

School Based SBIRT's Role in Youth Well Being

King County, Law, Justice and Safety Committee
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What has brought us here today?


A worsening mental health crisis for youth today



Increases in anxiety, depression, substance misuse, overdose and suicide



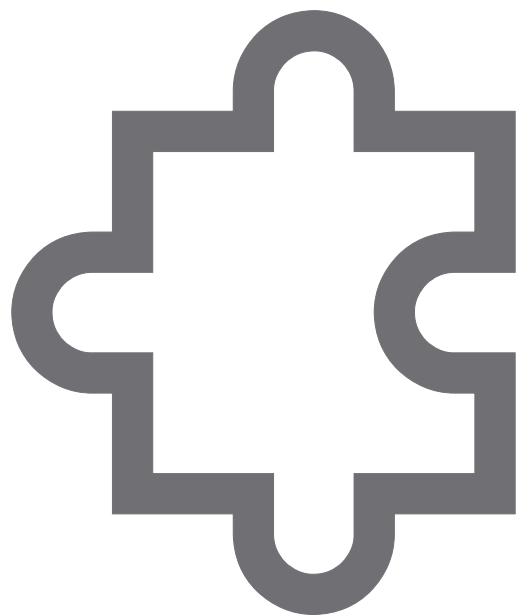
Schools and other youth-serving systems are stressed and stretched like never before



School's report spikes in interpersonal violence



Attendance and school engagement is low



Schools
represent an
enormous
opportunity to
make a
difference


In Today's Conversation we will...

- **Make a case** for the important role a universal screening and brief intervention program can play in addressing student mental health
- **Talk about** how a universal screening program and a focus on prevention and promotion are relevant even in an atmosphere where schools feel overwhelmed and understaffed
- **Explain the mechanics of our SBIRT model and how it has worked** in a multi-year, county-wide implementation
- **Present some of the key findings** from our longitudinal program evaluation
- **Tell you about implementation and training resources we offer**

The pandemic taught us
volumes about the role
schools play in adolescent
mental health

What we learned during the pandemic...

Teacher and staff wellness is critical – the pandemic pushed many to the point of burnout



Schools want to address student mental health needs but don't know where to start



The school social environment itself is critical to student mental health

Universal Screening: knowledge is power

A reactive or responsive system misses a significant percentage of students in need of supports

Reacting only to externalizing behaviors and crises is exhausting

Students identified via universal screening and a brief follow up are several fold more likely to get supports

Screening and brief intervention builds connections and is not simply about “case finding”

Knowing the support needs of the student body allows staff to feel more connected to students, more competent in their roles

Universal screening contributes to a climate of wellness in the school building

School-based Screening, Brief Intervention, and Referral To services (SBIRT)



Screen



Intervene



Refer

Screening:

Self Directed Universal screening using the *Check Yourself-SB* Tool.

Brief Intervention:

School interventionist connects with students, (and their caregivers when needed) using Motivational Interviewing principles.

Referral:

Students with identified need for support may referred to resources.

TIER 3

Immediate safety concerns endorsed at screening

BI with student (≤ 1 day of screening). Caregiver engagement and referral to services/supports as needed.



TIER 2

Risks to health and well-being endorsed at screening

BI with student (timing not specified). Caregiver engagement and referral to services/supports as needed.



TIER 1

No risks endorsed at screening

School-wide or group activities focusing on prevention and health promotion. All students receive personalized feedback as part of Check Yourself.



SB-SBIRT Foundation

Community Engagement

Communication with caregivers, families, and community-based organizations to share information about SB-SBIRT.



SBIRT:
The Screening



What to expect

Your responses to these questions will help us understand if you may need or want more support. Someone has explained to you how your answers will be kept private and in what situations they could be shared. Please follow-up with them if you have any questions. The support team at your school may follow-up with you about your responses.

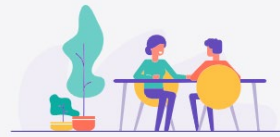
You can stop at any time.



I accept



I decline



Welcome!

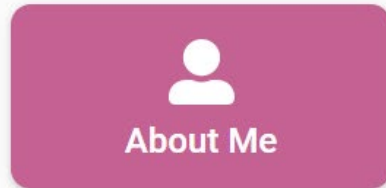
Please enter ID

Start →

S: Screening

Check Yourself-SB Overview

Select a category



- Age & grade
- Goals
- Race/ethnicity, language
- Gender
- Romantic attraction
- Supports
- Experiences at home
- Bullying and safety at school
- Sleep
- Getting along with others
- Substance use and intention to use
- Disordered Eating
- Coping skills & protective factors
- Anxiety symptoms
- Depression symptoms
- Self-harm & suicidal ideation
- Connection to adults at school

Check Yourself-SB Feedback

Key components of feedback:

- Education
- Comparisons to peer behavior
- Risks and benefits
- Tips for behavior change



You said that you did not use any substances in the past year.

Smart choice!

Coming up: More information about drinking, vaping and smoking

Marijuana can have harmful effects on teen health

Memory

Marijuana can make it hard to learn and remember things.

Mental health

It can increase worry, fear and risk for psychosis (losing touch with reality) especially in teens.

Health risk

Marijuana smoke can damage the lungs just like tobacco smoke.

Adolescents who are not engaging in risk behaviors receive positive reinforcement.



The Time

- Average of 20 **mins** per classroom: including computer set up, instruction, screening, personalized info, debrief
- Sorting / Triaging meeting has been taking us about 45 **mins** on average
 - Identifying Students
 - Assigning to Staff
 - Notes/Background Info

Triage or Sorting

SB-SBIRT Risk Categorization

SB-SBIRT uses a tiered follow-up structure that prioritizes students who endorse risk factors. The below algorithm was used to categorize students as Tier 1, Tier 2, or Tier 3 based on the risk factors endorsed. All students received personalized feedback and answered questions about protective factors and relevant context such as goals, home life, and coping strategies.

Levels	Tier 1	Tier 2 Flags – Brief Intervention	Tier 3 Flags – Immediate Brief Intervention
Version 2.0 (used through June 2022)	No concerns	Depression (PHQ-2) Anxiety (GAD-2) Substance Use Intent (Grades 6-8) Substance Use Relationship concerns (Grades 9-12) Disordered eating habits (Grades 9-12) Bullying (without safety risk) Feels angry, worried or sad on most days Wants to speak with a counselor (next few days)	Self-harm Suicidal Ideation Suicide attempt (ever) Bullying with current safety risk Wants to speak to a counselor ASAP Unsure where will be sleeping (Grades 6-12)

SB:SBIRT & Multitiered Systems of Support

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SB-SBIRT Foundation

Community Engagement

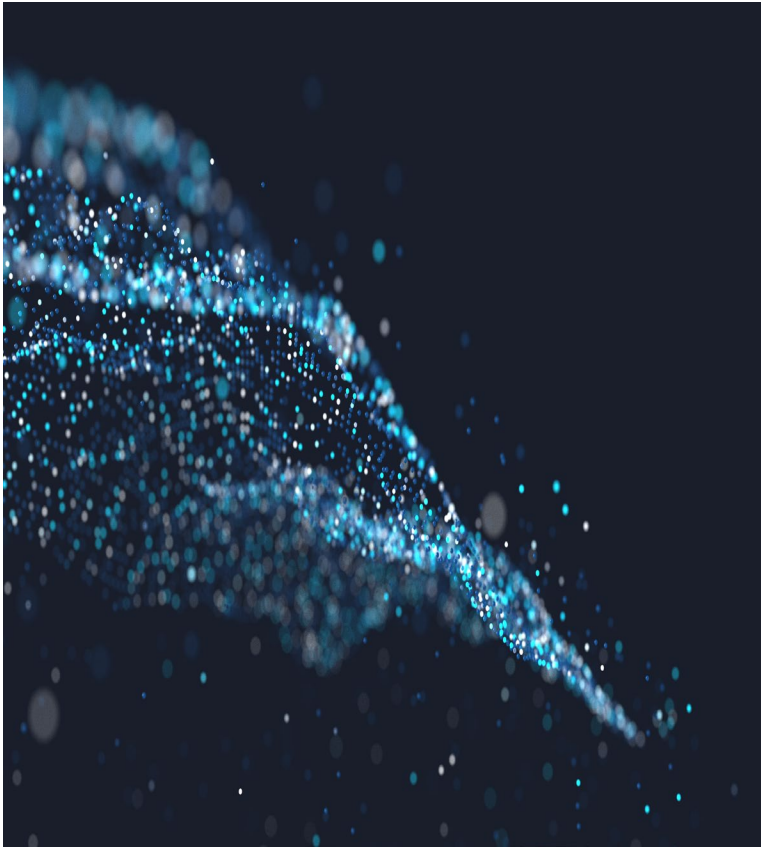
Communication with caregivers, families, and community-based organizations to share information about SB-SBIRT.



SBIRT:
The Brief
Intervention



An Infusion of Motivational Interviewing



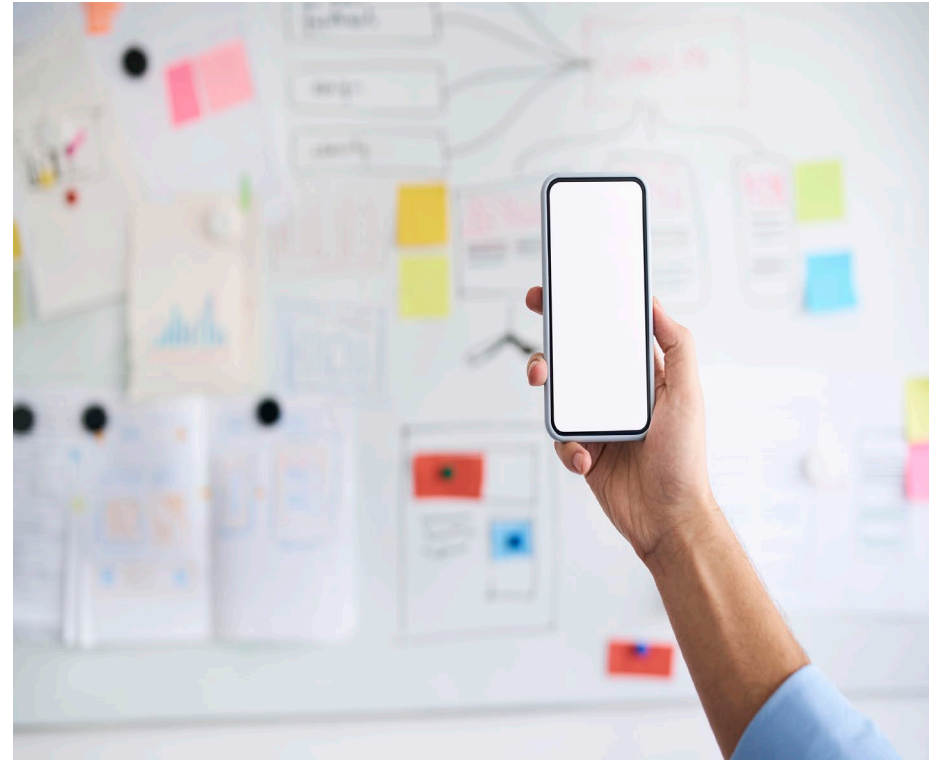
- Be curious of young person's thoughts, ideas and solutions. They are the expert in their own life.
- Explore if there's something better they wish for in their life, and if so, help strengthen their own motives, sense of importance and confidence.
- Support their choice, even if it doesn't align with our goals, values and culture.

SBI**RT**:
Referral To...



Building a Resource List

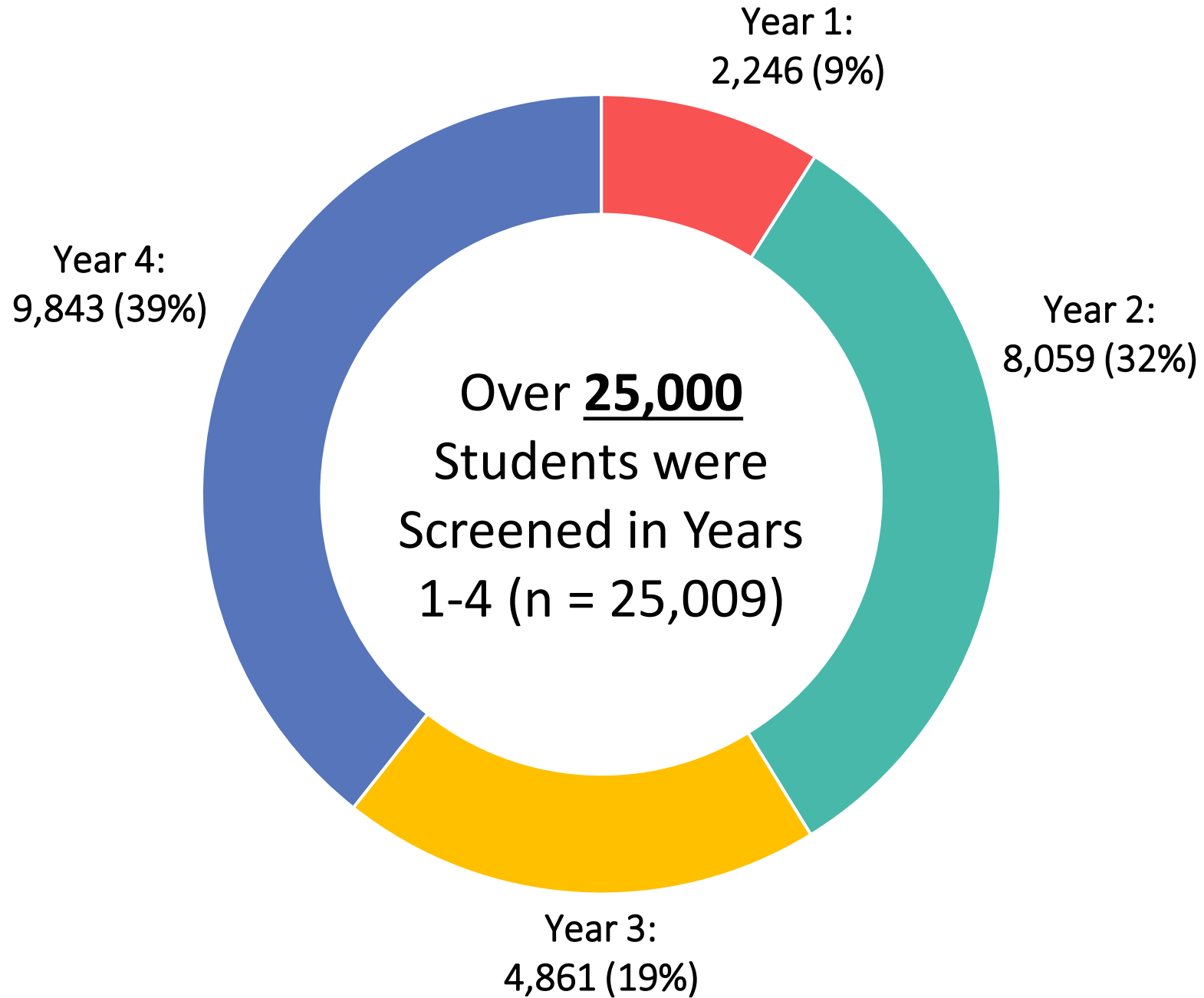
- **Consider all the various subjects that Check Yourself addresses:**
- Food, Housing,
- Financial
- Substance Use
- Mental Health
- Student Interests: Clubs, Groups, Sports
- Academic Supports





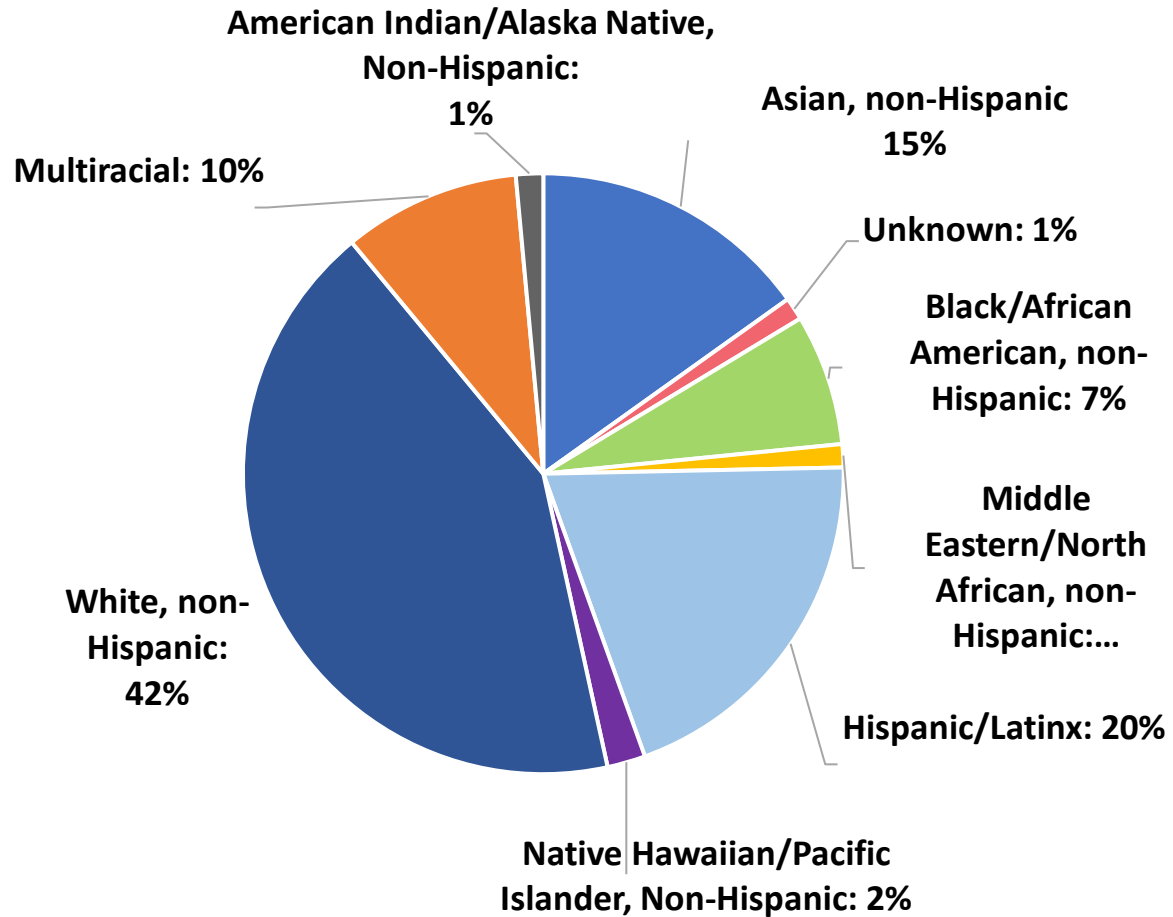
**SO... WHAT
HAPPENED?!?**





Demographics of Students Participating in SB-SBIRT

Student Races/Ethnicities (N = 25,009)



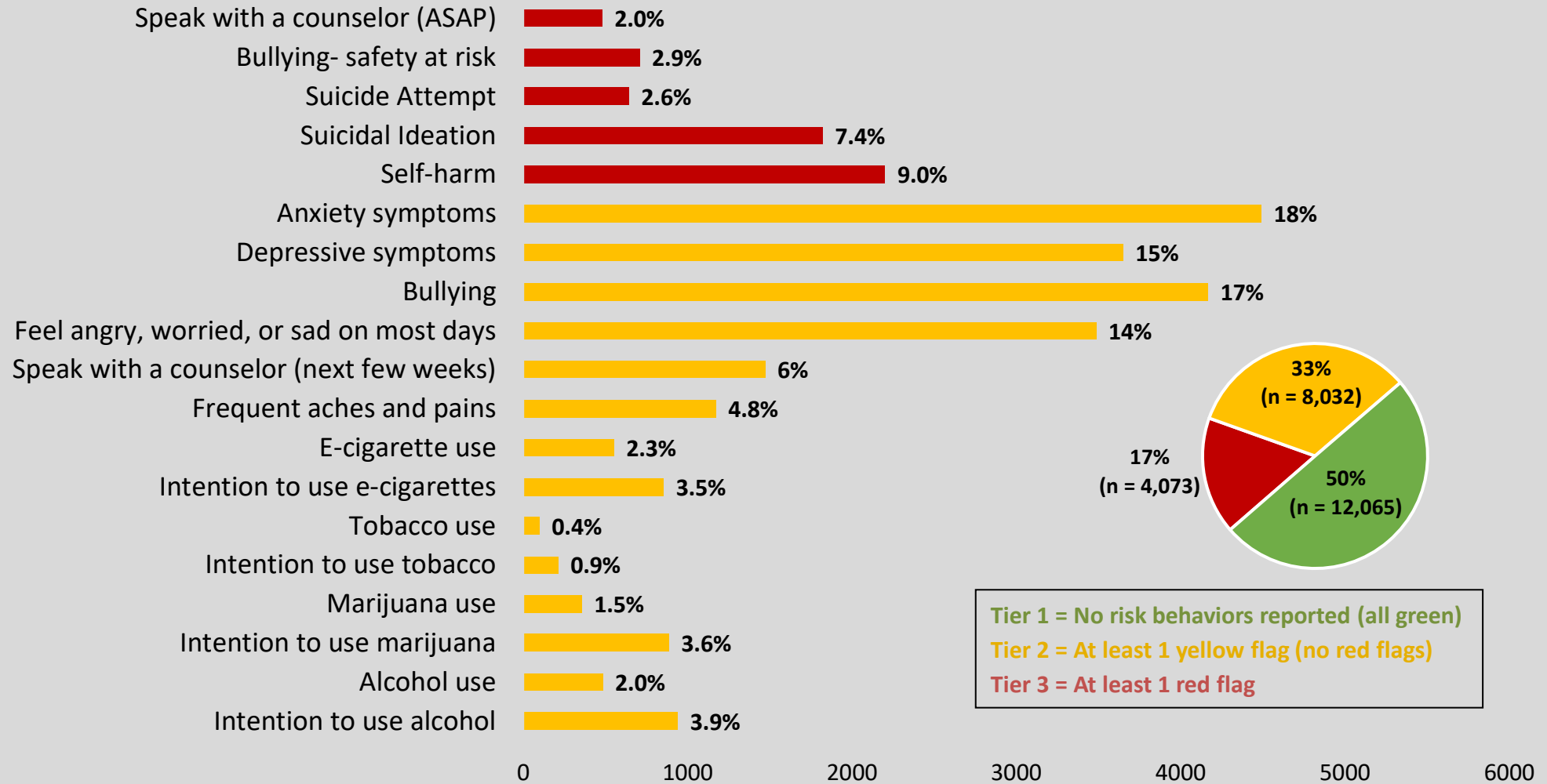
Student Gender Identities (N = 24,419):

Male	12,229 (50%)
Female	11,115 (46%)
Nonbinary	320 (1.3%)
Transgender	113 (0.5%)
Questioning	370 (1.5%)
Something else fits better	335 (1.4%)

**Percentage do not include 537 students who were not asked or did not wish to answer*

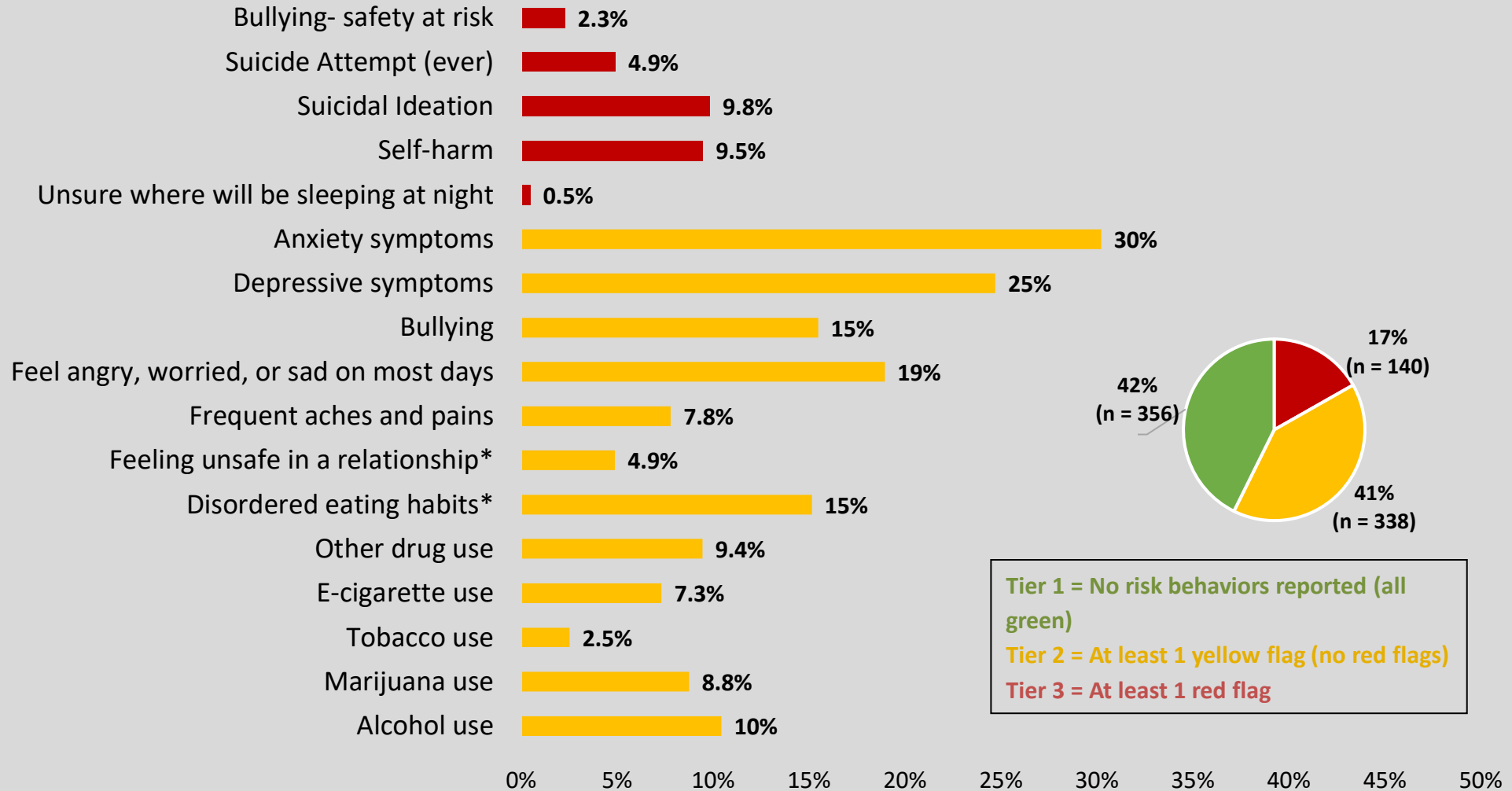
Distribution of Middle School Student Risk Factors Endorsed During Screening

Middle School Students Who Endorsed Risk Factors During Screening Years 1-4 (N = 24,175)



Distribution of High School Student Risk Factors Endorsed During Screening

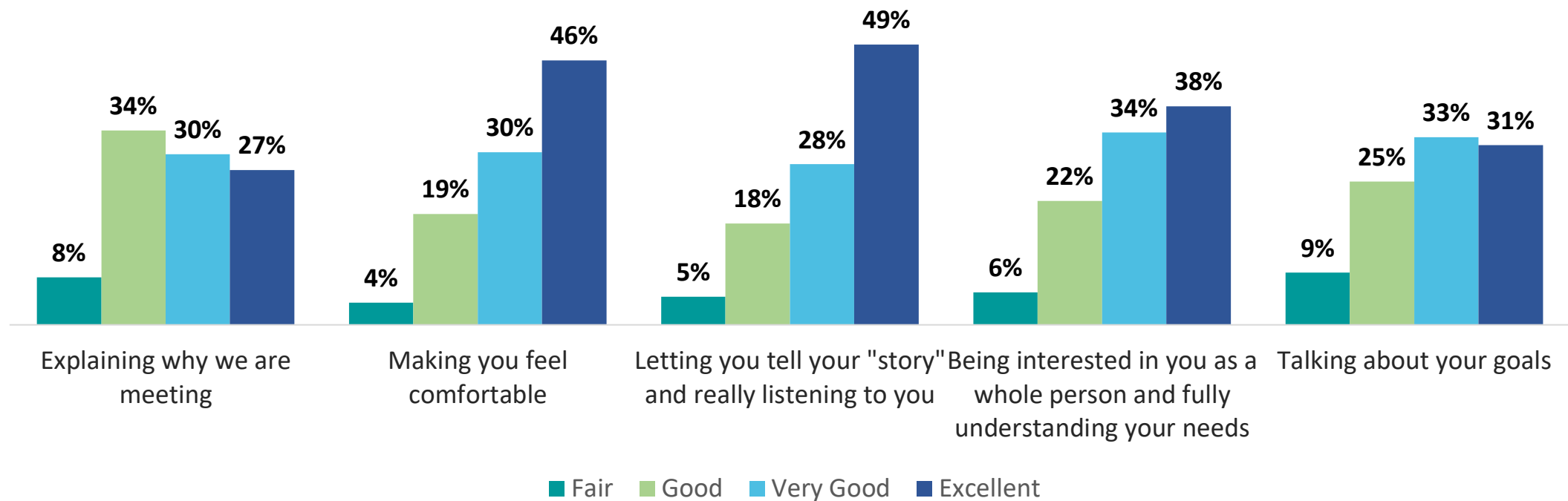
High School Students Who Endorsed Risk Factors During Screening Year 4 (N = 834)



Youth Report of SB-SBIRT Experience

93% of students felt their interactions during BI were “good”, “very good” or “excellent” across all categories

Student Ratings of Interactions During Brief Intervention (n=389)



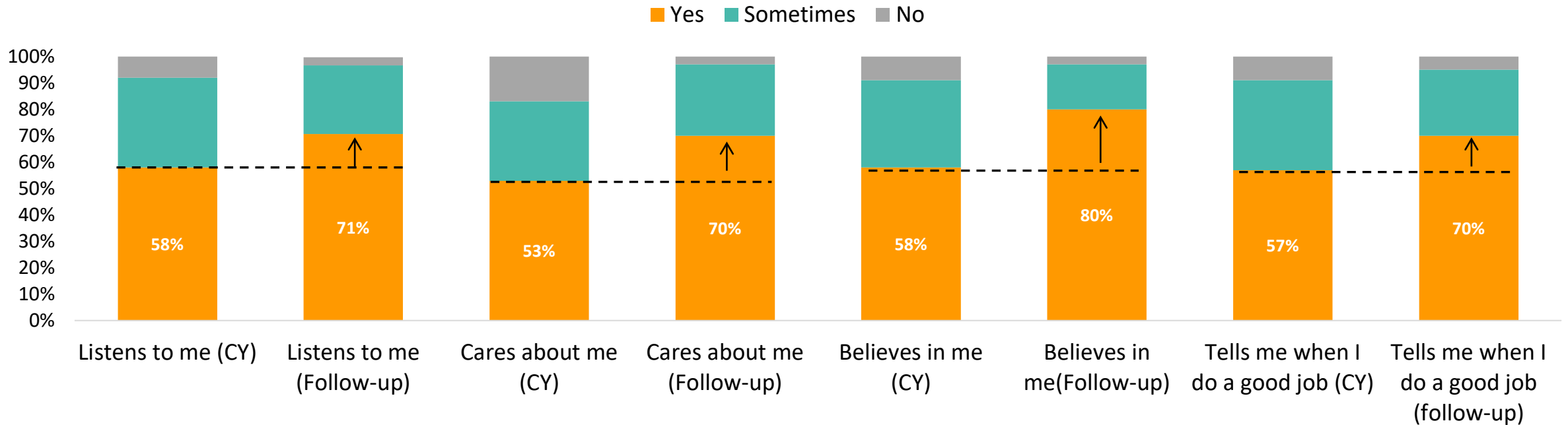
Data Source: Youth Post-BI Survey (n=389)

¹Bikker et. Al. Measuring empathic, person-centered communication in primary care nurses: validity and reliability of the Consultation and Relational Empathy (CARE) Measure. BMC Fam Pract. 2015 Oct 23;16:149. doi: 10.1186/s12875-015-0374-y

Youth Connection with Adults at School is Shown to Improve after Brief Intervention (n = 389)

49% of youth reported higher school connection after participating in SB-SBIRT.
30% reported the highest possible score for school connection at baseline.

Change in Youth Responses to School Connection Scale Questions, Baseline to Follow-up



Data Source: Youth Post-BI Survey (n = 389)

SBIRT Story from Narrative Report



“I have had several students say that completing the screener felt like an easy way to let others know about challenges they were experienced with mental health that students would have found difficult to come and talk to a counselor about them on their own. (i.e., if it wasn't for the screen, they would not have said anything). Two of those students had Suicide Ideation, one had contemplated jumping off a high-story hotel balcony as she was sitting on it. That student can now manage those thoughts/feelings and has just connected to a counselor at the agency.

Another lived with her dad only who took care of basic living necessities but was very hands off about anything else in her life, so that student had learned to ignore her problems, or deal with everything on her own. I meet regularly with this student at the school as she declines outside counseling.”

School-based SBIRT implementation resources



Implementation
playbook



Brief intervention
practitioner guide



An effective training
process grounded in
motivational interviewing



Ongoing coaching and
support



Support in the effective
use of the data produced
by Check Yourself



Questions?