Training Objectives

- Define SBIRT and its implementation in schools
- Describe prevalence and risks of adolescent substance use
- Apply a validated screening tool
- Examine motivational interviewing strategies
- Apply the brief negotiated interview (BNI) tool
- Determine when to make a referral

Today’s training plan:

Morning Informational Session
- Introduction and Overview
  - MGL c.71 s.97
  - What is SBIRT?
- Implementation of SBIRT in Schools
- Why use SBIRT in schools?

Today’s training plan (cont)...

SBIRT Training for Screening Staff
- Screening process and tool
- Motivational Interviewing
- Brief Intervention
- Referral to Treatment

Mass. Gen. Laws c.71 s.97 included in the STEP Act: March 2016:
An Act relative to Substance use, Treatment, Education and Prevention
Effective 3/14/2016
Verbal screening tool to screen pupils for substance use disorders
Annual screening of two different grades based on DESE/DPH recommendation
Implement by 2017-2018 school year

Notify parents of screening prior to start of school year
Use screening tool approved by DESE/DPH
De-identified data reported to DPH within 90 days of screening completion
Pupils and/or parents may opt out in writing

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.

Practitioners shall not issue opiate prescriptions to minors for more than a seven (7) day supply.
Practitioners must discuss with parents/guardians of minors the risks associated with opiates and the reason why a prescription is necessary.

What Is SBIRT?
Screening, Brief Intervention, Referral to Treatment

No Use: Positive Reinforcement
REACT
Positive Screens: Brief Negotiated Interview

Referral for students who need additional support/services

SBIRT is…
- Evidence-based
- A UNIVERSAL health screening
- Proactive – not reactive; preventative
- Identifies substance use and discusses risk
- Uses Motivational Interviewing principles & practices to model effective strength-based communication and support to students on difficult issues
SBIRT is NOT...

- targeted screening
- drug “testing”
- a treatment program
- a “train the trainer” program (only DPH approved training)
- used to get students into trouble

SBIRT Focus is: Prevention, Education, Risk Reduction, and Relationship Building

Not to get students into trouble

Introduction to Verbal Screening for 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?

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?

CRAFFT-II

**CRAFFT-II Questionnaire**

**DURING THE PAST 30 DAYS, HOW MANY DAYS DO YOU...**

1. Drink more than a few times a week, wine, or any drink containing alcohol?[STOP]

2. Use any substances other than alcohol, such as marijuana, heroin, prescription drugs like OxyContin, etc.? [STOP]

3. Use substances to get high, to make yourself feel better, or for other reasons other than the feeling it causes? [STOP]

4. Have you ever been in a situation where you felt other people were pressuring you to use substances, and you felt that you might not be able to say no? [STOP]

5. Have you ever been in a situation where you felt other people were pressuring you to use substances, and you did not feel that you could say no? [STOP]

6. If you ever have been in a situation where you felt other people were pressuring you to use substances, did you ever discuss it with someone else? [STOP]

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STOP
Reinforcement

Negative Screens
• Provide reinforcement for healthy decisions & behaviors
• Based in Motivational Interviewing (MI) principles

Positive Screens

Opportunity to provide Health Education

Brief Intervention...
• Brief Negotiated Interview
• Base in Motivational Interviewing (MI) principles

Referral

In school
• Guidance/adjustment counselors
• Social worker
• Substance abuse counselor
• School psychologist
• Other available in school resources

Out of school
• Community resources

Why We Care:
Substance Use and Academic Achievement

Marijuana Alcohol

Why We Care:
Addiction is a Brain Disease, and It Matters

SRHS, 2015
Lifetime Diagnosis of Alcohol Dependence

- Percentage (%)
- Age Began Drinking

SBIRT in Schools Implementation Steps...

- Review School & Community Assessment, if available.
- Involve Key Stakeholders.
- Engage in SBIRT Training.
- Complete Implementation Planning.
- Set expectations for communication and confidentiality.
- Implement Screening.

Implementation Steps: School and Community Assessment

**Determine population to be screened based on local data:**

- Youth Risk Behavior Surveys
- Disciplinary Reports
- School Nurse and Counselor Data
- Police Reports
- District Attorney Data

**Stakeholders:**

- Students
- Staff members
- Community coalitions
- Parents
- School committee
- Administration

Developing the Implementation Plan:

- Administrative / community support
- "Team" approach
- Properly trained school staff
- Sufficient school and community resources for follow-up services
- Informed parents, students and other stakeholders

Developing the Implementation Plan (cont...)

- Determination of population of students to be screened (local environmental scan)
- Time period (with attention to out-of-class time) for screenings
- Ongoing training of screening personnel
- Protocol for follow-up and in-school/out-of-school referral established
Develop the Implementation Plan:
The School SBIRT team...
- Nurses
- School Counseling/Support Services staff
- School Assistance Team

Role of the School Nurse in SBIRT...
- Health Screenings are a mandate for school nurses
- Prevention education (for individuals & groups)
- Risk assessment (individual screening)
- Health assessment for co-morbidities
- Counseling (e.g., motivational interviewing)
- Collaboration with parents/guardians, and other school support team members
- Referral as needed (in school/outside resources)

Role of the School Counseling/Support Services Staff...
- Assist in screening process
- Follow-up to initial screening
- Assessment for need for further referral
- Delivery of substance use prevention curriculum
- Consultation to teachers and other appropriate school personnel
- Crisis intervention and referral
- Substance use educational forums for parents and school personnel

Role of The School Assistance Team In School SBIRT...
- Prevention and early intervention programs
- Identification of school-wide issues as well as individual student concerns
- Referral to both in-school and community resources
- Ongoing case management
- Recommendations for policy and program changes

Communication and Confidentiality
- Confidentiality
- Consent
- Documentation
- Routine Practice

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.
Planning for Confidentiality

- Establish communication protocol among team members for SBIRT referrals
- Incorporate SBIRT screening results into current confidentiality policies and procedures
- Communicate protocol for consent/notification of to all pupils, parents, or guardians and staff.

Consent

Parent/guardian notification
- Inform parents & students prior to SBIRT screening day
- Keep consistent with current practice for other health screenings
- Provide information related to screening process and confidentiality
- Allow for Opt-out

Sample Data Collection Tool: Instructions

Sample Data Collection Tool: Recording outcomes

Sample Data Collection Tool: Electronic submission to SchoolSBIRT@edte.ma.us within 90 days of completion of screening

Process Considerations...

- Student does not return for follow-up as indicated
- Student refuses further follow-up
- Escalation of substance use behaviors
- SBIRT purpose: Keep ALL student healthy; provide appropriate prevention, intervention and referral as indicated necessary
- Not To Get Anyone In Trouble!
Professional Considerations...

- Screenings must be done in private
- Sufficient time allotted
- School’s confidentiality policy should be reviewed with all students, parents and guardians
- Students should understand that conversations will remain private and confidential unless there is consent of student, parent or guardian, in cases of immediate medical emergency, or otherwise required by state law.

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<th>SBIRT Screening 2013-2015</th>
<th>Total number of students (n=3,243)</th>
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<tbody>
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<td>N</td>
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<tr>
<td>Total Number of Students</td>
<td>3243</td>
</tr>
<tr>
<td>Number of Students Who Opted Out</td>
<td>334</td>
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<td>Number of Students Provided Positive Reinforcement</td>
<td>2382</td>
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<tr>
<td>Number of Students Who Received Brief Intervention</td>
<td>419</td>
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<tr>
<td>Number of Students Referred IN-School</td>
<td>101</td>
</tr>
<tr>
<td>Number of Students Referred Outside School</td>
<td>7</td>
</tr>
</tbody>
</table>

Results of pilot screening, SY ’15-’16 in 4 MA districts

- 87% received positive reinforcement
- 12% had a positive screen
- 2% opted out

Exercise

What are important considerations for a screening location?

What are important features of a screening location?

What’s wrong with this picture?
Another student present

No privacy barrier

No privacy for filling out forms

Students discuss responses

What’s wrong with this picture?

What’s right with this picture?

Screening Process:
Scheduling

- Plan and share schedule in advance
- Conduct during universal screening
- Book school calendar, screening rooms
- Inform in/out-of-school referral sources
- Identify substitute nurse
**Points to Consider**

- Don’t schedule before school breaks
- Don’t schedule on Fridays
- Out-of-class time
- Core classes

**Screening Process: Post Screening**

- Follow procedure for internal/external referrals
- Calls made to parent if necessary
- If parents need to be called, student given option to remain in room
- Nurse/student agree to follow up plan
- A pre-scheduled post-screening SBIRT team meeting occurs to debrief
- Be sure to access DPH Central Intake Line if needed
- Send outcomes of screenings including outcomes of referrals to DPH within 90 days

**Adolescent Substance Use Treatment Resources**

Office of Youth & Young Adult Services, Bureau of Substance Addiction Services Massachusetts Department of Public Health

*State office overseeing state funded and licensed substance use services for youth under the age of 25*

Call: (617) 624-5111

**Adolescent Substance Use Treatment Services**

- Outpatient services (A-CRA)
- Detox or stabilization units
- Residential treatment
- Recovery high schools
- Medication-assisted treatment
- School based intervention programs

**Outpatient Treatment**

Adolescent Community Reinforcement Approach (A-CRA) is:

- evidence based treatment developed by Chestnut Health Systems
- for youth & young adults ages 12-24;
- brief treatment;
- teaches coping skills;
- delivered in the community, clinics, schools or homes;
- includes family sessions; and
- delivered by A-CRA trained and certified clinicians

**Adolescent Substance Use Treatment Resources**

Massachusetts Substance Use Helpline

*Web based resources listing all substance use services for youth under the age of 25*

www.helplinema.org

Call: 1-800-327-5050

Massachusetts Health Promotion Clearinghouse

*Free printed materials on substance use prevention and treatment resources*

www.mass.gov/maclearinghouse
Student Comments about Screening

…nice to know someone has your back
…I felt there was someone I could be honest with
…the guy I talked with gave me his card
…found someone I can go to for help when I need it

Post-screening evaluation examples

- My privacy was respected
- I answered the questions honestly
- The discussion was helpful
- The interviewer listened and was nonjudgmental
- I will visit the school nurse in the future
- I will change my substance use in future
- I can name adults to approach with questions about drugs/alcohol

SBIRT Experience from Students…

- 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 Experience from Screening Staff…

- "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!"

Staff Comments about Screening
DO

- Work collaboratively
- Involve all stakeholders
- Have a plan
- Create binders
- Research common substances
- Use scripts when calling parents
- Coordinate with health class topic

DON’T

- Schedule screenings without checking calendar
- Recreate the wheel
- Use insecure locations
- Screen on Fridays
- Screen before vacations

SBIRT is a preventative health screening and a chance to reinforce positive behavior and identify early signs of risk behaviors.

www.masbirt.org/schools
Prevalence of Adolescent Substance Use

Adolescent Past Month Alcohol Use

MA = 11.31%

Source: Adolescents Aged 12-17. SAMHSA. Center for Behavioral Health Statistics and Quality, NSDUH. 2015 and 2016.

Adolescent Past Month Marijuana Use

MA = 8.68%

Source: Adolescents Aged 12-17. SAMHSA. Center for Behavioral Health Statistics and Quality, NSDUH. 2015 and 2016.

Prescription Drug Misuse

Prevalence

1 in 4 teens misused or abused at least once in their lifetime


Prescription Drug Misuse

Age of Onset

1 in 3 report use before age 14


Alcohol Use Trends by Grade in MA

Ever had at least one drink of alcohol (on at least 1 day during their life)

Currently drinks alcohol (at least one drink of alcohol on at least 1 day during the past 30 days)

Had 5 or more drinks of alcohol in a row (within a couple of hours on at least 1 day during the past 30 days)

Marijuana Use Trends by Grade in MA

- Ever used marijuana (on at least 1 day during their life)
- Currently uses marijuana (on at least 1 day during the past 30 days)

Vaping Trends by Grade in MA

- Ever used an electronic vapor product (on at least 1 day in their life)
- Currently uses an electronic vapor product (on at least 1 day during the past 30 days)

National Adolescent Alcohol Consumption Trends Show Decline

- Currently drink alcohol
- MA: 16.2% 29.2% 36.0% 45.6%
- Regional Level: 14.3% 28.4% 38.2%↑ 48.0%↑

Risks and Consequences of Adolescent Substance Use

- Other people (peers, parents)
- Struggles with self-esteem
- Boredom
- Media
- Childhood trauma
- Escape & Self-Medication
- Instant gratification

Why Do Teens Use Substances?

Adolescent Mortality

Risks of Adolescent Substance Use

Risks of Alcohol Use During Pregnancy

Initiation of Alcohol Use

What Is a Drink?

Potency

- Marijuana currently available is 10 times more potent than it was in early 1990s
- Increased potency has lead to increased side effects, increased long term effects, higher addiction potential
- Delay in onset of effects and inconsistency in dosing can lead to increased consumption

Source: Research Report Marijuana (United States Department of Health & Human Services, National Institute on Drug Abuse)
Marijuana Perception and Use Trends

Source: The Monitoring the Future Study, University of Michigan

Prescription Drug Misuse Attitudes

1 in 3 teens reported feeling “okay to use prescription drugs that were not prescribed to them to deal with an injury, illness or physical pain”

1 in 4 teens say their parents don’t care as much if they are caught using prescription drugs without a prescription, in comparison with illegal drugs


Big Picture: Brain Develops Back to Front

Physical Coordination

Emotion

Motivation

Judgment

Source: S Levy. Children’s Hospital Boston

Areas Undergoing Development Are Most Vulnerable to Lasting Damage!

- Of these three plots of land, the house under construction would be most vulnerable to environmental damage.
- The same is true of brain structures that are actively undergoing brain development.

Source: S Levy. Children’s Hospital Boston.

DrugFree.Org Video

5 Ways SBIRT Can Help in Schools

1. Teens (and adults) often do not understand the impact of alcohol and drug use on their health
2. SBIRT opens up a dialogue between provider and student that can improve overall health and safety
3. Reinforces and supports continuation of safe choices
4. Helps to identify and to intervene with teens with, or at risk for, substance use related problems
5. Provides appropriate counseling and brief intervention, including referral, when needed
Why Screen Universally?

How Can We Help Students be Forthcoming?

- Inform screening is universal
- Explain contributes to quality healthcare
- Discuss confidentiality
- Ask permission

Introduction to SBIRT Screening Using Trauma-Informed Approaches

- 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?

Introduction to SBIRT Screening Using Trauma-Informed Approaches

- 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?

CRAFFT – II: Beginning the Conversation

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 Tool**

CRAFFT-II Questionnaire tailored in Schools

**CRAFFT – II: Scoring**

- Each “yes” response to the CRAFFT questions scores 1 point
- The higher the score, the higher the likelihood of a need for referral for further assessment

Source: http://www.ceasar-boston.org/clinicians/crafft.php

**CRAFFT-II: Practice**

- Break into pairs
- Read the case instructions
- Each person practice “screening” your partner with the CRAFFT-II screening tool
- Be sure to introduce the screening and read the questions exactly as worded
- Swap

**The Conversation Continues:**

Screening Results & Next Steps

- Universal validated Screen to identify substance use
- Negative Screen: Positive Reinforcement REACT
- Positive Screen: Brief Negotiated Interview
- External for students who need further assessment: Treatment

**Lunch Break**
Reflection Activity

- Take some time to think about a difficult change that you had to make in your life.
- How much time did it take you to move from considering that change to actually taking action?

Communication Exercise

Speaker: choose a behavior to change. Suggestions: stop smoking, eating healthier food, getting more sleep, exercising more, saving more money, etc.

Helper: Carefully follows instructions for Exercise I. Will need to use a little creativity.

Communication Exercise

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

Spirit of Motivational Interviewing

- Change is within the student – to be discovered
- Evoke and strengthen the person’s own reasons for change
- Not DONE TO people, WITH them
- The student is the expert on his/her life; avoid the expert trap
- Accept each individual’s worth as they are
- Honor the person’s autonomy & affirm their strengths and efforts
- Put yourself in the student’s shoes
- Imagine experiencing the world from their perspective
Motivational Interviewing

Ambivalence Precedes Change

Rating: MI Spirit Thumbs Up/Down?

I have to do another paper! It's too much. I just can't do it.

I know it's hard but it's really important. You'll feel so good after you get it done.

All we need is a toe hold, a foot in the door. IDENTIFY a little bit of ambivalence.

I don't care if I get suspended. I'd rather be suspended than go to detention. I have a lot going on and no one gets that.

You're not thinking this through. Getting suspended will only make things worse for you.

I like drinking with my friends sometimes. It helps me relax. I just don't want my parents to find out.

Drinking helps you relax and you're worried that your parents will find out.

My boyfriend keeps pressuring me to smoke weed with him. What do you think I should do?

I have some ideas that you might find helpful, but first I'd like to hear what your thoughts are.
Tips & Strategies

Tips to Help Decrease Adolescents’ Pushback

### Don’ts
- Try to convince the student they have a problem
- Argue with students about the benefits of change
- Tell them what they should change
- Warn them of the consequences of not changing
- Ask them what they know about the risks of adolescent substance use
- Ask, provide, elicit

### Do’s
- Ask them about how they see their substance use (ask about things they like and like less)
- Ask them what they think the benefits of change might be
- Ask them what a change would look like for them
- Ask them what they know about the risks of adolescent substance use
- Ask, provide, elicit

The Conversation Continues After the CRAFFT: Brief Intervention

**A MOTIVATIONAL INTERVISING-BASED APPROACH**

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

Students With No Use: REACT

- Reinforce & Elicit reasons to not drink or use drugs
- "It’s a great decision to avoid alcohol and other drugs. It’s one of the best ways to protect your health and safety. Tell me how you made that decision."

Students With No Use: REACT EDUCATE

- Educate, if student is open, about risks related to brain development and other short and long-term health and social consequences.
**Ask permission:** Is it OK if we discuss the results of the survey you completed?

**Elicit:** What do you know about how alcohol & other drugs affect teens?

**Provide:** When teens drink, they can get in situations that are embarrassing or dangerous.

**Elicit:** What do you think about that?

**Anticipate Challenges for 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?”

**The 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
- Use your MI skills
- 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

**BNI Demo**
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 interfere with learning and memory.”
- **Elicit**
  “What are your thoughts about that?”

Provide Feedback: Alcohol Use

Talking Points

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

Most high school students in Massachusetts don’t use marijuana (~70%).

Marijuana can affect coordination and increase risk of injuries that may require a visit to the emergency room.

**Provide Feedback: Marijuana Talking Points**

- Neurobiology: Your brain is still developing and marijuana can impact memory and learning.
- Social Norms: Most high school students in Massachusetts don’t use marijuana (~70%).
- Injury: Marijuana can affect coordination and increase risk of injuries that may require a visit to the emergency room.

“Marijuana is a plant. It’s natural. How harmful could it be?”

- “Not all plants are necessarily healthy or good for you — think about cocaine or heroin or even poison ivy.”
- “People I know who use alcohol or pot on a regular basis are using it to numb themselves or avoid feelings.”
- “I would much rather you find healthy ways to cope with difficult feelings than turn to drugs. Can we brainstorm activities?”

**Provide Feedback: Risks of Adolescent Marijuana Use**

- Problems with memory and learning
- Trouble with thinking and problem solving; Poor school performance
- Loss of motor coordination
- Increased heart rate and anxiety
- MJ and Alcohol often used together, resulting in significant increase in impairment in judgment

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

“Marijuana is a plant. It’s natural. How harmful could it be?”

- “Not all plants are necessarily healthy or good for you — think about cocaine or heroin or even poison ivy.”
- “People I know who use alcohol or pot on a regular basis are using it to numb themselves or avoid feelings.”
- “I would much rather you find healthy ways to cope with difficult feelings than turn to drugs. Can we brainstorm activities?”

**Education About Marijuana Drug-Free.org Handout**

- “Marijuana is a plant. It’s natural. How harmful could it be?”
- “Not all plants are necessarily healthy or good for you — think about cocaine or heroin or even poison ivy.”
- “People I know who use alcohol or pot on a regular basis are using it to numb themselves or avoid feelings.”
- “I would much rather you find healthy ways to cope with difficult feelings than turn to drugs. Can we brainstorm activities?”

**Step 4: Use Readiness Ruler**

- 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**

- 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

- 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 Practice Session 1

- Provider: Conduct a BNI
- Student: Respond according to case
- Complete BNI scoring
- Provider: rate yourself
- Student: rate your partner

BNI Practice Session 2

- Partner 1: Conduct a BNI
- Partner 2: Student (Morgan)
- Complete BNI scoring
- Partner 1: rate yourself
- Partner 2: rate your partner

BNI Scoring

- 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 question
  - Ask, why not least
  - 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 (referrals): Summarize action plan
  - Offer referrals
  - Review/ make additions to plan for change
  - Thank student

Enhancing Your BNI With OARS

- Open-ended Questions
- Affirm
- Reflect
- Summarize

Open-ended Questions

- Closed-ended questions
  - Yes or No answers only
- Open-ended questions
  - Allows respondent to explain
  - Get a lot of information
  - Keeps the conversation going!
**Practice: Open-ended Questions**

- Do you care about your grades?
  How do you feel about your grades? How important are your grades to you? (tone)
- Do you think you should stop drinking?
  How do you feel about your use of alcohol?
- Do you smoke every weekend?
  What is a typical weekend like for you?
- Do you think it’s a good idea to go to that party?
  What are your thoughts about going to that party?

**Affirmations**

- Statements and gestures that recognize strengths and acknowledge behaviors that lead in the direction of positive change
  - I am really impressed with the way you...
  - That’s great how you’ve reached your goal of cutting back on your drug use.
  - Using protection shows that you have real respect for yourself and your partners.
- Be genuine and specific: Only say it when you really mean it.

**Ted Talk: Rita Pierson Affirmations**

**Exercise: Affirmations**

**Reflective Listening**

- Reflections use a statement to convey understanding
- Hypothesize (guess) about the students’ meaning
- Simple reflection: either repeating or paraphrasing back
- Complex reflection: reflecting the feelings/thoughts you think are behind what the patient says. Giving voice to this “guess” in the form of a statement.

**Think of an Iceberg....**

I've tried to cut back on my own before, but nothing is going to work for me. I just can't stop drinking.

You've tried to drink less in the past.

You've tried to quit drinking in the past and it hasn't worked. You're wondering what else you might do.

I really want to stop smoking weed, but it's hard. I've only been able to cut down to 2 blunts a day.

You really want to stop smoking weed and that's great you've been able to cut down to 2 blunts a day.

I'm not sure what to do. I really like drinking on weekends with friends, but since doing that I don't study much and my grades are going down. I don't want it to affect going to college.

On the one hand, you like drinking and at the same time your grades are suffering. You're worried you won't be able to get into college.

Reflective Listening Example

Everybody Loves Raymond

- Hypothesize with student:
  - "Let's see if I have this right..."
  - "Here's what I heard. Tell me if I missed anything..."
  - "Anything you want to add or change?"
- Highlight statements indicating motivation to change
- Communicates to student that you are genuinely interested in what s/he is saying
- Gives yourself a chance to get the facts straight!

SBIRT in Schools Introductory Training

MI Strategies: OARS – Improving Your BNI

- Open-ended questions
- Affirmations
- Reflections
- Summaries

Helps to Elicit Positive “Change Talk”

Referral to Treatment and/or Assessment

Referrals

- What about 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?

MA Treatment Resources

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

Educational/Clinical Resources

- Neurobiology of the Adolescent Brain
- To Order SBIRT Educational Materials
  - www.maclearinghouse.com [Search term: SBIRT]

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
- 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
  - Web: www.MASBIRT.org
**Where Do I Go From Here?**
**Four (4) Steps**

<table>
<thead>
<tr>
<th>Review MASBIRT TTA website</th>
<th>Order materials for screeners, students, parents</th>
<th>FINALIZE Implementation Plan</th>
<th>Schedule SBIRT Essentials training</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.MASBIRT.org/schools">www.MASBIRT.org/schools</a></td>
<td><a href="http://www.MAClearinghouse.com">www.MAClearinghouse.com</a></td>
<td><a href="http://www.SAMHSA.gov">www.SAMHSA.gov</a></td>
<td>Schedule SBIRT Essentials to review Imp Plan and sharpen SBIRT skills</td>
</tr>
</tbody>
</table>

**Discuss and finalize implementation plan with your SBIRT team**

**Thank You**