifying the relationship of adolescent substance use.

Summative Stage

The analysis obtained using the technique QTDB results revealed 48.3% of adolescents with hedonistic norms, values fun and focus on the sensual side of life, with needs for new sensations.

In this group of respondents revealed a willingness to implement addictive behaviors, a tendency to modify their mental condition by means of drugs, the pursuit of the illusory-compensatory way to solve personal problems.

The majority of respondents (51,7%) showed results that indicate adequate social control of behavioral responses.

The answers to the questionnaire made it possible to establish a trust relationship with both parents, only 8.3% of respondents.

Trust one of the parents of 41.7% juveniles, noted the remoteness (33.3%) and tense relations with parents, 16.7% of adolescents.

Reputation among high school students peers are predominantly (75%).

Equally respected parents and teachers (8.3 percent), the same number of respondents said that for them no one is an authority.

In the event of a crisis, difficult life situations high school students would turn to parents (66,7%), friends (16.7%), teachers (8.3%) will look for its own output (8,3%).

Values of paramount importance teenagers called hedonistic pleasure (48,3%); material wellbeing (26.7%); professional career (12,5%); family (8.3%); health (4.2%). Attitude to Smoking mostly indifferent (49,2%); the categorical denial (32,5%); relaxed attitude to Smoking (7,5%); tried «for the company» (10%).

Respondents found positive (25%), negative (25%), neutral (50%) attitudes to alcohol. Never tried drugs (98,3%), believe that it is worth a try for the sake of experimentation, lead (1.7 percent), their use is considered normal (56,7%); will be able in time to stop (or 1.7%). The causes of start of substance use in adolescents the majority of students believes curiosity (55.8%). Among the factors that contribute to substance use, also include proof of adulthood (25%), avoiding problems (16,7%), a way to relax (2,5%). Aware of the need to work for prevention of chemical dependency to 93.3%.

The preferred and most effective measures to protect against tobacco Smoking, drug use, consider the organization of psychological support and mutual aid (60%), classes on prevention of psychoactive substances (33,3%), design and demonstration of visual materials (6.7%).

Analysis of the results revealed 48.3% of adolescents with a predisposition to modification your mental state through the intake of psychoactive substances (surfactants), striving for the illusory-compensatory way to solve personal problems.

This group of teenagers is characterized by the prevalence of hedonistic values, instability of relationships with others, lack of mastery of the ways of solving personal and interpersonal problems, curiosity, extreme self-confidence, strained relationships with parents.

Formative Stage

On the forming stage of the experiment was designed, implanted and adjusted in accordance with the individual performance of participants in modular training classes «my Choice», the direction of preventive pedagogical activity in each module (scientific and methodological level), carried out the selection and structuring of the training content (semantic level), the preparation of educational-methodical manuals, methodical recommendations and diagnostic tools (methodological level).

The Content of the Modular System of Training Lessons

Classes are held on modules: «In the workshop social coach»; «Well where I am»; «To invite success and abandon failure»; «Tell Life, «Yes!», «Recovery».

Preventive pedagogical activity in each module will focus on:

- creating a positive socio-cultural environment, complex conditions for adaptation, the existence of personal potential, the promotion of internal transformation of personality, the formation of subject positions and social values;
- the formation of a fan of alternatives resource and safe behaviour, attitudes towards healthy lifestyle, addictive alertness and immunity, sustainable, eco-friendly personal position in relation to the use of psychoactive substances;
- improving literacy, competence and culture of teenagers in self-development, interaction with others, conserve mental and physical health;
- achieving a state of internal consistency (personal attitudes, basic capacity, subject of activity) and external (socially deterministic) to initiate their own responsible, safe, constructive behavior.

Duration of one module is approximately 12 hours. Modular training classes «my Choice» was offered to all study participants, since working only with the category of adolescents who are prone to addiction, leads to narrowing the area of preventive activities.

Experimental Verification of the Degree of Effectiveness of the Proposed Content

The effectiveness of preventive care for adolescents is assessed by subjective (reports of adolescents) and objective (identification of dynamics of mental and psychological phenomena) parameters.

To identify the dynamics of overcoming the propensity toward addictive behavior in adolescents was conducted the intermediate cut, which was used in the same diagnostic tools as on the ascertaining stage.

Detected positive changes in the majority of the respondents, namely: increased number of adolescents from socially-accepted values that mark the improvement of relations in the family, with teachers and with peers; demonstrated ownership of adaptive ways of solving personal problems.

Discussions

A large number of domestic research in the field of addictive behavior in children and adolescents is devoted to the study of socio-psychological

determinants of personality characteristics of the addict, typologies, models of the formation and leakage of chemical addiction teenagers (Bulygina, 2012; Bitensky et al., 1989; Kulakov, 1998; Nikolaev, 2006), finding risk factors of addiction formation, leading motives with the use of psychoactive substances, dispositions, interests, expectations, values, addict (Tsvetkova, 2011; Gogoleva 2003; Kirillov and Shubnikov, 2012; Sirota et al., 2006; Niño, Cai and Ignatow, 2015).

The most active research is being conducted to determine ways of prevention of addictive behavior, the development of conceptual approaches (Borodina, 2006; Rozhkov and Kovalchuk, 2003; Velieva and Veliev, 2015a; Sirota et al., 2006).

Most of them are implemented in an interdisciplinary field that combines medicine, psychology, pedagogy, law, other areas of knowledge and practice, often not fixed specifically on the problem of «dependencies», and orienting the adolescent to the extension of personal adaptive capacity (Besedin, 2011; Beznosyk, 2012; Fedossenko, 2006; Petrova and Kuznecova, 2014; Velieva and Veliev, 2015b; Zakharova, 2007).

To date, despite the large number of publications on this issue and some progress in this area, has not developed a clear approach to understanding the nature of primary prevention and correction of addiction, the determination of structural components, functional mechanisms, types of preventive care targeted at specific age and the psychological characteristics of adolescents, taking into account their personal features, which determined the purpose of the present study is the psychological basis of the activities of primary prevention of addictive behavior in adolescent.

Conclusion

Positive changes suggest that the application of modular system of training classes «my Choice» reduces the risk of initiation of adolescents to substance abuse and to other forms of addictive behavior. Intermediate results are broad personal nature and obtained not only by informing about the harm and dangers of psychoactive substances, but rather on the development of those personal competencies that reduce the probability of initiation of him. It is worth noting the importance of delayed positive result and not just intermediate. In this regard, preventive pedagogical activity must be prolonged, complex and carry, first of all, the complementary nature, ensuring the sustainability of the results of preventive care to high school students. We believe that the most effective was the inclusion of tasks on independent and under the guidance of a supervisor the students organization of preventive measures, avoiding intimidation and lecture forms of work to the methods of intensive and interactive learning and impact on the audience, the inclusion of a variety of active methods and homework.

Recommendations

A modular system of training classes «my Choice» can be used in the practice of educational institutions for teenagers 14-17 years old. Justified the inclusion of tasks on independent and under the guidance of supervisor the organization of preventive measures, avoiding intimidation and lecture forms of work, relying on methods of intensive and interactive learning, audience engagement, inclusion of active techniques and homework. Special attention

should be given to further testing and identification of effective methods, techniques, ways and conditions of formation of health saving behavior of adolescents. Taking into account the obtained results of this study can highlight promising areas for further consideration. In our view, the appropriate intensification of such preventive work with families, teachers, the immediate social circle of a teenager (for example, through outreach work). This is particularly important as a learned behavior in the course of socialization and positive reinforcement of the reference group, in our view, contributes to the formation of the need for testing of risky behavior associated with substance use. Special attention should be given to further testing and identification of effective methods, techniques, ways and conditions of formation of health saving ecocentric behavior.

Acknowledgement

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

Disclosure statement

No potential conflict of interest was reported by the authors.

Notes on contributors

Gulfiia G. Parfilova is PhD, Associate professor of the General and Social Pedagogy Department at the Institute of Psychology and Education, Kazan (Volga region) Federal University, Kazan, Russia.

Svetlana V. Velieva associate Professor of the Department of developmental, pedagogical and special psychology, candidate of psychological Sciences at Chuvash State Pedagogical University named after I. Y. Yakovlev, Cheboksary, Russia.

References

- Besedin, O. V. (2011). Prevention of addictive behavior. *Your psychologist*, 6, 16-36.
- Beznosyik, K. V. (2012). Complex-targeted program of early prevention of deviant behavior of pupils. *Your psychologist*, 2, 56-62.
- Bitensky, V. S., Kherson, B. G., Dvoryak, S. V., Glushkov, V. A. (1989). *Addiction in adolescents*. Moscow: Health. 216 p.
- Borodina, N. A. (2006). *Psychological causes addictive behavior person*: PhD Thesis. Novosibirsk. 165 p.
- Bulygina, I. E., Andreeva, A. P., Golenkov, A. (2012). The organization of measures to prevent substance use among students of the Chuvash State University. *Bulletin of Chuvash University*, 3, 309-315.
- Eagle, A. N. (2004). *Questionnaire of tendency to deviant behavior*. Moscow: Yurayt. 160 p.
- Fedossenko, E. V. (2006). *Psychological support adolescents*. St.Petersburg: Labirint. 198p.
- Gogoleva, A. V. (2003). *Addictive behavior and its prevention*. Voronezh: Publishing «MODEK». 240 p.
- Kirillov, T. V. & Shubnikov, E. G. (2012). The viability of the individual as the basis for the primary prevention of addictive behavior. *Bulletin CSPU*, 1 (73), 79-83.
- Kulakov, S. A. (1998). *Diagnosis and therapy of addictive behavior in adolescents*. Moscow: Folium. 70 p.
- Nikolaev, E. L. (2006) Clinical characteristics of borderline mental disorders in children and adolescents. *Bulletin of Chuvash University*, 2, 136-142.

- Niño, M. D., Cai, T., Ignatow, G. (2015) Social isolation, drunkenness, and cigarette use among adolescents. *Bulletin of Chuvash University*, 14, 94-100
- Petrova, T. N., Kuznetsova, L. V. (2014) On the formation of the foundations of cultural and historical and moral education. *Education and self-development*, 4 (42), 211-215.
- Rozhkov, M. I. & Kovalchuk, M. A. (2003) Prevention of drug abuse among adolescents. Moscow: Vlados. 144 p.
- Sirota, N. A., Yaltonsky, V. M., Languages, O. V., Terentyev, A. V., Bausheva, I. L., Ivashin, O. I. (2006) Conceptual program and other drug abuse psychoactive substances among adolescents and young adults. Moscow: Academy. 176 p.
- Tsvetkova, L. A. (2011) Socio-psychological theory of the formation of addiction. *Moscow University*, 2, 166-179.
- Veliyeva, S. V. & Veliyev, A. R. (2015a) Overcoming addictive behavior in adolescents 14-17 years of age with intellectual disabilities. Cheboksary: Lotis, 204.
- Veliyeva, S. V. & Veliyev, A. R. (2015b) Proactive assistance to high school students who are prone to addictive behavior. Cheboksary: Chuvashiya state pedagogical University. 274 p.
- Zakharova, G. P. (2007) Cultural self-determination: the comprehension of meaning. *Personality. Culture. Society*, 1 (34), 204-213.