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.)

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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.
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

Getting Started
- Review MABIRT 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’s Wrong With This Picture?
- Another student present
- No privacy barrier
SBIRT in Schools Implementation Essentials

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.

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

MGL C 71 §97

- 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.
SBIRT in Schools
Implementation Essentials

Data Collection Tool

Report Summary: Submit within 90 days
Send to: SchoolSBIRT@state.ma.us

Staff Comments About Screening

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

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

Easy to Use

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

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
**Lessons Learned: Dos & Don’ts**

- 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

- Don’t
  - Schedule screenings without checking calendar
  - Recreate the wheel
  - Use unsecure locations

---

**Part II: Screening**

**SBIRT: Now What?**

- 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
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?

---

**Defining 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 1990s.

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 Scoring

- Each “yes” response to the CRAFFT 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

- **EVOCATION**
  - 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

Tips to Help Decrease Pushback

<table>
<thead>
<tr>
<th>Don’t</th>
<th>Do’s</th>
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<tbody>
<tr>
<td>• Try to convince the student they have a problem</td>
<td>• Ask how they see their substance use (ask about things they like and like less)</td>
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<tr>
<td>• Argue with students about the benefits of change</td>
<td>• Ask them what they think the benefits of change might be</td>
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<tr>
<td>• Warn them of the consequences of not changing</td>
<td>• Ask them what a change would look like for them</td>
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<tr>
<td>• Warn them of the consequences of not changing</td>
<td>• Ask them what they know about the risks of adolescent substance use</td>
</tr>
<tr>
<td>• Warn them of the consequences of not changing</td>
<td>• Ask, provide, elicit</td>
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When Wrestling, Change Direction

Don’ts

- Don’t Do’s
  - Try to convince the student they have a problem
  - Argue with students about the benefits of change
  - Warn them of the consequences of not changing

Do’s

- Use O.A.R.S.
  - Open Questions
  - Affirmations
  - Reflections
  - Summaries

To Keep Conversations MI-Consistent
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: Educate

No Use

- **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?"

REACT: Anticipate Challenges of Tomorrow

No Use

- **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?"
**SBIRT in Schools Implementation Essentials**

**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?"
Provide Feedback: Alcohol Use

- **Neurobiology**: Your brain is still developing and alcohol can impact many of those connections that aren’t quite finalized.
- **Social Norms**: Most high school students in Massachusetts don’t drink alcohol (~65%).
- **Injury**: Alcohol use can increase your risk of injuries that may require a visit to the emergency room.

Provide Feedback: Marijuana Use

- **SHORT TERM**
  - Problems with memory, learning, problem solving
  - Trouble with thinking and loss of motor coordination
  - Increased heart rate and anxiety
  - Because marijuana is an anti-emetic, it may be easier to drink alcohol until dangerously high blood alcohol levels are reached, w/o vomiting

*Marijuana Toolkit, Partnership for Drug-Free Kids, drugfree.org*

Education About Marijuana Use

**Drugfree.org Handout**

Step 4: Use Readiness Ruler

- **Readiness ruler**
- **Ask about lower number**

  "To help me understand how you feel about making a change in your [X] use, [show readiness ruler]. On a scale of 1-10, how ready are you to change any aspect of your [X] use?"

  "Why did you choose a [X] and not a lower number like a 1 or 2? If "0": What would need to happen to consider a change?"

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Step 5: Negotiate an Action Plan

- **Create an action plan**
- **Student ideas**
- **Provider ideas**
- **Assess confidence**
- **Ask about higher number**

  "You mentioned some reasons to change. What steps are you willing to do for now to be safe and healthy? What else?"

  "I have a few suggestions that might be helpful. Would you mind if I shared them with you?"  
  **Provide 1-2 concrete ideas for action plan.** "What are your thoughts on that?"

  "On a scale of 1-10, how confident (1-10) are you that you could meet these goals?"

  "What might help you get to a higher number?"

Step 5: Negotiate an Action Plan

- **Explore challenges**
- **Summarize**
- **Thank student**

  "What are some challenges to reaching your goal(s)?"

  "Let me summarize what we’ve been discussing, and you let me know if there’s anything you want to add [review action plan]."

  Re-iterate that you recommend not drinking/using drugs at all.

  "Thanks for being so open with me today!"
BNI Demonstration
(www.masbirt.org)

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

Referral to Treatment

- **SCREENING**
  - Universal screen to identify unhealthy substance use

- **BI**
  - Brief intervention to address substance use behaviors

- **RT**
  - Referral for further services as needed

Part IV: Referral For Assessment

- **SCREENING**
- **BI**
- **RT**

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?

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
SBIRT in Schools Implementation Essentials

**MA Treatment Resources**
- The Massachusetts Substance Use Helpline
  - [https://helplinema.org/](https://helplinema.org/)
  - Phone: 800-327-5050
  - TTY: MassRelay: 711 or 1-800-439-2370

**Educational/Clinical Resources**
- Neurobiology of the Adolescent Brain
- NIAAA Screening Tool for Youth
- To Order SBIRT Educational Materials
  - [www.maclearinghouse.com](http://www.maclearinghouse.com) [Search term: SBIRT]

**Referral to Treatment**
- [https://helplinema.org/](https://helplinema.org/)

**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/](https://helplinema.org/)
- [www.bu.edu/bniart/](http://www.bu.edu/bniart/)

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  - Email: 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) 414-2749
  - Email: MASBIRT@bmc.org
  - Web: [www.MASBIRT.org](http://www.MASBIRT.org)

THANK YOU