

SBIRT in Schools

Introduction to Identifying and Addressing
Substance Use



SBIRT in Schools Project



Massachusetts DPH
School Health Unit



Who Are We?



Trainer
MASBIRT TTA

Moderator
SHIELD

Community Guidelines

Anything to Add?

<h3>Partnership</h3> <ul style="list-style-type: none">• We all have expertise and inherent worth• We will go further together than alone	<h3>Acceptance</h3> <ul style="list-style-type: none">• We practice non-judgement• We embrace ambivalence
<h3>Compassion</h3> <ul style="list-style-type: none">• We are committed to wellbeing and growth• Take away any lessons, leave names and details	<h3>Empowerment</h3> <ul style="list-style-type: none">• We encourage autonomy• We invite reciprocal feedback

Review of Course Objectives

Describe the impact of substance use on teens

Identify statewide referral resources

Utilize the state approved verbal substance use screening tool

Describe why MI is an effective counseling style

Summarize the elements of the REACT model (negative screens)

Describe how the components of MI facilitate conversations about change

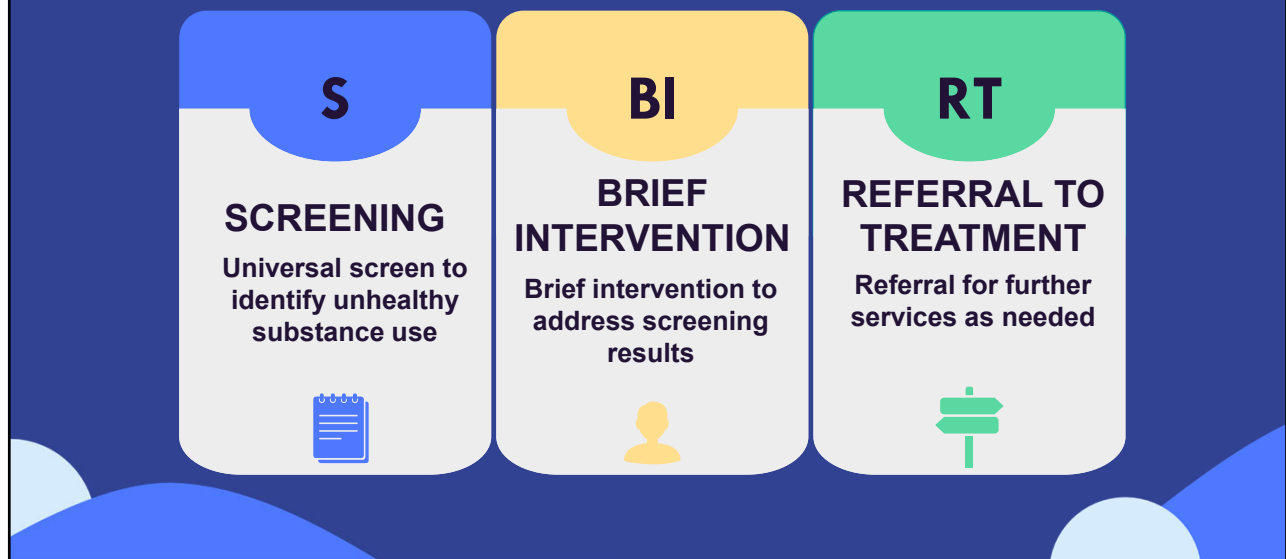
Summarize the elements of the Brief Negotiated Interview (positive screens)

Comply with MA regulatory requirements

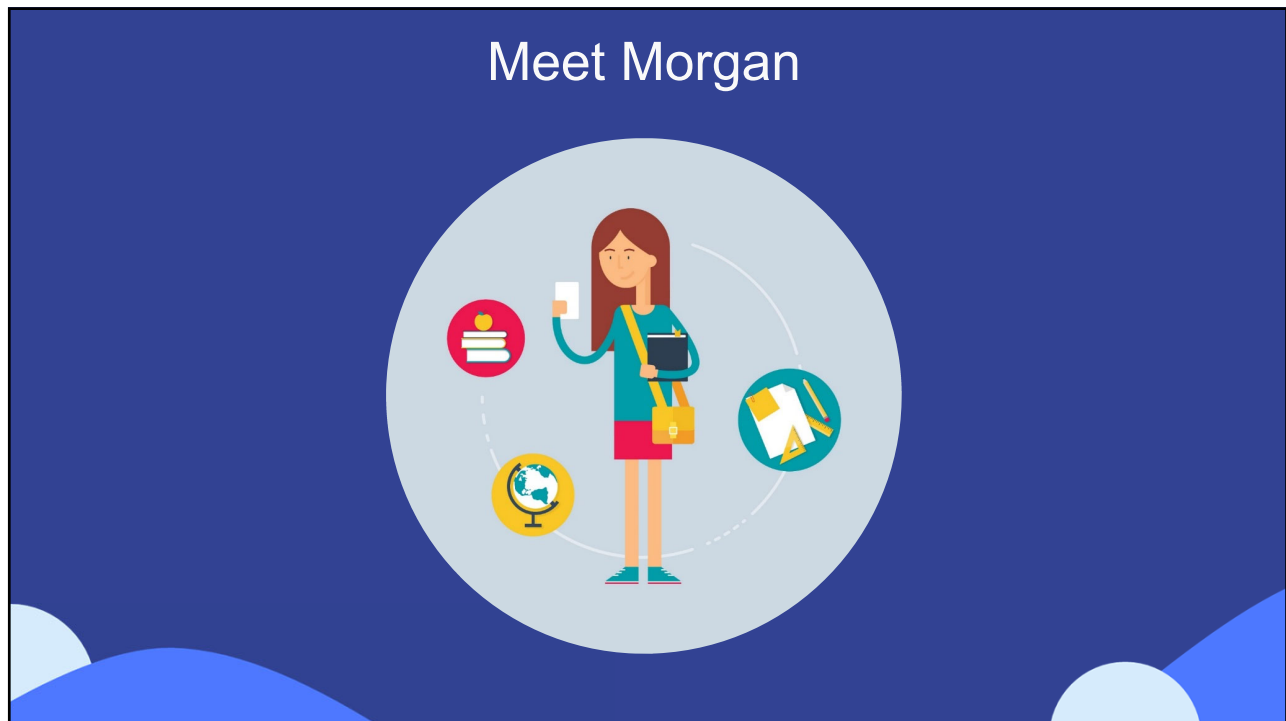
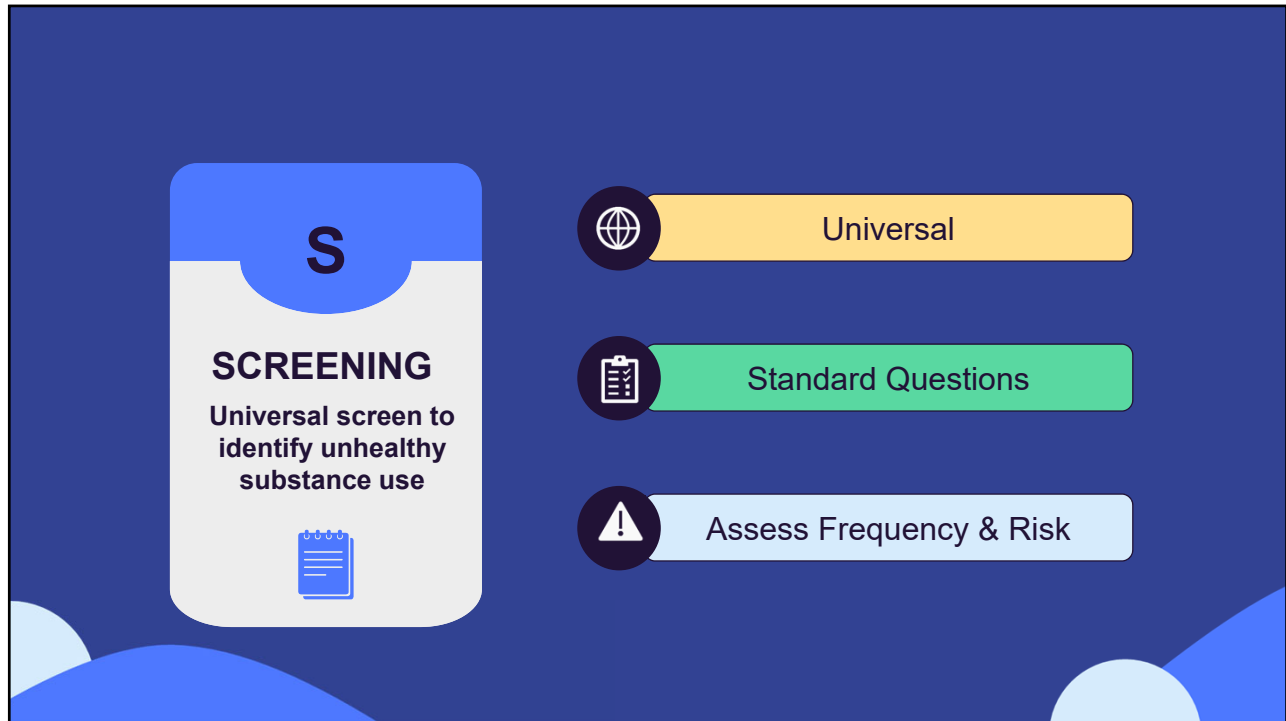
How to Complete this Course and Claim Credit

- ✓ 1 Register for Course
- ✓ 2 Complete self-paced activities
- 3 Attend entire live Zoom session
Learners seeking social work credit must keep their webcams on
- 4 Wait for emailed passcode to complete post-test and evaluation

What is SBIRT?



Section I: Screening



Background



- 14-year-old female student in 9th grade
- Newer to the district, has a small group of close friends
- Thinking about drama club or school sports
- She seems nervous when you call her in for SBIRT

Helping Students Feel Comfortable

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



DPH Introductory Script

Workbook
Page 2

1 Introduce Screening

2 Address Confidentiality

3 Ask Permission

CRAFTT+N Screening Tool

Workbook
Page 3-4

The CRAFTT+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. # of days
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. # of days
3. Use anything else to get high (like other illegal drugs, pills, prescription or over-the-counter medications, and things that you snort, huff, vape, or inject)? Say "0" if none. # of days
4. Use a vaping device* containing nicotine and/or flavors, or use any tobacco products? Say "0" if none. # of days

*Such as e-cigarettes, pens, and devices like JUUL, disposable vapes like Puff Bar, vape pens, or e-cigarettes; 100 percent, organic, vegetable, herbals, chewing tobacco, snuff, smut, dissolvables, or nicotine pouches.

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 1 st question only in Part B below, then STOP	Ask all 4 questions in Part B below	Ask all 10 questions in Part C on next page

Part B

- | | Circle one |
|---|------------|
| C Have you ever ridden in a CAR driven by someone (including yourself) who was "high" or had been using alcohol or drugs? | No Yes |
| R Do you ever use alcohol or drugs to RELAX, feel better about yourself, or fit in? | No Yes |
| A Do you ever use alcohol or drugs while you are by yourself, or ALONE? | No Yes |
| F Do you ever FORGET things you did while using alcohol or drugs? | No Yes |
| F Do your FAMILY or FRIENDS ever tell you that you should cut down on your drinking or drug use? | No Yes |
| T Have you ever gotten into TROUBLE while you were using alcohol or drugs? | No Yes |

Part C

The following questions ask about your use of any vaping devices containing nicotine and/or flavors, or use of any tobacco products.^{1,2}

- | | Circle one |
|--|------------|
| 1. Have you ever tried to QUIT using, but couldn't? | Yes No |
| 2. Do you vape or use tobacco NOW because it is really hard to quit? | Yes No |
| 3. Have you ever felt like you were ADDICTED to vaping or tobacco? | Yes No |
| 4. Do you ever have strong CRAVINGS to vape or use tobacco? | Yes No |
| 5. Have you ever felt like you really NEEDED to vape or use tobacco? | Yes No |
| 6. Is it hard to keep from vaping or using tobacco in PLACES where you are not supposed to, like school? | Yes No |
| 7. When you HAVEN'T vaped or used tobacco in a while (or when you tried to stop using): | |
| a. did you find it hard to CONCENTRATE because you couldn't vape or use tobacco? | Yes No |
| b. did you feel more IRRITABLE because you couldn't vape or use tobacco? | Yes No |
| c. did you feel a strong NEED or urge to vape or use tobacco? | Yes No |
| d. did you feel NERVOUS, restless, or anxious because you couldn't vape or use tobacco? | Yes No |

References:
O'Heiler, K. C., Frazier, K. E., Welton, B. J., & Francis, J. R. (2004). Screening adolescents for nicotine dependence: the Hooked On Nicotine Checklist. *J. Adolesc. Health*, 35(3), 224-230.
Mullavey, K., Baccus, M., & Hagem-Fisher, B. (2018). Adolescents' and Young Adults' Use and Perceptions of Puff-Based Electronic Cigarettes. *J. Adolesc. Health*, 63(1), e115-120.

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crafft+n@childrens.harvard.edu
For more information and versions in other languages, see www.mssbirt.org/schools.

Breakout Rooms - Practice Screening!

Workbook
Pages 2-6



Workbook

The CRAFT-N Interview
SBIRT in Schools

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

- Drink more than a few sips of beer, wine, or any other containing alcohol? (1-7 times)
- Drink or use substances (cannabis, alcohol, or any other) to relieve feelings, thinking, or emotions, or to get high, or to feel "high" (beyond the "buzz" of the drug)?
- Do anything else to get high like other people (e.g., burn things, use a special pipe or "bong" device, use a pipe, etc.)
- Use a "repeating device" containing alcohol (beer, wine, or any other) to relieve feelings, thinking, or emotions, or to get high, or to feel "high" (beyond the "buzz" of the drug)?

If you checked "never,"

If you checked "1" or "2" or "3" or "4" or "5" or "6" or "7"

Part B

- Have you ever been in a car crash or someone thinking yourself into a car crash? (Yes/No)
- Do you ever use alcohol or drugs to get high, or to feel "high" (beyond the "buzz" of the drug)? (Yes/No)
- Do you ever use alcohol or drugs to get high, or to feel "high" (beyond the "buzz" of the drug)? (Yes/No)
- Do you ever use alcohol or drugs to get high, or to feel "high" (beyond the "buzz" of the drug)? (Yes/No)
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- Do you ever use alcohol or drugs to get high, or to feel "high" (beyond the "buzz" of the drug)? (Yes/No)

Part C

- Have you ever been in a car crash or someone thinking yourself into a car crash? (Yes/No)
- Do you ever use alcohol or drugs to get high, or to feel "high" (beyond the "buzz" of the drug)? (Yes/No)
- Do you ever use alcohol or drugs to get high, or to feel "high" (beyond the "buzz" of the drug)? (Yes/No)
- Do you ever use alcohol or drugs to get high, or to feel "high" (beyond the "buzz" of the drug)? (Yes/No)
- Do you ever use alcohol or drugs to get high, or to feel "high" (beyond the "buzz" of the drug)? (Yes/No)
- Do you ever use alcohol or drugs to get high, or to feel "high" (beyond the "buzz" of the drug)? (Yes/No)
- Do you ever use alcohol or drugs to get high, or to feel "high" (beyond the "buzz" of the drug)? (Yes/No)
- Do you ever use alcohol or drugs to get high, or to feel "high" (beyond the "buzz" of the drug)? (Yes/No)


Part D

- Have you ever been in a car crash or someone thinking yourself into a car crash? (Yes/No)
- Do you ever use alcohol or drugs to get high, or to feel "high" (beyond the "buzz" of the drug)? (Yes/No)
- Do you ever use alcohol or drugs to get high, or to feel "high" (beyond the "buzz" of the drug)? (Yes/No)
- Do you ever use alcohol or drugs to get high, or to feel "high" (beyond the "buzz" of the drug)? (Yes/No)
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- Do you ever use alcohol or drugs to get high, or to feel "high" (beyond the "buzz" of the drug)? (Yes/No)
- Do you ever use alcohol or drugs to get high, or to feel "high" (beyond the "buzz" of the drug)? (Yes/No)


Poll Questions




DPH Data Collection



De-identified data submitted within 90 days of SBIRT completion



Information and screenshots available on SBIRT in Schools Website



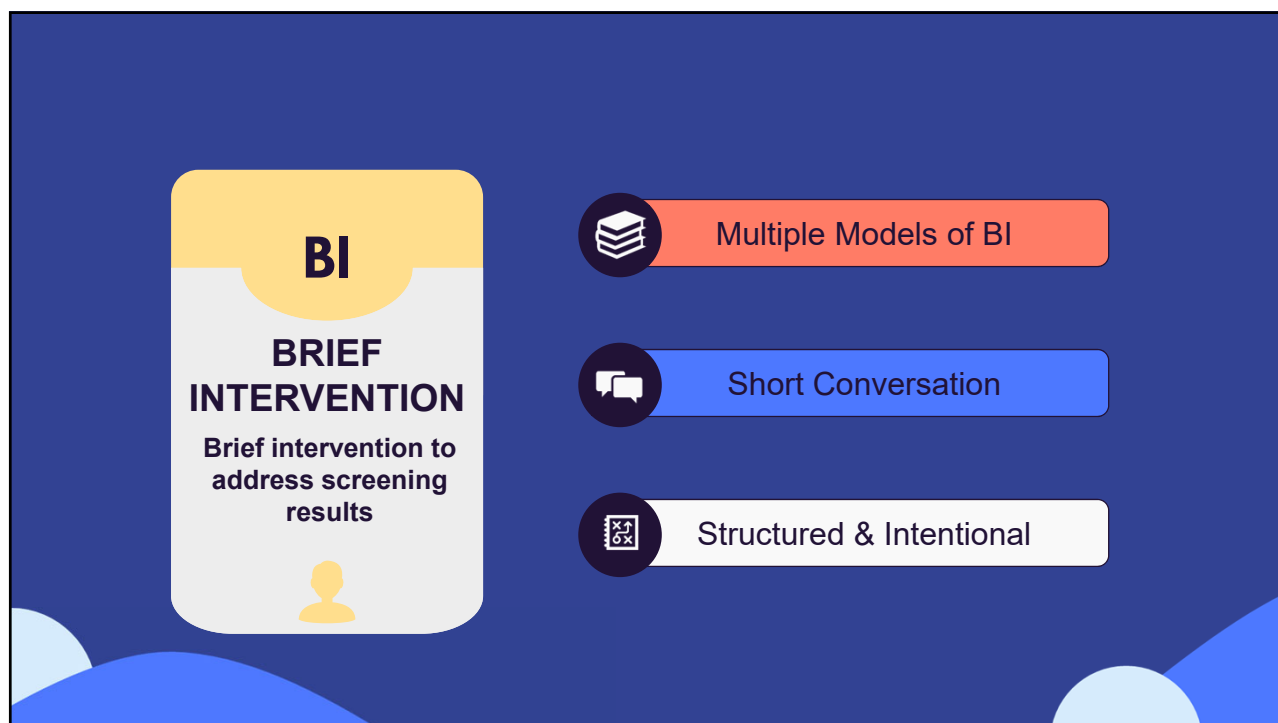
MASBIRT TTA

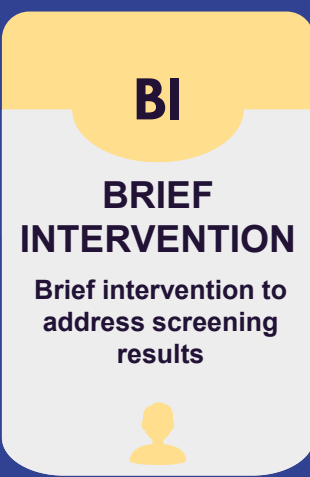
www.masbirt.org/schools

5-Minute Stretch Break!



Section II: The Brief Intervention






BNI for Positive Screens

- Five steps
- Raise awareness of potential harms
- Build motivation toward risk reduction
- Offer a referral, if needed

REACT for Negative Screens

- Three steps
- Reinforce student's decision not to use
- Explore any safety concerns
- Plan for the future

Use Your Orange Card!



Workbook
Page 7

SBIRT IN SCHOOLS
Brief Intervention Protocols

Find the CRAFT+N: SBIRT in Schools screening tool in English and other translations at masbirt.org/schools

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 obstacles 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.

Risks

Nicotine (Vaping Devices, E-cigs, Tobacco Products)

- Some vape pods have as much nicotine as 20 cigarettes
- Nicotine can harm the brain, including memory and ability to learn
- Aerosol from vaping is not water vapor, it may contain cancer-causing chemicals


Alcohol (Beer, Wine, Liquor)

- The brain is developing until age 25, alcohol use during the teen years can interfere with healthy brain development
- Alcohol is particularly damaging to the part of the brain that is important for memory and learning (the hippocampus)
- Alcohol impairs safe driving by causing vision impairment, slower reaction times, lower concentration and difficulty multi-tasking

Cannabis (Marijuana)

- Cannabis can impact attention, learning, memory, concentration and coordination, important factors for school, sports and driving
- Depending on the source and mode of use, cannabis can vary greatly in its effect and potency
- Cannabis can increase risks of chronic cough, anxiety and depression

Brief Negotiated Interview (Any Use)

Build Rapport	Explore Pros and Cons	Provide Feedback	Use Business Refusal	Negotiate Action Plan	Referrals	What's in Your Cup?	HOW CONFIDENT ARE YOU?	HOW IMPORTANT IS IT TO YOU?
<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • What do you like about using [X]? • What do you like less or regret about using [X]? • Explore problems mentioned in CRAFT+N: 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? 	<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 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. 	<p>Referrals</p> <p>MA Substance Use Helpline (800) 327-5050 helpline.ma.org</p> <p>This is Quitting Text "VapeFreeMass" to 88709 truthinitiative.org</p> <p>My Life, My Quit Call or text "Start My Quit" to (855) 891-9989 mylifemyquit.com</p>	<p>What's in Your Cup?</p> 	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10

Resources

masbirt.org/schools | mass.gov/maclearinghouse | getoutraged.org

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Case of Morgan



Background

- 14-year-old female student in 9th grade
- Newer to the district, has a small group of close friends
- Thinking about drama club or school sports
- She seems nervous when you call her in for SBIRT



Screening

- Reports smoking cannabis about 8 times in the past year
- Reports vaping nicotine about 10 times in the past year
- Says yes to the questions about the CAR, and using to RELAX in Part B
- Says yes to the question about PLACES in Part C

Brief Negotiated Interview

1 Build Rapport

2 Explore Pros & Cons

3 Provide Feedback

4 Use Readiness Ruler

5 Negotiate Action Plan

Brief Negotiated Interview (Any Use)		VERY
Build Rapport	<ul style="list-style-type: none"> 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? 	10
Explore Pros and Cons	<ul style="list-style-type: none"> What do you like about using [X]? What do you like less or regret about using [X]? Explore problems mentioned in CRAFFT+N: 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? 	9
Provide Feedback	<ul style="list-style-type: none"> 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? 	8
Use Readiness Ruler	<ul style="list-style-type: none"> 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. 	7
Negotiate Action Plan	<ul style="list-style-type: none"> 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 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. 	6
		5
		4
		3
		2
		1
		NOT AT ALL

Step 2: Explore Pros and Cons

1 Build Rapport

2 Explore Pros & Cons

3 Provide Feedback

4 Use Readiness Ruler

5 Negotiate Action Plan

- 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?

Example: Double Sided Reflections

“

Student

I didn't want anyone to think I was weird, so I just went along with it. I know if my parents found out, they'd probably never let me leave the house again.

“

Practitioner

You're a bit worried about fitting in with this friend group, and you know you'd be in some trouble if your parents found out.

1: Pros

2: Cons

Talking with Morgan

“I like that it's something I can do with friends that bonds us. We laugh and have a good time.”

“I can't think of too many downsides. I guess it makes my mouth a little dry.”

What's a double-sided reflection you might use in response?

Step 3: Provide Feedback

1

Build Rapport

2

Explore Pros & Cons

3

Provide Feedback

4

Use Readiness Ruler

5

Negotiate Action Plan

- **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

1

Build Rapport

2

Explore Pros & Cons

3

Provide Feedback

4

Use Readiness Ruler

5

Negotiate Action Plan

- 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

1

Build Rapport

2

Explore Pros & Cons

3

Provide Feedback

4

Use Readiness Ruler

5

Negotiate Action Plan

- Given our discussion, what might you do?
- If making a suggestion or referral, use E.P.E.
- 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 [X] or [X]?
- What might help you get to a higher number?
- What obstacles do you anticipate? What has helped you succeed in the past?
- **Summarize conversation and thank them for sharing**

Factors to Consider



Level of Risk



Motivation to Change



The Screener



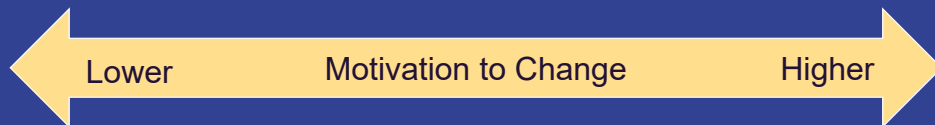
School/Referral Resources

Action Plan for Lower Risk Use

"You know what will work best for you. I'm here if you want to talk about this some more."

"Would it be okay if I shared some options that other students have found helpful?"

"We've talked about a plan that might work for you. How about we meet again in a couple weeks to see how things are going?"

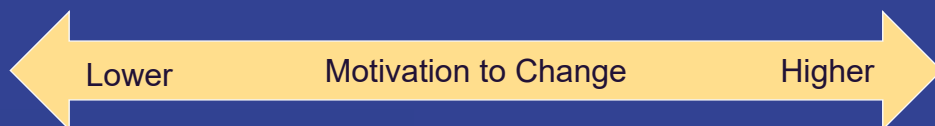


Action Plan for Higher Risk Use

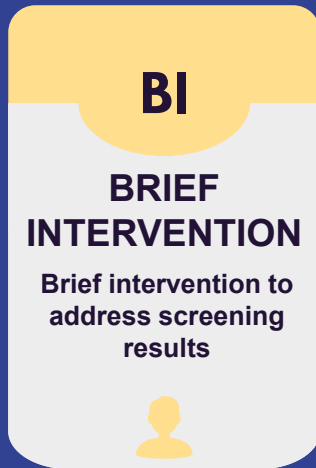
"Based on what you shared today, I'd like to continue this conversation..."

"We have some options for support here at school and in our community. Would it be okay if I share those options with you?"

"I'll set up a meeting to connect you with that contact/ service/ resource."



Brief Negotiated Interview



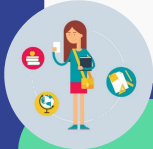
Brief Negotiated Interview (Any Use)		VERY
Build Rapport	<ul style="list-style-type: none"> I'd like to learn a little more about you. What are some important things/hopes/goals in your life? OR What is a typical day like for you? How does your use of [X] fit in? 	10
Explore Pros and Cons	<ul style="list-style-type: none"> What do you like about using [X]? What do you like less or regret about using [X]? Explore problems mentioned in CRAFT+N: 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? 	8
Provide Feedback	<ul style="list-style-type: none"> 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? 	6
Use Readiness Ruler	<ul style="list-style-type: none"> 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. 	4
Negotiate Action Plan	<ul style="list-style-type: none"> 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 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. 	1
		NOT AT ALL

Case of Morgan



Background

- 14-year-old female student in 9th grade
- Newer to the district, has a small group of close friends
- Thinking about drama club or school sports
- She seems nervous when you call her in for SBIRT



Screening

- Reports smoking cannabis about 8 times in past year
- Reports vaping nicotine about 10 times in the past year
- Says yes to the questions about the CAR, and using to RELAX in Part B
- Says yes to question about PLACES in Part C

Brief Intervention

- Morgan likes smoking cannabis with friends because it's fun and makes her laugh. She doesn't like feeling foggy the next morning, but it usually goes away.
- She's vaped nicotine with friends, and hasn't bought it on her own yet. She shares that it's becoming harder to access the flavor pods and she's not a fan of the menthol or tobacco flavored products.
- On a scale of 1-10 she is about a 3 for both her nicotine and cannabis use, she doesn't see it as too big of a deal.
- She's open to hearing what the provider has to say, as long as they don't tell her what to do.

Breakout Rooms - Practice BNI!

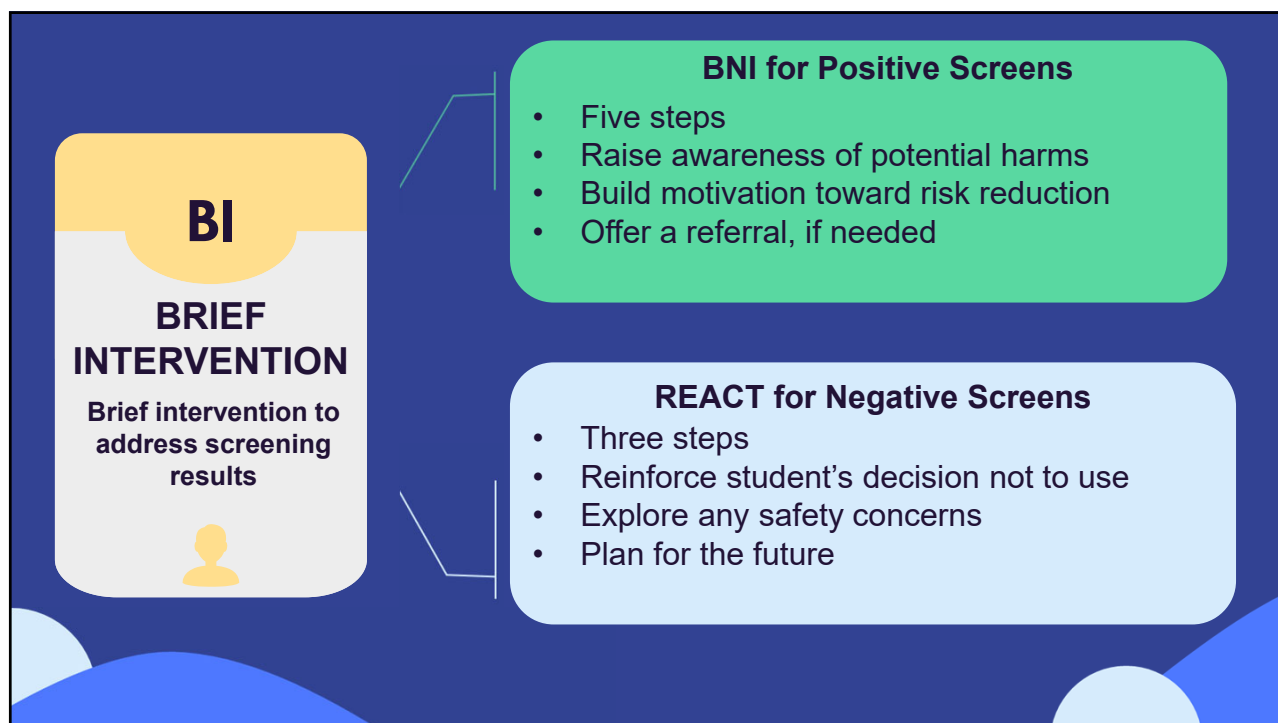
Workbook
Pages 7-9



Workbook

Brief Structured Interview (Any Use)		VER
Subject	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?	
Problems	What do you like about using [X]?	
	What do you like less or regret about using [X]?	
	Explore problems mentioned in CRAFT-F4:	
	You mentioned... Can you tell me more about that?	
Use of [X]	So, on the one hand you said [PROCS], and on the other hand you said [CONCS]. Where does that leave you?	
	[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.	
Reflection	[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 2?	
	If "1", What would need to happen for you to consider making a change?	
Action	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?	
Summary	Why did you choose [X] and not a lower number like 1 or 2?	
	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.	

Debrief

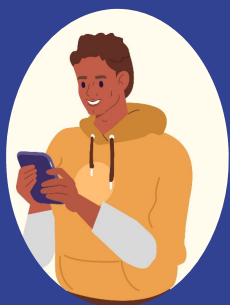


Meet Isaac



Background

- 12-year-old male in 7th grade
- Social and popular kid – has many friends
- Thinks he wants to go into a trade after high school



Screening

- Doesn't report any use of alcohol, other drugs, nicotine or tobacco

Brief Intervention

- Doesn't have any strong reasons for not using, he hasn't been in a situation where he's been offered something
- Knows some older kids that drink occasionally, has a cousin who vapes

REACT

1

Reinforce

2

Educate

3

Anticipate Challenges of Tomorrow

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.**

Step 1: Reinforce

1

Reinforce

2

Educate

3

Anticipate Challenges of Tomorrow

- "Tell me a little about why you've made the decision not to use alcohol or other drugs?"
- **Use a reflection or affirmation reinforce their reasons.**

Affirmations



Affirmations are statements highlighting the individual's strength, values, or steps taken



Used to develop self-confidence



Different than general praise or cheerleading

Talking with Isaac

"I don't know, I guess I know some kids who drink and smoke but none of my friends do. We usually just play video games or basketball or something. Also my mom would totally lose it if she found out I was doing any of that stuff."

What's an affirmation you could use in response?

Step 2: Educate

1

Reinforce

2

Educate

3

Anticipate Challenges of Tomorrow

- **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?

Educational Resources

Massachusetts Health Promotion Clearinghouse

Free health promotion materials for Massachusetts residents and health and social services providers

- All items are free to download
- Option to receive printed materials delivered straight to you

mass.gov/maclearinghouse

Step 3: Anticipate Challenges of Tomorrow

1

Reinforce

2

Educate

3

Anticipate Challenges of Tomorrow

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

Valanced Questions

"Tell me about a situation in the past where you had to work through a difficult situation. What did you do?"

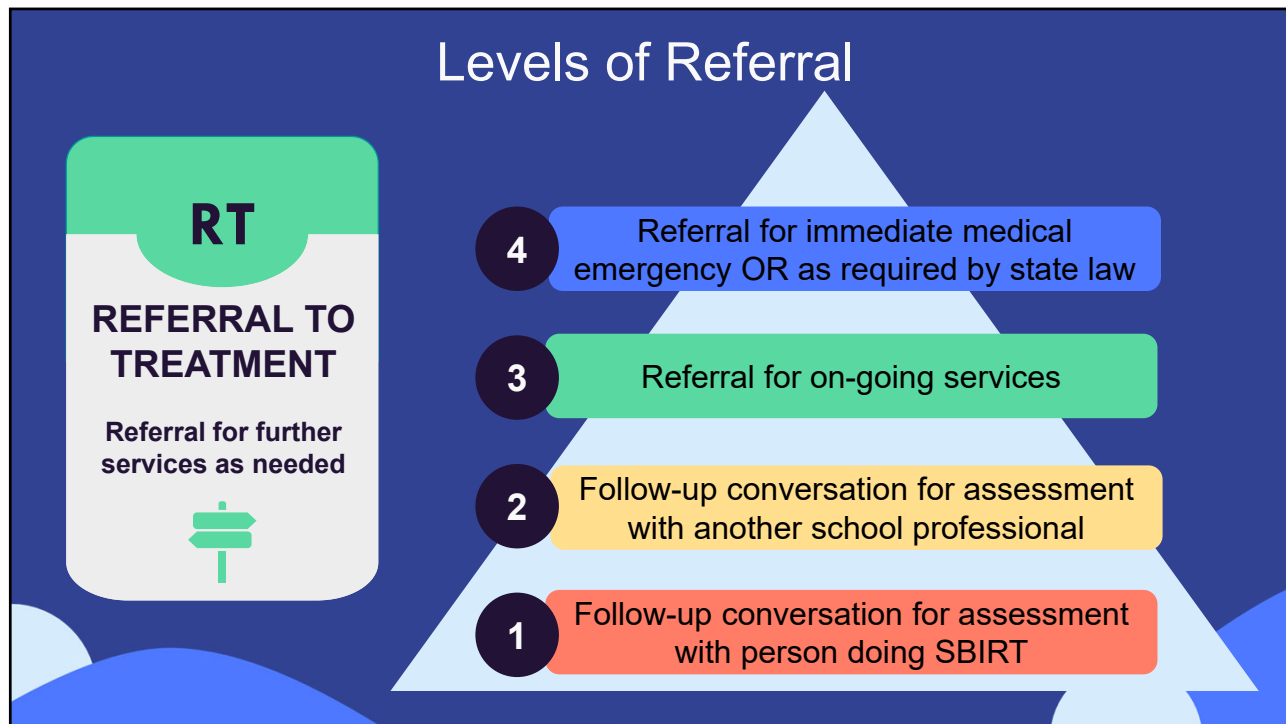
"If you decided to turn someone down, what might you say or do?"

Practice on Your Own!

 Workbook
Page 10



Section III: Referrals



Statewide Referral Resources for Treatment & Recovery



www.helplinema.org



1-800-327-5050

Office of Youth and Young Adult Services (OYYAS)

State office responsible for oversight of state funded, substance use and co-occurring services for adolescents (12-26)



YouthInfo.BSAS@mass.gov



617-624-5111



Referral Resources for Nicotine, Tobacco, Vaping

**MY LIFE
MY QUIT™**

Text
"Start My Quit" to
36072

mylifemyquit.com

"This is Quitting"
Customized for
Massachusetts Youth
and Young Adults



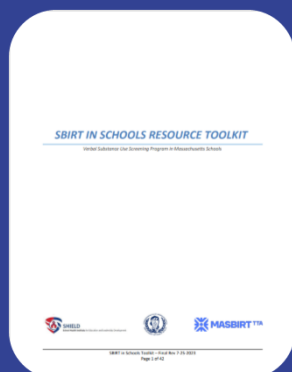
Text
"DITCHVAPE" to
88709

truthinitiative.org/thisisquitting

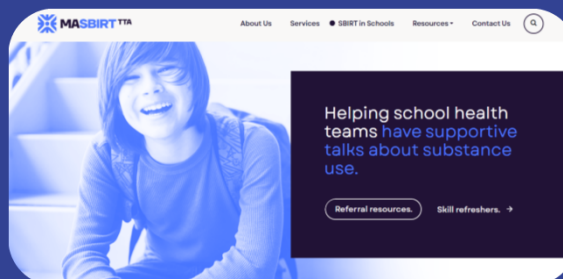
Section IV: Know Your Contacts

SBIRT in Schools Resources

Toolkit



Website



www.masbirt.org/schools



Check these resources for tips, checklists, templates & more!

Regional School Nurse Consultant Contacts

Boston	Mary Jane O'Brien, PhD, RN, CPNP, NCSN	(617) 635-6788	mobrien@bostonpublicschools.org
Central	Tracy Rowe, MEd, BSN, RN, NCSN	(781) 392-7726	rowet@weston.org
Metro West	Patricia H. Smith, RN, BSN, NCSN	(781) 848-4000 x 7841	patricia.smith@braintreeschools.org
Northeast	Shanyn Toulouse, DNP, MEd, RN, NCSN	(978) 420-1919	shanyn.toulouse@haverhill-ps.org
Southeast	Ann Linehan, DNP, MSN, RN	(508) 580-7470	annlinehan@bpsma.org
Western (Hampden, Hampshire)	Veronica Webb Barrett, MSN, MA, RN, HNB-BC	(413) 896-8100	webbv@springfieldpublicschools.com
Western (Berkshire, Franklin)	Margaret Burch, MS, RN, NCSN	(413) 665-1115 x 7740	margaret.burch@frsu38.org
Non-Public Schools	Janet Guertin-Moruzzi, MEd, BSN, RN, NCSN	(857) 319-1408	janet.moruzzi@state.ma.us

Training & Technical Assistance Contacts

MASBIRT Training & Technical Assistance (MASBIRT TTA)

- Email: MASBIRT@bmc.org
- Web: www.masbirt.org

MA DPH, School Health Unit

- Email: Avery.H.Hines@mass.gov
- Web: www.mass.gov/orgs/school-health-services

MA DPH, Bureau of Substance Addiction Services (BSAS)

- Web: www.mass.gov/orgs/bureau-of-substance-addiction-services

School Health Institute for Education and Leadership Development (SHIELD)

- Web: <https://shield.bu.edu>

UMASS Medical School Center for Tobacco Treatment Research & Training

- Web: www.umassmed.edu/tobacco



MASBIRT TTA
provides FREE
tailored trainings for
districts upon
request

Questions or Comments?



Thank You!

- ✓ **1** Register for Course
- ✓ **2** Complete self-paced activities
- ✓ **3** Attend entire live Zoom session
Learners seeking social work credit must keep their webcams on
- 4** Wait for emailed passcode to complete post-test and evaluation