

# SBIRT in Schools Implementation Essentials

11/5/2018



## Learning Objectives

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

- Examine anticipated challenges and develop solutions for successful implementation of a school SBIRT program;
- Administer and score the CRAFFT screening tool according to MDPH guidelines;
- Apply Brief Negotiated Interviewing skills using Motivational Interviewing concepts to student interviews, healthy behavior reinforcement, brief interventions and referrals during the SBIRT process; and
- Implement a confidential referral process for appropriate students.



## Disclosure of Conflicts of Interest

### Disclosure Policy:

*Boston University School of Medicine asks all individuals involved in the development and presentation of Continuing Nursing Education (CNE) activities to disclose all relationships with commercial interests. This information is disclosed to CNE activity participants. Boston University School of Medicine has procedures to resolve any apparent conflicts of interest. In addition, faculty members are asked to disclose when any unapproved use of pharmaceuticals and devices is being discussed.*

- **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.)

### Faculty and Content Contributors:

Daniel F. Alford, MD, MPH, FACP, FASAM	CME Course Director
Paul Alves	Trainer, MASBIRT
Thomas E. Bruffman, PhD, MSW	Trainer, MASBIRT
Alicia Cruz, MPH	Program Manager, MASBIRT
Angela Cooper	Trainer, MASBIRT
Lee Ellenberg, LICSW	Training Manager, MASBIRT
Mary Ann Gapiński, MSN, RN, NCSN	Director of School Health Services, MDPH
Carol Girard, MS	SBIRT Coordinator, BSAS
Alex Heine, MPH, MSW	Trainer, MASBIRT
Nicole Jerome	Trainer, MASBIRT
Jennifer Mendes, MPH	Education Manager
Wanda Vinitck, BSN	Trainer, MASBIRT
Enid Watson, MDiv	Trainer, MASBIRT

- Those listed in table above have no relevant financial relationships to disclose



## Accreditation Information

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: **3.30**

This program has been approved for **3.00** Social Work Continuing Education Credits, for the licensure period of October 1, 2018 -- September 30, 2020, in accordance with 258 CMR. Boston University School of Social Work Authorization Number B-20-059.



## How To Claim Credit:

**\*\*\*IMPORTANT\*\*\***

- Sign in today
- **REGISTER ONLINE TODAY**
- Attend the entire 3-hour activity

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.



# SBIRT in Schools Implementation Essentials

11/5/2018

*This preventative health model uses screening and a structured conversation to:*

- provide substance use education
- reinforce healthy decisions
- identify those at risk and those who may need assessment

### Introductions



- Name
- School & district
- Role at school
- Role with SBIRT



• On a 1-10 scale,  
How ready are you to implement SBIRT in your school?  
*1 = SBIRT? What's that?!!* *10 = We got it all covered!*



How nervous do you feeling about implementing SBIRT?  
*1 = Haven't slept for weeks!* *10 = A walk in the woods*

## Part I: Implementation



### Getting Started



**Review MASBIRT TTA Sample Implementation Plan**

**Book School Calendar, Screening locations/rooms**  
Identify full SBIRT team  
Identify **substitute nurse, if necessary**  
Plan and share **schedule** in advance  
Identify students needing to pair with particular screeners

**Plan for Referrals**  
Identify in/out-of-school **referral sources**  
Review in/out of school **referral procedures**  
Inform in/out-of-school **referral sources**



What are important considerations for a screening location?

### What's Wrong With This Picture?



Another student present

No privacy barrier

## What's Wrong With This Picture?



Students discuss responses

No privacy for filling out forms

## What's Right With This Picture?



Private location

Door is shut

No windows

One student

## Considerations About Confidentiality



Any statement, response or disclosure made during a verbal substance use disorder screening shall be considered as confidential as possible subject to certain caveats

Consent to release information must be documented on a DPH approved form

No record of any statement, response or disclosure, shall be made on any form, written, electronic, or otherwise, that includes information identifying the pupil.

## MGL C71 S97



### MGL C 71 §97

c) Any statement, response or disclosure made by a pupil during a verbal substance use disorder screening shall be considered confidential information and shall not be disclosed by a person receiving the statement, response or disclosure to any other person without the prior written consent of the pupil, parent or guardian, except in cases of immediate medical emergency or a disclosure is otherwise required by state law. Such consent shall be documented on a form approved by the department of public health and shall not be subject to discovery or subpoena in any civil, criminal, legislative or administrative proceeding. No record of any statement, response or disclosure shall be made in any form, written, electronic or otherwise, that includes information identifying the pupil.

## Scheduling Points to Consider



- Don't schedule before school breaks
- Don't schedule on Fridays
- Don't schedule during core classes



## Screening Process: Post Screening



- Follow procedure for internal/external referrals
- If parents need to be called, student given option to remain in room
- Screener and student agree to follow up plan
- A pre-scheduled post-screening SBIRT team meeting occurs to debrief

# SBIRT in Schools Implementation Essentials

11/5/2018

### Data Collection Tool

**Instructions for the SBIRT Data Collection Tool**  
School Health Unit, Massachusetts Department of Public Health | 10/29/2016

**Layout of this spreadsheet**  
This spreadsheet has 3 worksheets, entitled "Instructions," "ScreeningData," and "DataSummary." You can move to each of the worksheets by clicking on the tabs at the bottom of the screen. Use the "ScreeningData" worksheet to enter the actual SBIRT screening data. In order to view a statistical summary of your data, use the worksheet called "DataSummary."

If you have read all the instructions carefully and still have questions about this spreadsheet, please contact Staci Ledowski at Ledowski@state.ma.us

**Screening List**  
Names and identifiers are not entered into this worksheet, so please keep a separate list of the students who will be screened. Check off each student as you complete the screening. That way, you will be able to keep track of which students on your screening list you still need to screen. In addition, it will help you avoid double-counting students.

Do not screen any student who is not in the grade level being screened.  
Do not submit screening results for the same student more than once during the school year.

**Entering Data**  
Use a separate copy of the spreadsheet file for each school. For example, if there are 10 schools in your district doing SBIRT screenings, you will end up with 10 copies of the spreadsheet. Enter the name of the school district, the school, the name of the person submitting the report, and other information on the top of the form.

Use one row for each student screened. Record information by selecting an item from the drop-down, or by entering the appropriate data.

Enter the student's responses to the screening questions. The spreadsheet is programmed to calculate the appropriate **Recommended Actions** in both the pre-screening section and the CUSAT screening section (You can view these Recommended Actions in the blue-shaded cells.) You may find it useful to review these during the screening to help you follow the screening protocol.

### Easy to Use

The screenshot shows a Microsoft Excel spreadsheet with a green header row and multiple columns for data entry. The interface is clean and organized, with clear labels for different sections of the data collection process.

### Report Summary: Submit within 90 days

[Send to: SchoolSBIRT@state.ma.us](mailto:SchoolSBIRT@state.ma.us)

The screenshot displays a detailed report summary spreadsheet with various sections including "Pre-screening results" and "Screening results." It includes fields for school information, screening dates, and a breakdown of results by substance type.

### Student Comments about Screening

...nice to know someone has your back. I'll visit the school nurse in the future.

...I felt there was someone I could be honest with. My privacy was respected.

The discussion was helpful. I will change my substance use in future.

...found someone I can go to for help when I need it. The interviewer listened and was nonjudgmental.

### Staff Comments About Screening

"I was so nervous...but now I realize it was fun!"

"I think we are making a difference"

"I think the visuals were great, and really added to the kids understanding!"

### More Comments from Screening Staff...

- It was a great opportunity to meet one-on-one with kids
- Well structured process; I felt comfortable with my training
- Really opened my eyes to what kids will tell you
- I had the feeling students were being very honest

# SBIRT in Schools Implementation Essentials

11/5/2018

### Lessons Learned: Dos & Don'ts



MA SBIRT TIA

### Do...

- Work collaboratively
- Involve all stakeholders
- Create binders
- Research common substances
- Use scripts when calling parents
- Coordinate with an appropriate class. Try to coordinate with relevant health class topic

MA SBIRT TIA

### Don't



- Schedule screenings without checking calendar
- Recreate the wheel
- Use unsecure locations

MA SBIRT TIA



Questions?      Comments?

MA SBIRT TIA

## Part II: Screening



MA SBIRT TIA

### SBIRT: Now What?

<b>S</b> <b>SCREENING</b> Universal screen to identify unhealthy substance use 	<b>BI</b> <b>BRIEF INTERVENTION</b> Brief intervention to address substance use behaviors 	<b>RT</b> <b>REFERRAL TO TREATMENT</b> Referral for further services as needed 
--	--	---

MA SBIRT TIA

### Introducing Screening to Students

- Screening is universal
- Contributes to quality healthcare & increases readiness to learn
- Confidentiality and caveats
- Think MI (Motivational Interviewing)!



### Introducing Screening to Students

- **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?

### Introducing Screening to Students

- **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?

### Screening: CRAFFT-II



The CRAFFT behavioral health screening tool has been used in primary care settings since the 1990's.

It is recommended by the American Academy of Pediatrics Committee on Substance Abuse (AAP 2011).

CRAFFT-II uses improved, validated pre-screen questions.

### CRAFFT-II

**CRAFFT-II Questionnaire: SBIRT in Schools**

DURING THE PAST 12 MONTHS, ON HOW MANY DAYS DID YOU...

1. Drink more than a few sips of beer, wine, or any drink containing alcohol?
2. Use any marijuana (for example, weed, oil, or hash) by smoking, vaping, or in food or "synthetic marijuana" (for example "K2" or "Spice")?
3. Use a prescription medication or pill that was NOT prescribed to you or MORE than was prescribed to you (for example, prescription pain pills or ADHD medications)?
4. Use anything else to get high (for example, other illegal drugs, over-the-counter medications, and things that you sniff, huff, or snort)?
5. Have you ever ridden in a CAR driven by someone (including yourself) who was "high" or had been using alcohol or drugs?

**STOP** If no days of use, then STOP here. **↓** If any days of use, ASK ALL CRAFFT-11 BELOW.

### CRAFFT-II

**STOP** If no days of use, then STOP here. **↓** If any days of use, ASK ALL CRAFFT-11 BELOW.

1. Do you ever use alcohol or drugs to RELAX, feel better about yourself, or fit in?
2. Do you ever use alcohol or drugs while you are by yourself, or ALONE?
3. Do you ever FORGET things you did while using alcohol or drugs?
4. Do your FAMILY or FRIENDS ever tell you that you should cut down on your drinking or drug use?
5. Have you ever gotten into TROUBLE while you were using alcohol or drugs?

© John A. Knight, MD, Boston Children's Hospital, 2016. Reproduced with permission from the Center for Adolescent Substance Abuse Research (CASA), Boston Children's Hospital. For more information and access to other languages, see www.crafft.org/otherlanguages.

### CRAFTT-II Scoring

- Each "yes" response to the CRAFTT questions scores 1 point (do not score frequency questions)
- Higher scores indicate higher likelihood of need for referral for further assessment

Score = 0-6

### Principles of Motivational Interviewing

#### Quick Review

When people can voice their own reasons for change, they are more likely to make the change.

### The Spirit of Motivational Interviewing

**EVOCAION**

- Change is within the student to be discovered
- Evoke and strengthen the person's own reasons for change

**COLLABORATION**

- Not **DONE TO** people, **WITH** them
- The student is the expert on his/her life; avoid the expert trap

**ACCEPTANCE**

- Accept each individual's worth as they are
- Honor the person's autonomy & affirm their strengths and efforts

**COMPASSION**

- Ask how the student feels
- Be curious about their perspective

### When Wrestling, Change Direction

### Tips to Help Decrease Pushback

Don't	Do's
Try to convince the student they have a problem	Ask how they see their substance use (ask about things they like and like less)
Argue with students about the benefits of change	Ask them what they think the benefits of change might be
Tell them how that they should change	Ask them what a change would look like for them
Warn them of the consequences of not changing	Ask them what they know about the risks of adolescent substance use Ask, provide, elicit

### To Keep Conversations MI-Consistent

Use O.A.R.S.

Open Questions

Affirmations

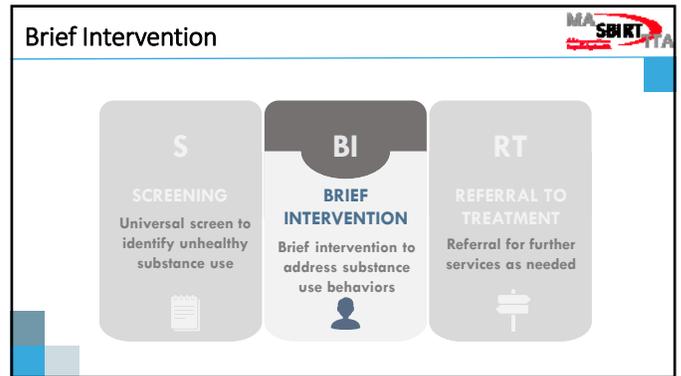
Reflections

Summaries

# SBIRT in Schools Implementation Essentials

11/5/2018

Part III: Brief Intervention  
The Key To SBIRT  
A Motivational Interviewing-Based approach



Positive Reinforcement: for Students who Screen Negative (No Use)

Using MI:

- How will you support & reinforce healthy choices?
- How can you help the student plan for future challenges?
- What words will you use?

• Elicit & affirm reasons to not drink or use drugs

• Educate, if student is open, about risks related to brain development and other *relevant* health and social consequences.

REACT

Reinforce, Educate, Anticipate Challenges of Tomorrow

**Reinforce:**  
“You have chosen to avoid alcohol and other drugs, which is one of the best ways to protect your health and safety during adolescence.”

No Use

REACT: Educate

- **Elicit**  
“What do you know about the risks of substance use?”
- **Provide**  
“Would it be okay if I share some information with you?”  
Share information/recommendation/feedback
- **Elicit**  
“What do you think about this?”

MI Sandwich

No Use

REACT: Anticipate Challenges of Tomorrow

Menu of Possible Questions

- “What situations might challenge maintaining your healthy decision to avoid alcohol and other drug use? How might you handle that?”
- “Whom else do you know who doesn’t drink or use drugs?”
- “What might you do/say, if offered?”
- “What are your reasons not to drink or use drugs?”

MI THINKING CAP

No Use

# SBIRT in Schools Implementation Essentials

11/5/2018

## Brief Negotiated Interview (BNI)



**Five Steps:**

1. Build Rapport
2. Explore Pros and Cons
3. Provide Feedback
4. Use Readiness Ruler
5. Negotiate an Action Plan



## Things to Note about the BNI



- Follows a scripted approach
- BNI is the skeleton, but you bring it to life
- Maintain the Spirit of MI
- Not always linear; might need to adapt process as situation unfolds
- While ideal, it might not be possible to complete each step at every encounter



## Step 1: Build Rapport



- Ask permission
- Day in the life
- Explore Substance use

“I’d like to learn a little more about you...”

“What are important things/hopes/goals in your life now?”  
OR “What is a typical day like for you?”

“How does your use of [X] fit in?”

## Step 2: Explore Pros and Cons



- Ask PROS and CONS
- Use reflective listening to highlight key points
- Summarize

“What do you enjoy/like about using [X]? What do you enjoy less or regret about using [X]?”

Explore problems mentioned in CRAFFT: “You mentioned... Can you tell me more about that?”

“So, on the one hand you said [PROS], and on the other hand you said [CONS].” **Emphasize CONS.**

## Step 3: Provide Feedback



- Assess student knowledge
- Elicit permission
- Provide information
- Elicit response

“What do you know about the risks of using [X]?”

“Would you mind if I shared some health/safety information about [X]?” **Provide 1-2 salient substance specific health/safety effects.**

“What are your thoughts about that?”

## Provide Feedback: Elicit-Provide-Elicit



- Elicit  
“What do you know about the risks of substance use?”
- Provide  
“The healthy choice is to stay away from alcohol or drugs because they can harm your developing brain, interfere with learning and memory, and put you in situations that are embarrassing or dangerous. These situations could include driving or riding in a car with someone who is under the influence of alcohol.”
- Elicit  
“What are your thoughts about that?”



### BNI Demonstration



(www.masbirt.org)

### Following the BNI Format

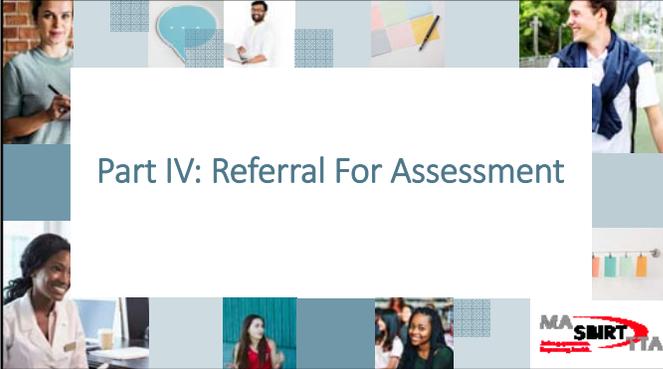
- Engagement**  
 Ask permission to talk about alc/drugs
- Decisional Balance: Pros / Cons of use**  
 Elicit good & less good things
- Sum up & restate in student's own words
- Feedback**  
 Ask permission to share information  
 Elicit response from student
- Readiness Ruler**  
 Use "readiness to change" ruler  
 Ask, why not *less*?  
 Elicit other reasons for changing
- Negotiate Action Plan**  
 Elicit specific steps  
 Ask about future goals (discrepancy) & how change fits in  
 Ask about challenges to change  
 Ask about past successes  
 Explore benefits of change
- Summarize & Thank**  
 Summarize action plan  
 Offer referrals  
 Review/make additions to plan for change, as needed  
 Thank student for time and openness

### BNI Practice

- Provider:** Conduct a BNI
- Student:** Respond according to case



### Part IV: Referral For Assessment



### Referral to Treatment

<b>S</b> SCREENING Universal screen to identify unhealthy substance use 	<b>BI</b> BRIEF INTERVENTION Brief intervention to address substance use behaviors 	<b>RT</b> REFERRAL TO TREATMENT Referral for further services as needed 
--	---	--

### Referrals

- When? Where? How?
- Make a warm referral
  - Can the counselor come over to meet the participant on site?
  - Can you go with the participant to introduce them to the counselor?



# SBIRT in Schools Implementation Essentials

11/5/2018

## MA Treatment Resources

- The Massachusetts Substance Use Helpline
  - <https://helplinema.org/>
  - Phone: 800-327-5050
  - TTY: MassRelay: 711 or 1-800-439-2370

## Referral to Treatment

<https://helplinema.org/>



## Educational/Clinical Resources

- Neurobiology of the Adolescent Brain
  - <http://www.drugfree.org/why-do-teens-act-this-way/adolescent-brain-and-behavior/>
- NIAAA Screening Tool for Youth
  - <http://pubs.niaaa.nih.gov/publications/Practitioner/YouthGuide/YouthGuideOrderForm.htm>
- To Order SBIRT Educational Materials
  - [www.maclearinghouse.com](http://www.maclearinghouse.com) [Search term: SBIRT]

## Local Resources: Check out these websites!

[www.MASBIRT.org/school](http://www.MASBIRT.org/school)

[www.maclearinghouse.com](http://www.maclearinghouse.com)

<https://helplinema.org/>

[www.bu.edu/bniart/](http://www.bu.edu/bniart/)

## Training & Technical Assistance

- Massachusetts Department of Public Health, School Health Unit
  - Director, Mary Ann Gapinski
  - Phone: (617) 624-5427
  - Email: [Mary.Gapinski@state.ma.us](mailto:Mary.Gapinski@state.ma.us)
- MASBIRT Training & Technical Assistance (MASBIRT TTA) provides training and technical assistance to support the MDPH School Health Unit School Nurse Project
  - Phone: (617) 414-3749
  - Email: [MASBIRT@bmc.org](mailto:MASBIRT@bmc.org)
  - Web: [www.MASBIRT.org](http://www.MASBIRT.org)

## THANK YOU