SCREENING, BRIEF INTERVENTION, AND REFERRAL TO TREATMENT (SBIRT) FOR THE SCHOOL COUNSELOR: PLANNING, IMPLEMENTATION, AND PROCESS

MARGARET GENERALI, PHD, PROFESSOR
LOUISA FOSS-KELLY, PHD, LPC, PROFESSOR
ETHAN BOURQUE, GRADUATE ASSISTANT
ANDREA VERCILLO, GRADUATE INTERN
SOUTHERN CONNECTICUT STATE UNIVERSITY

Connecticut School Counselor Association Conference
University of Hartford
May 29, 2019
PROGRAM OBJECTIVES

Discuss:

• **Need for greater school counselor prevention and intervention in alcohol and other drug use**

• **Basic elements of a school-based alcohol and other drugs classroom curriculum used in a New Haven high school, including SBIRT foundations**

• **The intervention planning process including school counselor training in the SBIRT method**

• **Monthly classroom guidance lessons**

• **Reflection of perceived effectiveness**

• **Next steps**

Generalli et al., 2019
WHY ARE WE HERE?

• **Alarming Rise in E-Cigarette Use**

• **Opioid/Fentanyl Epidemic**
  (Perikleous, Steiropoulos, Paraskakis, Contanidas, & Nena, 2018)

• **Steady Use of Marijuana**
  (Azofiefa et al., 2016; NIH Monitoring the Future, 2018)

• **Alcohol Use, Declining But Still Dangerous**
  (NIH Monitoring the Future, 2018; Schulenberg et al., 2016)

• **Potential Impact of Drugs on the Developing Brain** (Dwyer, McQuown, & Leslie, 2014)

• **Under Construction: Alcohol and the Teen Brain (4.5)**
  (https://www.google.com/search?q=under+construction+alcohol+and+the+teenage+brain&rlz=1C1GCEA&usg=BBDEliteS8187&oe=UTF-8)

• **Broader Health Risks**

• **Mortality**

Generali et al., 2019
THE ROLE OF THE SCHOOL COUNSELOR IN PREVENTING DRUG & ALCOHOL USE

- Early identification and intervention as response to public health issues
- Classroom guidance education
- Expertise in screening and referrals

Generalli et al., 2019
BASIC ELEMENTS OF THE PROGRAM

• STRUCTURED CLASSROOM GUIDANCE PROGRAM PAIRED WITH SPECIFIC SCHOOL COUNSELOR INTERVENTIONS

• CULTIVATING A CLIMATE WHEREIN STUDENTS ARE AWARE OF RISKS AND SUPPORT POSITIVE DECISION MAKING AMONG THEIR PEERS

• SBIRT AS SPRINGBOARD FOR CONTENT AND SPIRIT OF THE PROGRAM
SCREENING, BRIEF INTERVENTION AND REFERRAL TO TREATMENT (SBIRT) PRINCIPLES & PRACTICES

**PRINCIPLES**

- **Evidence-based approach**
- **Adaptable to the school setting**
  (Gotham, et al., 2015; Mitchell, et al., 2012; Maslowsky, Capell, Moberg & Brown, 2017)
- **Psychoeducation**
- **Motivational interviewing**
  Empathy, support & discrepancy, roll with resistance, support self-efficacy
- **Harm reduction**

Generali et al., 2019
**PRACTICES**

**SCREENING:**
- **ENGAGEMENT AND ASSESSMENT USING S2BI & CRAFFT**

**BRIEF INTERVENTION:**
- **FEEDBACK AND INFORMATION, READINESS RULER**
- **REFERRAL TO TREATMENT**
- **ACTION PLAN**

---

### Screening to Brief Intervention (S2BI) Tool

The following questions will ask about your use of alcohol, tobacco, and other drugs. Please answer every question by checking the box next to your choice.

#### IN THE PAST YEAR, HOW MANY TIMES HAVE YOU USED:

**Tobacco?**
- Never
- Once or twice
- Monthly
- Weekly or more

**Marijuana?**
- Never
- Once or twice
- Monthly
- Weekly or more

**Alcohol?**
- Never
- Once or twice
- Monthly
- Weekly or more

STOP if answers to all previous questions are “never.” Otherwise, continue with questions on the back.

S2BI Tool developed at Boston Children’s Hospital with support from the National Institute on Drug Abuse.

It is best used in conjunction with “The Adolescent SBIRT Toolkit for Providers” mass.gov/mallearinghouse (no charge).
CLASSROOM CLIMATE

CONSIDERATIONS FOR CLASSROOM CLIMATE

• Use a round for all class discussion
• Applied applications of learning
• Create a sense of community within the classroom
• Non-judgmental adult presence yet explain duty to warn
• Use activities to create positive, supportive relationships among students
• Infuse peer influence throughout the lessons

Generalli et al., 2019
INTervention planning process and preparation of school counselors and intern

- School Counselors (2)
- Students: Graduate Assistant and School Counselor Intern

Generali et al., 2019
ABOUT THE STUDY

• Pilot
• Mixed methods
• Ninth grade students in an urban high school
  • 89 students
  • 5-85 minute classes per month

AIMS OF THE STUDY

• Create and implement SBIRT developmental guidance lessons
• Train school counselors in SBIRT/substance use, SBIRT components and student outcomes
• Knowledge
• Attitudes
• Self-report behavior change

Generalli et al., 2019
THE LESSONS

1. Peer partners
2. Life stress
3. Attitudes about use
4. Alcohol
5. Crafft Assessment
6. Low risk limits
7. Cannabis and nicotine
8. Opioids and cocaine
9. Decisions

Generall et al., 2019
LESSON 1: PEER PARTNERS

- Warm up activity to build group cohesion
- Pre-survey completion
- Program overview
- Importance of community and student's role in program-activity
- Purpose and goals of the program
- Clarifying expectations and outlining future activities

ACTIVITIES

- Team cup stacking
- Case studies: application of community supports
SAMPLE LESSON ACTIVITY
GROUP WORK

• You used to hang out with your friend Kelly every day after school. Lately you've noticed she would rather hang out with new friends; her grades are dropping, and she is going to a lot more parties. You think these new friends are pressuring her into doing drugs and alcohol.

• Who in your community can help you solve this issue?

• How?
Lesson 2: Life Stress

- Review prior lesson: question about community
- What are life stressors?
- How do you cope?
- What is healthy vs. unhealthy?
- Stressed and impact on physical self
- 3-4-5 breathing technique
- Coping skills bingo
- Stress management scenario
SAMPLE ACTIVITY: COPING SKILLS BINGO

- Each player will get one game board and 25 bingo chips.
- Players cover the squares on their bingo boards after the coping skill has been called.
- First player to have covered 5 coping skills in a row is the winner.

Generali et al., 2019
LESSON 3: ATTITUDES ABOUT USE

- Review prior lesson
- Societal attitudes about substance use
- Personal experiences of substance use reflection
- Effects of others’ substance use
- Identifying why people drink or use substances

ACtivities

- Slide show of celebrity role models
- Role play perspective taking focus on community members
- Personal reflection on index card
- Media and the message about substance use and abuse

Generali et al., 2019
SAMPLE LESSON SLIDE: ADVERTISING MESSAGING

• **This is a "talk out". One at a time! Talk freely about what you see.**

• **What is the Message?**
Lesson 4: Alcohol

Review Prior Lesson
Normative Trends
Standard Drinks
Guidelines for Adult Low-Risk
Accurate Harms and Consequences

Activities

A Day in the Life
Body Map Activity
### SAMPLE: A DAY IN THE LIFE SCENARIOS

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>This bottle of alcohol was given to a 16-year old high school student by her older sister. She is feeling depressed and decides to drink.</td>
<td></td>
</tr>
<tr>
<td>This bottle of alcohol was bought along with many others at the supermarket by a mother but left unattended and taken by her son.</td>
<td></td>
</tr>
<tr>
<td>This bottle was bought by a couple of juniors at a store that doesn't check IDs. They are getting ready for a big night out.</td>
<td>This bottle was found in the back of a closet by a sophomore going through his older brother's stuff...</td>
</tr>
<tr>
<td>This bottle was taken from the top shelf of the pantry as a student sneaks out of their house on a Saturday night...</td>
<td>This bottle was bought by a creepy looking stranger for some underage kids who were hanging around outside of a store...</td>
</tr>
</tbody>
</table>

Generali et al., 2019
LESSON 5: CRAFFT

ACTIVITIES

• Review prior lesson
• Screening self and others
• Seeking help
• Referring others for help

• What is a caring community?
• Scenario and roleplay
• CRAFFT

Generalli et al., 2019
SAMPLE: CHECKING SELF AND OTHERS

During the past 12 months:

In pairs, students role play and practice assessment.

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, 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?

Generali et al., 2019
LESSON 6: LOW RISK LIMITS

ACTIVITIES

• REVIEW PRIOR LESSON
• NORMATIVE TRENDS FOR ADOLESCENTS
• BASIC APPROACHES TO LOWERING RISK
• UNDERSTANDING RECOVERY
• HELPING SELF AND OTHERS

• BUILDING TOWER CHALLENGE
• SOCIAL NORMS ACTIVITY

Generali et al., 2019
SAMPLE SOCIAL NORMS ACTIVITY

STATEMENT #3

The percentage of students who have ever had an alcoholic beverage in their life has increased over the last 6 years

- True or False?

FALSE!

The percentage of high school teens who reported ever having a drink of alcohol has decreased by as much as 58 percent

Generali et al., 2019
LESSON 7: CANNABIS AND NICOTINE

- **Review prior lesson**
- **Drug Abuse and Screening Test (DAST-10)**
- **Cannabis, the law, and well-being**
- **Nicotine, e-cigarettes, the law, and well-being**
- **Helping self and others**

**Activities**

- **Whose truth is it?**
- **Electronic Cigarettes & Vaping**
  - [https://www.youtube.com/watch?v=9DZS_Rniak0](https://www.youtube.com/watch?v=9DZS_Rniak0) (4)
- **Find someone who...**

Generali et al., 2019
Sample Activity
Find Somebody Who Activity

Directions: Walk around the room and try to find a person who can provide the answer in the spaces below. When you find someone, have them print their first name on the line. No individual may sign more than one line. You may only sign one line yourself. Objective is to have as many lines signed as possible.

Find Somebody Who....

<table>
<thead>
<tr>
<th>Find Someone Who....</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knows what nicotine does to your heart and blood pressure</td>
</tr>
<tr>
<td>Thinks that it is cool to smoke</td>
</tr>
<tr>
<td>Would rather date a non-smoker</td>
</tr>
<tr>
<td>Knows what second-hand smoke is</td>
</tr>
<tr>
<td>Knows what a carcinogen is</td>
</tr>
<tr>
<td>Has never smoked anything in their life</td>
</tr>
<tr>
<td>Knows the effects regular marijuana use can have on a developing teenager</td>
</tr>
<tr>
<td>Knows if marijuana is addictive</td>
</tr>
<tr>
<td>Knows how long marijuana stays in the body</td>
</tr>
</tbody>
</table>

Generall et al., 2019
LESSON 8: OPIOIDS AND COCAINE

ACTIVITIES

• Review prior lesson
• Process of addiction
• Paths to addiction
• Helping self and others

Generalli et al., 2019
DATA

Participants completed pre-lesson survey at month 1 and post-lesson survey at month 8.
Collected survey data from 82 participants.
50 surveys were matched by code and will be analyzed.
Quantitative and qualitative data will be used to adjust content, instruction and future assessment methods.

Generalli et al., 2019
Repeat these lessons with 9th graders at Metropolitan Business Academy

Pilot this study at additional high school setting in CT

Continue to collect data to support the empirical validity of this curriculum

• **Special thank you to the School Counseling Department at Metropolitan Business Academy, New Haven**

General et al., 2019
THANK YOU!


Generali et al., 2019