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Implementing SBIRT in Schools: Lessons Learned and Hopes for the Future



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Presentation Outline



- I. Background
- II. What is SBIRT: elements of practice
- III. Implementing SBIRT: formula for success, challenges, lessons learned
- IV. Hopes for the future
- V. Your possible next steps

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Behavioral Health

mental health *conduct problems*
alcohol/drug use

Why is it important for schools to address these student issues?

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Screening, Brief Intervention, Referral to Treatment

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- Evidence-based
- Tier 2/3
- Non-specialists

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Since 2012...

800+ multidisciplinary student services professionals from 100+ districts completed training

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Delivering SBIRT

4 Processes

Skills
Asking
Listening

Components
S-BI
Tools

Guiding Style of Communication

CORE SKILLS	OBES SKILLS	TOOLS
Asking	Open-ended Questions	Protocol
Listening (Reflections)	Affirmations	SBIRT SS
Informing (I-P-E)	Reflections	TLFB Calendar
	Summaries	Importance Rules
		Print & Go Worksheet
		Change Plan
		Confidence Rule

Rollnick et al. (2016)

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ENGAGING

- The relational foundation
- First few minutes of each session
- More listening* than asking

*reflective listening statements

Screening

GAIN-SS Screen




Student name	Teacher's name	Age	Grade	1-2	3-4	5-6	7-8	9-10	11-12
<p>1. Internalizing</p> <p>1. How often do you feel sad, nervous, or stressed about the future? 0 1 2 3 4</p> <p>2. How often do you feel nervous, stressed, or worried about the future? 0 1 2 3 4</p> <p>3. How often do you feel nervous, stressed, or worried about the future? 0 1 2 3 4</p> <p>4. How often do you feel nervous, stressed, or worried about the future? 0 1 2 3 4</p>									
<p>2. Externalizing</p> <p>5. How often do you get into fights or arguments? 0 1 2 3 4</p> <p>6. How often do you get into fights or arguments? 0 1 2 3 4</p> <p>7. How often do you get into fights or arguments? 0 1 2 3 4</p> <p>8. How often do you get into fights or arguments? 0 1 2 3 4</p>									
<p>3. Alcohol/Drug Use</p> <p>9. How often do you use alcohol or drugs? 0 1 2 3 4</p> <p>10. How often do you use alcohol or drugs? 0 1 2 3 4</p> <p>11. How often do you use alcohol or drugs? 0 1 2 3 4</p> <p>12. How often do you use alcohol or drugs? 0 1 2 3 4</p>									
<p>4. Crime/Violence</p> <p>13. How often do you use alcohol or drugs? 0 1 2 3 4</p> <p>14. How often do you use alcohol or drugs? 0 1 2 3 4</p> <p>15. How often do you use alcohol or drugs? 0 1 2 3 4</p> <p>16. How often do you use alcohol or drugs? 0 1 2 3 4</p>									

GAIN-SS
identifies behavioral health risk level across four domains

Dennis et al. (2006)

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Screening



➔

FOCUSING

Collaboratively identify a single change target for **Brief Intervention**

(moderate-to-high risk symptom, substance, or behavior from GAIN-SS)

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EVOKING

- The heart of **Brief Intervention**
- Explore student motivation for change
- Normalize ambivalence
- Recognize and respond to change talk
- Resist the “righting reflex”
- Maintain focus on the change target


Change Conversations as Usual	BI/EVOKING
• Understand the problem	➔ Understand student motivation for change
• Ask lots of fact gathering questions	➔ Ask some evocative open questions
• Problem solve! Educate!	➔ Cultivate Change Talk!
• Get to planning	➔ Hold off on planning until student is ready
• More talking than listening	➔ More listening with reflection in the direction of change

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EVOKING Tools

- Importance Ruler
- Pros & Cons Worksheet
- Evocative Questions



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Implementation: Formula for Success

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Fixsen et al. (2005)

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Brief Intervention Fidelity

Fidelity Measure	Basic Fidelity Standard	Results (N = 84)
% Open Questions	≥ 50%	70.8%
% Complex Reflections	≥ 40%	24.3%
Reflection-to-Question Ratio	≥ 1.0	0.7
% BI Adherent	≥ 90%	91.8%
% Non-Adherent	≤ 10%	8.2%

Caldwell & Kaye (2014)

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Implementation Challenges

Fidelity


Integration

Building-level supports

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Some Lessons Learned




- The work is not the workshop.
- SBIRT is relatively simple, but staff have to adopt new ways of working—and change is not easy.
- Team-based approach.
- Administrator involvement is important to get building-level supports in place.
- Ongoing technical assistance is essential.
- Use of data encourages implementation through gentle accountability and process improvement.

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Hopes for the Future




- Administrators understand why it's important to address student behavioral health issues.
- Staff view training as the beginning—not the end—of learning.
- Everyone shows up prepared for technical assistance sessions.
- SBIRT data shows good “practice-based evidence.” *Kratochwill et al. (2012)*
- SBIRT funding continues.
- You'll consider joining the 2019-2020 cohort. 😊

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Your possible next steps...



1. What did you learn here?
2. Form a team to gather more information about SBIRT. WISH Center SBIRT webpage: <https://www.wishschools.org/resources/schoolsbirt.cfm>
3. Come to an informed decision to pursue SBIRT—or not.
4. If pursue, team develops application for SBIRT Implementation Project. Submit by September 20.

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References

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Thank you, and keep in touch.

Tracy Herlitzke, Director
Wisconsin Safe and Healthy Schools
therlitzke@cesa4.org

Scott Caldwell, SBIRT Coordinator
Wisconsin Department of Health Services
scott.caldwell@wisconsin.gov
