SBIRT in Schools:
Introduction to Identifying and Addressing Substance Use

SBIRT in Schools Project

Massachusetts Department of Public Health (MDPH)
School Health Unit

Massachusetts Department of Public Health (MDPH)
Bureau of Substance Addiction Services (BSAS)

MASBIRT Training & Technical Assistance (MASBIRT TTA)

School Health Institute for Education and Leadership Development (SHIELD)

UMass Medical School Center for Tobacco Treatment Research & Training (CTTRT)
Who Are We?

Trainer
MASBIRT TTA

Moderator
SHIELD

Review of Course Objectives

- Describe the impact of substance use on teens
- Utilize the state approved verbal substance use screening tool
- Summarize the elements of the REACT model (negative screens)
- Summarize the elements of the Brief Negotiated Interview (positive screens)
- Identify statewide referral resources
- Describe why MI is an effective counseling style when working with individuals with substance use
- Describe how the components of the Spirit of MI facilitate conversations about change
- Comply with MA regulatory requirements to implement a school based verbal substance use screening program
### What is your role in your school?

- Nurse
- Adjustment Counselor / Social Worker
- Guidance Counselor
- Psychologist
- Administrator
- Teacher
- Other

### How to Complete this Course and Claim Credit

1. Register for Course
2. Complete initial self-paced activities on NEPHTC
3. Attend entire live Zoom session
4. After live Zoom session you will receive an email with the passcode to complete post-test and evaluation on NEPHTC site
5. Return to NEPHTC to finish self-paced activities, post-test, evaluation
Section I: Prevalence and Risks

What is SBIRT?

S
SCREENING
Universal screen to identify unhealthy substance use

BI
BRIEF INTERVENTION
Brief intervention to address screening results

RT
REFERRAL TO TREATMENT
Referral for further services as needed
Adolescent 12-17 Past Month Alcohol Use in US

Massachusetts 10%

Adolescent 12-17 Past Month Cannabis Use in US

Massachusetts 10.5%
High School Electronic Vapor Use in MA

Percentage of MA High School Students by Grade Reporting Electronic Vapor Product Use, 2019

- MA Overall
  - Ever: 50.7%
  - Past 30 Days: 32.2%

Ever used e-vapor products

Used e-vapor product in past 30 days

Data source: Massachusetts Youth Risk Behavior Survey 2019

What are Some Other Risks of Teen Substance Use?
Section II: Screening

S
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Universal screen to identify unhealthy substance use

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Brief intervention to address screening results

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REFERRAL TO TREATMENT
Referral for further services as needed
Why Screen Universally?

How Can We Help Teens be Forthcoming?

What are some things you make sure to include when starting a conversation about a difficult or sensitive topic?
DPH Introduction to SBIRT Screening

Introduce screening
I would like to ask a few health screening questions about alcohol, other drugs, nicotine, and tobacco 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?

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

CRAFFT+N: SBIRT in Schools Overview

- Screens for alcohol, other drug, nicotine and tobacco use in adolescents.
- Developed and validated by John Knight, MD and colleagues at Boston Children’s Hospital in 1990’s - has gone through several versions.
- Three parts to this version - employs a skip pattern to broadly screen for risk and apply further assessment as needed.
- Available in many languages.

Take a Few Minutes…

- Download the CRAFFT+N tool
  - From the chat
  - From your email
  - From MASBIRT.org/schools
- Read through the tool, including the questions and the instructions for each part
- Get ready to do a group practice activity!

CRAFFT+N: Scoring Part B

- Each yes response to the CRAFFT questions in Part B scores 1 point
- The higher the score, the higher the likelihood of a need for further assessment and/or referral
- Scores should not take the place of clinical judgment
CRAFFT+N: Scoring Part C
(AKA HONC)

• Each yes response in Part C scores 1 point

• Any yes response indicates some loss of autonomy to nicotine use - consider referral if student is open

• The higher the score, the higher extent of loss of autonomy to nicotine use

Demo Part A

The CRAFFT+N Interview
SBIRT in Schools

Part A
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? Say “0” if none.
2. Use any marijuana (cannabis, weed, oil, wax, or hash by smoking, vaping, dabbing, or in edibles) or “synthetic marijuana” (like “K2,” “Spice”? Say “0” if none.
3. Use anything else to get high (like other illegal drugs, pills, prescription or over-the-counter medications, and things that you sniff, huff, vape, or inject)? Say “0” if none.
4. Use a vaping device* containing nicotine and/or flavors, or use any tobacco products? Say “0” if none.* Such as e-props, mods, pod devices like Juul, disposable vapes like Puff Bar, vape pens, or e-moistens. **Cigarettes, cigars, cigarillos, hookahs, chewing tobacco, snuff, snus, dissolvables, or nicotine pouchees.

If the student answered...

“0” for all questions in Part A
Ask 1st question only in Part B below, then STOP

“1” or more for Q. 1, 2, or 3
Ask all 6 questions in Part B below

“1” or more for Q. 4
Ask all 10 questions in Part C on next page

Pay close attention to answer the upcoming poll!!
Poll

What numbers would you put in the boxes next to questions 1-4 in Part A corresponding to the number of days of use over the last 12 months?

A. 0 – 52 – 0 – 10
B. 0 – 12 – 0 – 10
C. 0 – 8 – 0 – 10
D. 0 – 1 – 0 – 10

The CRAFFT+N Interview

SBRT in Schools

Part A
During the PAST 12 MONTHS, how many days did you:

1. Use any alcohol, prescription, non-prescription, or synthetic drugs (i.e., marijuana, inhaler,
   over-the-counter, or medical) for more than 6 consecutive hours?
   Ask if they used alcohol, as well if they did not.

2. Use alcohol to improve or avoid distress or problems caused by drinking?

3. Use illegal drugs (i.e., alcohol, non-prescription, prescription, or synthetic) for more than 6
   consecutive hours, or did you ever use illegal drugs for more than 6 consecutive hours?

4. Use any drugs (i.e., alcohol, non-prescription, prescription, or synthetic) on any day in the
   last 12 months, or in the last 2 weeks?

If the student answered...

If all questions in Part A are answered, ask 1st question only in Part B, then go into the Brief Intervention.

If all 2 questions are answered, ask all 4 questions in Part B.

If all 3 questions are answered, ask all 6 questions in Part B.

If all 4 questions are answered, move to C.

If no answers, move to D.

Poll

After you’ve asked Part A of the tool, based on her answers, what would you do next?

A. Inform her that she has completed the screening and then go into the Brief Intervention
B. Ask the 1st Question only (Car Question) of Part B and then go into the Brief Intervention
C. Ask the remaining questions in Part B and then go into the Brief Intervention
D. Ask the remaining questions in Part B and Part C and then go into the Brief Intervention
Pay close attention to answer the upcoming poll!

Demo Part B

If the student answered...
0" for all questions in Part A  “1” or more for Q. 1, 2, or 3  “1” or more for Q. 4
Ask 1st question only in Part B below, then STOP  Ask all 6 questions in Part B below  Ask all 10 questions in Part C on next page

Part B

<table>
<thead>
<tr>
<th>C</th>
<th>Have you ever ridden in a CAR driven by someone (including yourself) who was “high” or had been using alcohol or drugs?</th>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>Do you ever use alcohol or drugs to RELAX, feel better about yourself, or fit in?</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>A</td>
<td>Do you ever use alcohol or drugs while you are by yourself, or ALONE?</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>F</td>
<td>Do you ever FORGET things you did while using alcohol or drugs?</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>F</td>
<td>Do you \text{FAMILY} or \text{FRIENDS} ever tell you that you should cut down on your drinking or drug use?</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>T</td>
<td>Have you ever gotten into TROUBLE while you were using alcohol or drugs?</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Poll

What score would you assign to Part B based on the screening results?

A. 18
B. 2
C. 3
D. 20
Additional training on Tobacco, Nicotine and Vaping – including a review of Part C - is available!

5 Min Stretch Break!
Section III: The Brief Intervention

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

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BRIEF INTERVENTION
Brief intervention to address screening results

**RT**
REFERRAL TO TREATMENT
Referral for further services as needed
Two Types of Brief Intervention

**BI**

**BRIEF INTERVENTION**

Brief intervention to address screening results

**REACT for Negative Screens**
- Three steps
- Reinforce student’s decision not to use
- Explore any safety concerns
- Plan for the future

**BNI for Positive Screens**
- Five steps
- Raise awareness of potential harms
- Build motivation towards risk reduction
- Offer referral, if needed

*Use Your Orange Card!*
**Case of Isaac**

**Isaac:** 12 year old male

**Background:**
- Social and popular kid – has many friends
- Thinks he wants to go into a trade after HS, like becoming an electrician, or maybe college

**Screening:**
- Doesn’t report any use of alcohol, other drugs, nicotine or tobacco

**Brief Intervention – START PRACTICE HERE:**
- Doesn’t have any strong reasons for not using – mostly he just hasn’t been in a situation where he’s been offered something
- Knows some older kids that drink occasionally, has a cousin who vapes
Practice REACT!

Break Out Rooms

- **Download the Orange Card**
  - From the chat
  - From your email
  - From MASBIRT.org/schools

- **Turn on your video to Role Play**
  - Start with REACT – Step 1
  - Make it your own
  - If you are the student, be flexible and kind!

- **You’ll have about 5 minutes**
  - We will come back to debrief
  - We are here to help out – chat us if needed!

Debrief

Students:
- What was it like to be in the role of the student?
- How was this format different from the usual approach an adult might take to talk about substance use?

Providers:
- What came easy? What was more challenging?
- What are the benefits of using the specific approaches of REACT?
  - Affirmation
  - EPE
  - Open Questions, Reflections and Summaries

Check Out the SBIRT Toolkit!
Two Types of Brief Intervention

**REACT for Negative Screens**
- Three steps
- Reinforce student’s decision not to use
- Explore any safety concerns
- Plan for the future

**BNI for Positive Screens**
- Five steps
- Raise awareness of potential harms
- Build motivation towards risk reduction
- Offer referral, if needed

**Brief Negotiated Interview**

**Brief Negotiated Interview (Any Use)**
- I’d like to learn a little more about you.
- What are some important things/hopes/goals in your life? OR What is a typical day like for you?
- How does your use of [X] fit in?
- What do you like about using [X]?
- What do you likeless 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 [POSITIVE], and on the other hand you said [NEGATIVE]. Where does that leave you?
- What do you already know about the risks of using [X]?
- Would it be okay if I share some information with you?
- Elicit: Share 1-2 salient substance specific risks.
- Elicit: What are your thoughts about that?
- On a scale of 1-10, how ready are you to change any aspect of your [X] use?
- Why did you choose [X] and not a lower number like 1 or 27?
- If “1”; What would need to happen for you to consider making a change?
- Use a reflection to reinforce their reasons for change.
- Given our discussion, what might you do?
- If making suggestions or a referral, use Elicit-Provide-Elicit.
- On a scale of 1-10, how confident are you that you could meet this goal?
- Why did you choose [X] and not a lower number like 1 or 27?
- What might help you to get to a higher number?
- What obstacles do you anticipate? What helped you succeed with changes in the past?
- Summarize conversation and thank them for sharing.
Case of Morgan

**Morgan:** 14 year old female

**Background:**
- Newer to the district - has a small group of close friends

**Screening:**
- Reports smoking cannabis about once per week
- Reports vaping nicotine about 10 times in the past year
- Says yes to the questions about the CAR, and using to RELAX

**Brief Intervention – START PRACTICE HERE:**
- Likes smoking with friends because it’s fun and makes her laugh, doesn’t like feeling foggy the next morning, but it usually goes away
- On a scale of 1-10 she is about a 3, she doesn’t see it as too big of a deal
- Open to hearing what the provider has to say, as long as they don’t tell her what to do

Practice a BNI!

**Break Out Rooms**

- **Download the Orange Card**
  - From the chat
  - From your email
  - From MASBIRT.org/schools

- **Turn on your video to Role Play**
  - Start with BNI – Step 1
  - Make it your own
  - If you are the student, be flexible and kind!

- **You’ll have about 10 minutes**
  - We will come back to debrief
  - We are here to help out – chat us if needed!
Debrief

Students:
• What was it like to be in the role of the student?

• What stood out as most helpful about this interaction? What would you change?

Providers:
• How did you handle it when the student gave sustain talk?

• Where did you notice the strongest change talk from the student?

• What do you need to do this successfully?
  • More Practice? Support? Resources?

Section IV: Referrals
Levels of Referral

4. Referral for immediate medical emergency OR as required by state law.

3. Referral for assessment or services (can be in-school or out of school).

2. Follow-up conversation for assessment with another school professional.

1. Follow-up conversation for assessment with person doing SBIRT.

Check Out the SBIRT Toolkit!
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

Office of Youth and Young Adult Services at BSAS, DPH

• State office responsible for the oversight of state funded, substance use related services for youth and young adults, ages 12-26
• Call: (617) 624-5111

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
• Delivered by A-CRA trained and certified clinicians
Statewide Referral Resources for Alcohol and Other Drugs

Massachusetts Substance Use Helpline

• Statewide public resource for finding substance use treatment and recovery services
• https://helplinema.org
• Call: 1-800-327-5050

Referral Resources for Nicotine, Tobacco, Vaping

“This is Quitting” Customized for Massachusetts Youth and Young Adults

Call or text “Start My Quit” to 1-855-891-9989
mylifemyquit.com

Text “VapeFreeMass” to 88709
Section V: Knowing Your Resources and Planning for Implementation

DPH Data Collection in Checkbox

De-identified data submitted within 90 days of SBIRT completion
Where to Go for Additional Resources?

Available at: www.masbirt.org/schools

Check Out the SBIRT Toolkit!

Regional School Nurse Consultant Contacts

<table>
<thead>
<tr>
<th>Region</th>
<th>Name</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boston</td>
<td>Mary Jane O’Brien, PhD, RN, CPNP, NCSN</td>
<td>(617) 635-6788</td>
<td><a href="mailto:mobrien@bostonpublicschools.org">mobrien@bostonpublicschools.org</a></td>
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<tr>
<td>Central</td>
<td>Janet Guertin-Moruzzi, MEd, BSN, RN, NCSN</td>
<td>(781) 392-7726</td>
<td><a href="mailto:moruzzij@weston.org">moruzzij@weston.org</a></td>
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<td><a href="mailto:shanyn.toulouse@haverhill-ps.org">shanyn.toulouse@haverhill-ps.org</a></td>
</tr>
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<td>Southeast</td>
<td>Ann Linehan, DNP, MSN, RN</td>
<td>(508) 580-7363</td>
<td><a href="mailto:annlinehan@bpsma.org">annlinehan@bpsma.org</a></td>
</tr>
<tr>
<td>Western</td>
<td>Veronica Webb Barrett, MSN, MA, RN, HNB-BC</td>
<td>(413) 896-8100</td>
<td><a href="mailto:webbv@springfieldpublicschools.com">webbv@springfieldpublicschools.com</a></td>
</tr>
</tbody>
</table>
DPH and MA Health Promotion Clearinghouse Resources

Available at: mass.gov/maclearinghouse

Training & Technical Assistance Resources

**MASBIRT Training & Technical Assistance (MASBIRT TTA)**
- Email: MASBIRT@bmc.org
- Web: MASBIRT.org

**MA Department of Public Health, School Health Unit**
- Assistant Director of School Health Services: Caitlin Pettengill, DNP, RN
- Email: Caitlin.pettengill@state.ma.us
- Web: mass.gov/orgs/school-health-services

**MA Department of Public Health, Bureau of Substance Addiction Services (BSAS)**
- Web: mass.gov/orgs/bureau-of-substance-addiction-services

**School Health Institute for Education and Leadership Development (SHIELD)**
- Web: sites.bu.edu/shield/

**UMASS Medical School Center for Tobacco Treatment Research & Training**
- Web: umassmed.edu/tobacco/

Look out for info on additional trainings!
One thing you learned, realized or were surprised by today?

Questions or Comments?
1. Register for Course
2. Complete self-paced activities on NEPHTC
3. Attend entire live Zoom session
4. After live Zoom session you will receive an email with the passcode to complete post-test and evaluation on NEPHTC site
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