SBIRT in Schools: Mastering SBIRT
Building SBIRT Competence and Confidence with School Health Professionals

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 Policy:
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• CNE Course Director and Designated Nurse Planner: Beverly Heinze-Lacey, MPH, BSN, RN has 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

- Name
- Role in school
- Something positive that has come from implementing SBIRT
- Something you are hoping to change in the SBIRT process

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.

Introduction to SBIRT Screening

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.

Discuss 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?

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
Is it okay to ask you these questions?
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.”

What to do if a Parent Calls

- Inform parents that there is no written 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.

Questions?

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

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

Screening

- **S** (Screening): Universal screen to identify unhealthy substance use
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**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.

**Brief Intervention**

**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

**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.

**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?"
- "Is it okay if I same some information with you?"

**Provide:**

- "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: Educate

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?”

REACT Practice

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

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.

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

SCREENING
Universal screen to identify unhealthy substance use

BI
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 tradeoffs 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.

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.

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 and perceive that it 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.
Resources

- Data:
  - MA YRBS 2017

- Handouts and Materials:
  - MA Clearinghouse
    - https://massclearinghouse.ehs.state.ma.us/

- Vaping:
  - Get Outraged
    - http://getoutraged.org/

- Alcohol and Other Drugs
  - Partnership for Drug Free Kids
    - https://drugfree.org/

Part IV: Putting it All Together

SBIRT Video Example

Thanks!

Any questions?

- Please fill out evaluations!

To request further training or information:

- MASBIRT TTA
  - www.masbirt.org/schools
  - Email: masbirt@bmc.org

- School Health Unit – MA Department of Public Health
  - Email: shsgrant@state.ma.us