SBIRT in Schools: Introduction to Identifying and Addressing Substance Use

SBIRT in Schools Project

Massachusetts Department of Public Health
School Health Unit

BSAS
Bureau of Substance Addiction Services
Prevent • Treat • Recover • For Life

UMASS MEDICAL SCHOOL
Center for Tobacco Treatment Research & Training

SHIELD
School Health Institute for Education and Leadership Development
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
### How to Complete this Course and Claim Credit

1. **Register for Course**

2. **Complete initial self-paced activities on SHIELD website**

3. **Attend entire live Zoom session**
   Learners seeking social work credit must keep their webcams on throughout the duration of this training per accreditation requirements.

4. **After live Zoom session you will receive an email with the passcode to complete post-test and evaluation on SHIELD site**

5. **Return to SHIELD site to finish self-paced activities, post-test, evaluation**

### What is SBIRT?

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<tr>
<th>S</th>
<th>BI</th>
<th>RT</th>
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<tbody>
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<td><strong>SCREENING</strong></td>
<td><strong>BRIEF INTERVENTION</strong></td>
<td><strong>REFERRAL TO TREATMENT</strong></td>
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<td>Universal screen to identify unhealthy substance use</td>
<td>Brief intervention to address screening results</td>
<td>Referral for further services as needed</td>
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</table>
Section I: Substance Use Prevalence

Test Your Knowledge!

Which of the following substances is most commonly used among MA adolescents aged 12-17?

- Alcohol
- Cannabis
- Prescription Opioids

Source: SAMHSA, Center for Behavioral Health Statistics and Quality, National Survey on Drug Use and Health, 2019-2020
Adolescent 12-17 Past Month Cannabis Use in US

![Map showing cannabis use by state, with Massachusetts at 10.5%]

Source: SAMHSA, Center for Behavioral Health Statistics and Quality, National Survey on Drug Use and Health, 2019 and Quarters 1 and 4, 2020.

Test Your Knowledge!

What percentage of MA 12-17 year olds consumed alcohol within the past month?

- 7%
- 10%
- 15%

Source: SAMHSA, Center for Behavioral Health Statistics and Quality, National Survey on Drug Use and Health, 2019-2020
Adolescent 12-17 Past Month Alcohol Use in US

Test Your Knowledge!

MA Youth aged 12-17 had the greatest perceptions of risk for which substance use behavior?

- Smoking one or more packs of cigarettes per day
- Having 5 or more drinks of an alcoholic beverage once or twice a week
- Smoking cannabis once a month

Source: SAMHSA, Center for Behavioral Health Statistics and Quality, National Survey on Drug Use and Health, 2019-2020
High School Electronic Vapor Use in MA

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Ever Used E-Vapor Products</th>
<th>Used E-Vapor Product in Past 30 Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>34.7</td>
<td>22</td>
</tr>
<tr>
<td>10</td>
<td>47.1</td>
<td>24.8</td>
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<tr>
<td>11</td>
<td>57.5</td>
<td>37.1</td>
</tr>
<tr>
<td>12</td>
<td>65.6</td>
<td>46.3</td>
</tr>
</tbody>
</table>

Data source: Massachusetts Youth Risk Behavior Survey 2019

**MA Overall**

- **Ever used e-vapor products**: 50.7%
- **Used e-vapor product in past 30 days**: 32.2%

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**Top Tips for Planning**

- Review prevalence data to determine what grades will be screened
- Assemble a multidisciplinary team
- Examine school policy related to substance use
- Identify dates in the school calendar
- Send a letter to parents and guardians describing SBIRT and opt out process
SBIRT in Schools Resources

Check Here for More Tips, Checklists, Templates, Resources!

SBIRT in Schools Resources

www.masbirt.org/schools

Section II: Screening
Meet Morgan

**BACKGROUND**
- 14 year old female student in 9th grade
- Newer to the district, has a small group of close friends
- Wants to get more involved, thinking about drama club or trying out for sports team
- She seems nervous when you call her in for SBIRT
How Can We Help Students Feel Comfortable?

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

Screen Part A

Screen Part B

Screen Part C

Take a Few Minutes...

- Pull up the CRAFFT+N tool from the chat
- Read through the tool, including the questions and the instructions for each part
- Get ready to do a group practice activity!
CRAFFT+N: Part A Data Collection

- Responses help us determine where to go next on the tool
- Data collection tool will ask schools to share number of students who report using substances 1 or more days
- Don’t add up the number of days of use across questions

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

Case of Morgan - Demo Part A

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

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
B. Ask the 1st Question only (Car Question) of Part B
C. Ask the remaining questions in Part B
D. Ask the remaining questions in Part B and Part C
Pay close attention to answer the upcoming poll!

Case of Morgan - Demo Part B

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

Part B

C Have you ever ridden in a CAR driven by someone (including yourself) who was "high" or had been using alcohol or drugs?
R Do you ever use alcohol or drugs to RELAX, feel better about yourself, or fit in?
A Do you ever use alcohol or drugs while you are by yourself, or ALONE?
F Do you ever FORGET things you did while using alcohol or drugs?
F Do your FAMILY or FRIENDS ever tell you that you should cut down on your drinking or drug use?
T Have you ever gotten into TROUBLE while you were using alcohol or drugs?

Circle one

No Yes

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!

Top Tips for Screening

- Identify who will screen students and process for matching
- Locate where screening will take place, with mind to privacy + confidentiality
- Determine data collection method and tracking system
- Gather materials needed to support screening process
DPH Data Collection

- De-identified data submitted within 90 days of SBIRT completion
- Information and screenshots available on SBIRT in Schools Website

5 Min Stretch Break!
Section III: The Brief Intervention

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
Two Types of Brief Intervention

**BI**

**BRIEF INTERVENTION**

Brief intervention to address screening results

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**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

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

BACKGROUND
• 14 year old female student in 9th grade
• Newer to the district, has a small group of close friends
• Wants to get more involved, thinking about drama club or trying out for sports team
• She seems nervous when you call her in for SBIRT

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

What Information Would You Provide To Morgan?

Cannabis can increase risks of chronic cough, anxiety and depression

Nicotine can harm the brain, including memory and ability to learn

Some vape pods have as much nicotine as 20 cigarettes

Cannabis can impact concentration and coordination
Brief Negotiated Interview

Step 1: Build Rapport

• 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?
Step 2: Explore Pros and Cons

- What do you like about using [X]?
- What do you like less or regret about using [X]?
- Explore problems mentioned in screening:
  - 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]. Where does that leave you?

Step 3: Provide Feedback

- **Elicit:** What do you already know about the risks of using [X]? Would it be okay if I share some information with you?
- **Provide:** Share 1-2 salient substance specific risks
- **Elicit:** What are your thoughts about that?
Step 4: Use Readiness Ruler

- 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 2?
- If “1”: what would need to happen for you to consider making a change?
- **Use a reflection to reinforce their reasons for change.**

Step 5: Negotiate Action Plan

- 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 2?
- What might help you 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.**
Brief Negotiated Interview

Case of Morgan

BACKGROUND
- 14 year old female student in 9th grade
- Newer to the district, has a small group of close friends
- Wants to get more involved, thinking about drama club or trying out for sports team
- She seems nervous when you call her in for SBIRT

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
- 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
Breakout Rooms- Practice a BNI!

From the Chat Box:

Debrief
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

**REACT**

**REACT (No Use)**

**Reinforce**
- **Tell me a little about why you’ve made the healthy decision to not use alcohol, other drugs, nicotine, or tobacco.**
- **Use a reflection and/or affirmation to reinforce their reasons for not using.**

**Educate**
- **Elicit:** What do you already know about the risks of using these substances? Would it be okay if I share some information with you?
- **Provide:** Share 1-2 salient risks.
- **Elicit:** What are your thoughts about that?

**Anticipate Challenges of Tomorrow**
- **What situations could make it hard for you to continue to avoid using these substances? How might you handle those situations?**
- **What might you do or say if offered one of them?**
- **Summarize conversation and thank them for sharing.**
Meet Isaac

**BACKGROUND**
- 12 year old male in 7th grade
- 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**
- 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

Breakout Rooms- Practice REACT!

From the Chat Box: Breakout Rooms- Practice REACT!
Top Tips for Brief Intervention

- Collect & distribute materials needed to support BI process
- Order any educational materials from MA Clearinghouse
- Practice!
Section IV: Referrals

Available at: mass.gov/maclearinghouse
Levels of Referral

1. Follow-up conversation for assessment with person doing SBIRT.
2. Follow-up conversation for assessment with another school professional.
3. Referral for assessment or services (can be in-school or out of school).
4. Referral for immediate medical emergency OR as required by state law.

Check Out the SBIRT Toolkit!
Adolescent Substance Use Resources & Services

Office of Youth & Young Adult Services, BSAS at MADPH
- State office responsible for oversight of state funded, substance use and co-occurring services for adolescents (12-26).
- Connect: YouthInfo.BSAS@mass.gov or 617-624-5111

Outpatient Services (A-CRA)
- Withdrawal Management

Residential Treatment

Medication for Opioid Use Disorder (MOUD)

School-based Intensive Day Treatment

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

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

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

Text “VapeFreeMass” to 88709

Top Tips for Referrals

- Determine group consensus on need for referrals
- Identify internal and external referral sources
- Decide process for referrals
- Create consent forms
- Draft scripts for calling parents
Section V: Know Your Resources

SBIRT in Schools Resources

Check here for more Tips, Checklists, Templates, Resources!

www.masbirt.org/schools
Regional School Nurse Consultant Contacts

<table>
<thead>
<tr>
<th>Region</th>
<th>Consultant Details</th>
<th>Phone Number</th>
<th>Email Address</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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<td>Central</td>
<td>Tracy Rowe, MEd, BSN, RN, NCSN</td>
<td>(781) 392-7726</td>
<td><a href="mailto:rowet@weston.org">rowet@weston.org</a></td>
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<td>Metro West</td>
<td>Jill Connolly, MEd, BSN, RN, NCSN</td>
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<td>Western (Hampden, Hampshire)</td>
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<td>Western (Berkshire, Franklin)</td>
<td>Margaret Burch, MS, RN, NCSN</td>
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<td><a href="mailto:margaret.burch@frsu38.org">margaret.burch@frsu38.org</a></td>
</tr>
<tr>
<td>Non-Public Schools</td>
<td>Janet Guertin-Moruzzi, MEd, BSN, RN, NCSN</td>
<td>(857) 319-1408</td>
<td><a href="mailto:janet.moruzzi@state.ma.us">janet.moruzzi@state.ma.us</a></td>
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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/
Questions or Comments?

1. Register for Course
2. Complete self-paced activities on SHIELD Website
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 SHIELD Website to finish self-paced activities, post-test, evaluation

THANK YOU