SBIRT in Schools Project

Massachusetts Department of Public Health (MDPH)
- School Health Unit
  - Trains school nurses and teams to implement and integrate SBIRT approaches in schools
- Bureau of Substance Addiction Services (BSAS)
  - Oversees the statewide system of services for those affected by substance addiction

MASBIRT Training & Technical Assistance (MASBIRT TTA)
- Funded by BSAS to integrate SBIRT into diverse settings, and promote individual clinician SBIRT skills and competencies

School Health Institute for Education and Leadership Development (SHIELD)
- Provides training for school nurses according to DESE requirements

Learning Objectives

At the conclusion of this activity participants will be able to:

1. Summarize the confidentiality and consent guidelines in SBIRT implementation process.
2. Apply the three components of REACT when responding to students who have not used substances in the past 12 months.
3. Demonstrate ability to find and integrate information related to substance use risks in discussions with students.
4. Employ clinical reasoning and ethical decision-making skills when developing referral plans.

Disclosure of Conflicts of Interest

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- CNE Course Director and Designated Nurse Planner: Beverly Heinze-Lacey, MPH, BSN, RN has no relevant financial relationships to disclose.
- Boston University Planners
  - The Lead Nurse Planner, Patti-Ann Collins, DNP, MSN, MBA, RN, and the Boston University Program Managers Ilana Hardesty and Tasha Bjork, have no relevant financial relationships to disclose

Disclosure of Conflicts of Interest (cont.)

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Accreditation Information

Nursing:
Continuing Nursing Education Provider Unit, Boston University School of Medicine is accredited as a provider of continuing nursing education by the American Nurses Credentialing Center’s Commission on Accreditation. Contact hours: 3.00

Social Work:
This program has been approved for 2.5 Social Work Continuing Education Credits, for the licensure period of October 1, 2016 – September 30, 2018, in accordance with 258 CMR. Boston University School of Social Work Authorization Number B-20-042.
How to Claim Credit:

***IMPORTANT***

• Sign in today
• REGISTER ONLINE TODAY
• Attend the entire program

Following today’s training, registered participants will receive an e-mail with a link to an online evaluation that must be completed in order to obtain credit.

Your SBIRT Experience So Far

• Get into pairs - choose someone you do not know or you know less than others.
• Pick a Person A and Person B. Person A will speak first and Person B will listen.
• Person A share the following with your partner:
  • Name
  • Role in school
  • Something positive that has come from implementing SBIRT
  • Something you are hoping to change in the SBIRT process
• When instructed, switch so Person B can share and Person A can listen.

Part I: Confidentiality and Consent

Why SBIRT?

• Encourages open conversations with students about alcohol and other drug use.
• Aimed at prevention and early identification.
• Helps to establish relationships with trusted adults in school.
• Culture shift regarding substance use.

How Do We Introduce SBIRT?

• Prep community, parents and students.
• Send out materials ahead of screening dates.
• Distinguish between screening and testing.
• Read introduction script aloud to each student.
• Discuss questions as they arise.

NEW Introduction Language

Introduce screening
• I am going to ask a few health screening questions about alcohol and other drug use that we are asking all students in your grade.

Address confidentiality
• There is no written record of this screening that includes information that specifically identifies you. Anything you tell me will be kept as confidential as possible. One reason why this information would not be kept confidential is if something you say indicates that there is an immediate risk to your safety or someone else’s safety. Additionally, you, your parent, or your guardian, could request the information we discussed today. In any case, we would figure out next steps for support together. Do you understand?
**NEW Introduction Language**

Define substances
- By alcohol we mean beer, wine, wine coolers, or liquor. By drugs we mean anything that one might use for the feeling it causes including: marijuana, heroin, prescription drugs like OxyContin, etc.

Ask permission to ask questions
- Is it okay to ask you these questions?

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**Be Curious When Responding to Students**

- “What particular concerns do you have?”
- “Is there anything we can do to help you feel more comfortable?”
- “What conversations have you had about this with your parents?”
- “If you prefer to opt out, that is okay. Please know you can always come speak with school staff in the future with questions or concerns regarding alcohol or other drug use.”

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**What to do if a Parent Calls**

- Inform parents that there is no record kept of student responses in association with their name.
- Ask parents if they have any particular concerns about their student.
- Ask parents if they have had discussions with their child regarding substance use, and how those conversations went.
- Offer support and resources for how they might have a conversation with their child.
- Consider inviting parents to school if they need support speaking together with their child.

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**Questions?**

- What other questions arise concerning confidentiality?
- How can your SBIRT team collaborate to address any challenges?

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**The Three Components of SBIRT**

- **S** (SCREENING): Universal screen to identify unhealthy substance use
- **BI** (BRIEF INTERVENTION): Brief intervention to address substance use behaviors
- **RT** (REFERRAL TO TREATMENT): Referral for further services as needed

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**Part II: The SBIRT Process**
Screening

Universal screen to identify unhealthy substance use

Brief Intervention

Brief intervention to address substance use behaviors

Referral to Treatment

Referral for further services as needed

CRAFFT-II Review

- Four questions that ask about frequency of use.
- Six questions (CRAFFT) that help determine level of risk.
- Everyone is asked the CAR question.
- Students that have used in the past 12 months are asked the remaining questions.
- The data collection sheet will tabulate a score.
- Scores do not replace your clinical judgment.

REACT

- Reinforce, Educate, Anticipate Challenges of Tomorrow.
- Three step response to students who have not used substances in the past 12 months.
- The most frequent conversation that you will have in the SBIRT process.
- Meant to reinforce healthy decisions and prevent or delay future use.
- Think about fostering on-going relationships.

REACT: Reinforce

Use an affirmation:

- Genuine.
- Specific.
- Congruent with the conversation.
- Highlights a strength or value of that particular student.

“You’re making healthy choices, which can be tough when there are others who are making less healthy choices all around you.”

Avoid positive judgment or cheerleading.

Affirmation vs. Positive Judgment

- It was hard for you to talk about this and you did it anyway.
- I know you are a good kid.
- I think that is the right decision.
- It looks to me like that was a hard decision to make and I really admire how you stuck with it.
- Academic success is really important to you.
- I am so proud of you.
- Great job!
- I appreciate your dedication toward finding a solution.
**REACT: Educate**

Use the MI sandwich to provide education that is relevant to the student.

**Elicit:**
- "What do you already know about the risks of substance use?"

**Provide:**
- "Is it okay if I same some information with you?"
- "One thing we know is that adolescents who use marijuana can have difficulty with attention and memory."

**Elicit:**
- "What are your thoughts on that?"

**REACT: Anticipate Challenges of Tomorrow**

Explore any safety concerns:
- "Tell me more about the time when you got a ride home from your friend who had been smoking."
- "What were your feelings about that situation?"
- "What conversations have you had with family about this?"

Ask open questions about the future:
- "What situations might make it difficult for you to continue to not use alcohol or other drugs?"
- "What could you do in those instances?"
- "What advice would you give to a friend?"

**The Brief Negotiated Interview**

- BNI is for students who have used substances in the past 12 months.

- There are five steps:
  1. Build Rapport
  2. Explore Pros and Cons
  3. Provide Feedback
  4. Use Readiness Ruler
  5. Negotiate Action Plan

- It is a brief conversation to elicit change talk and make a plan.

**REACT Practice**

- Break into pairs.
- Person A will be the student. Person B will be the screener.
- Practice using REACT.
- Switch.

**Strengthen Your Conversations with MI**

- Listen more than you talk.
- Focus on using affirmations, reflections and summaries.
- When you want to ask a question, push yourself to ask a (WIDE) open question.
- Always ask permission before sharing information or advice.
- Acknowledge that the student has autonomy in their choices.
- Thank the student for their participation and for being open.
Referral to Treatment

- **S**: Screening
  - Universal screen to identify unhealthy substance use
- **BI**: Brief Intervention
  - Brief intervention to address substance use behaviors
- **RT**: Referral to Treatment
  - Referral for further services as needed

Considering Ethics in SBIRT

- Who is on your SBIRT team?
- How are perspectives on adolescent substance use shaped by professional positions?
- What are the trade-offs of each perspective?
- How can we co-create a process for responding to complex cases?

Levels of Referral

1. Follow-up conversation for assessment with Screener.
2. Follow-up conversation for assessment with another school professional.
3. Referral for assessment or services (can be in-school or out of school).
4. Referral for immediate medical emergency or as required by state law.

Referral FAQ

- A small number of students may be appropriate for referral.
- The referral process varies by school district.
- This process should be discussed ahead of SBIRT implementation.
- Most referrals are to internal school-based health professionals.
- The MA DPH Office of Youth and Young Adults provides referral resources through the statewide helpline [https://helplinema.org](https://helplinema.org).

Calling Parents

- Always ask if the student wants to remain in the room.
- Ask the parent if it is a good time to talk.
- Review key concerns.
- Review resources available.
- Ask the student if they have anything to add.
- It can be helpful to develop scripts.

Part III: Education and Prevention
Pop Culture Exercise

• Take a minute to listen to a few song clips. What do all of these songs have in common?
• Media and behavior modeling can be influential amongst adolescents.
• New trends are always emerging - how can we have a positive impact and give effective education nonetheless?

How to Discuss Risks and Harms of SU

• Explore why they are using the substance.
• Listen for values.
• Show you are interested about their perspective.
• Ask what they know about the risks (it is okay to acknowledge that you don’t know everything).
• Consider looking up information together.
• Talk about adolescent brain development.

Alcohol Prevalence

• Alcohol remains the substance most widely used by adolescents in the US.
• Lifetime use AND current alcohol use among HS adolescents in MA has been declining since the 1990’s.

Marijuana Prevalence

• Marijuana is the most widely used (federally) illicit drug in the US.
• Perceived risk may no longer be an indicator of use as it has steadily declined since the 2000’s without a subsequent rise in use.

Emerging Trends: Vaping and E-Cigs

• Inhaling and exhaling the aerosol (vapor) produced by an e-cigarette or similar battery-powered device.
• Called e-cigs, vape pens, e-hookahs, e-pipes, tanks, mods, vapes, electronic nicotine delivery systems, or ENDS, and more.
• Sometimes referred to by brand names such as JUUL (Juuling), BO, Blue, and others.
• Can be used to ingest nicotine products, marijuana and other substances.
• Marketed specifically to children – sweet, cheap, easy to access.
• Many adolescents do not know what they are vaping is harmless or does not contain nicotine.
Emphasize Not Driving Under the Influence

- If your BAC was 0.08 (legally impaired), it would take about 5.33 hours for the alcohol to be eliminated from your body.
- Coffee, food, showers and exercise will not help eliminate alcohol faster.
- Driving under the influence of marijuana is illegal.

The Risks of FASD

No alcohol during pregnancy is the safest choice.

Resources

- Data:
- Handouts and Materials:
  - MA Clearinghouse https://massclearinghouse.ehs.state.ma.us/
- Vaping:
  - Get Outraged https://getoutraged.org/
- Alcohol and Other Drugs
  - Partnership for Drug Free Kids https://drugfree.org/

Part IV: Putting it All Together

Thanks!

Any questions?
- You will receive an e-mail from SHIELD with the evaluation.
- Fill this out to claim credit for today.

To request further training or information:
- MABIRT TTA
  - www.mabirt.org/schools
  - Email: mabirt@bmc.org
- School Health Unit – MA Department of Public Health
  - Wanda Visnick - Email: wanda.visnick@state.ma.us
  - Mary Ann Gapinski - Email: mary.gapinski@state.ma.us