Session 4J: Enhancing Implementation of Substance Misuse Mitigation Strategies Within a PBIS Framework

PRESENTER: SEAN AUSTIN, UNIVERSITY OF OREGON

- **Topic:** Opioid Crisis and Substance Misuse
- **Keywords:** Interconnected Systems Framework (ISF), Systems Alignment, Discipline, Alternatives to Suspension
Learning Objectives

1. Understand substance misuse trends and how it fits as a part of broader behavioral health
2. Identify strategies for bolstering and streamlining supports for substance misuse
3. Learn about the integration of substance misuse prevention and mitigation strategies within the Interconnected Systems Framework
About Me

SEAN AUSTIN, PHD, NCSP
RESEARCH ASSOCIATE
CENTER ON HUMAN DEVELOPMENT AND EDUCATIONAL AND COMMUNITY SUPPORTS
CONSISTENTLY UNDERSLEPT FATHER OF 3
Agenda

- Adolescent substance use trends and Impact
- Frame the issue of student substance misuse
- Overview broad prevention/mitigation strategies
- Enhancing through systems integration (ISF)
When Working In Your Team

Consider 4 Questions

How does this compare to our priorities?
What team would oversee this work?
What should we stop doing to make room for this work?
How will we assess whether it’s (a) implemented well and (b) working?
Adolescent Substance Use Trends
Substance Misuse

Use of a substance for a purpose that is not consistent with legal or medical guidelines*

*Includes use of prescription drugs:

° without a prescription,
° for a reason other than the condition for which they were prescribed, or
° using at a higher quantity, more frequently, or for longer duration than prescribed.
Trends in Substances

What have you noticed?
Alcohol (5+ Drinks)
Cigarettes

Use
% who used in last 30 days

PERCENT

YEAR
Vaping

Any Vaping
% who vaped in last 30 days

PERCENT

YEAR

8th Grade
10th Grade
12th Grade

MONITORING the FUTURE
NATIONAL SURVEY RESULTS ON DRUG USE 1975–2021
Prescription Opioids

OxyContin Use
% who used OxyContin in last 12 months

Vicodin Use
% who used Vicodin in last 12 months
Figure 4: Mean of Self-Reported Change in Drug Use Since Pandemic Among Past Year Users in All Three Grades Combined, 95% Confidence Intervals
Students with Substance Possession Referrals

* Substance category denotes substance possessed on first referral.
Figure 2. National Drug-Involved Overdose Deaths*, Number Among All Ages, 1999-2020

*Includes deaths with underlying causes of unintentional drug poisoning (X40–X44), suicide drug poisoning (X60–X64), homicide drug poisoning (X85), or drug poisoning of undetermined intent (Y10–Y14), as coded in the International Classification of Diseases, 10th Revision. Source: Centers for Disease Control and Prevention, National Center for Health Statistics. Multiple Cause of Death 1999-2020 on CDC WONDER Online Database, released 12/2021.

(CDC, 2021)
NDEWS Sentinel Site Trend Report, November 2021

- **Seattle**: Reported overdose involving metenktizone.
- **St. Louis**: Reported increased use of powdered fentanyl and methamphetamine.
- **Chicago**: Reported increases in opioid use in adults aged 18-30.
- **Detroit**: Reported fatal overdoses increased in Wayne county.
- **San Francisco**: Reported citation/arrests involving narcotic paraphernalia and methamphetamine.
- **San Diego**: Reported increases in use of nitrazine, a synthetic opioid similar to metenktizone, as well as MDMA and ketamine, adulterated with ethamphetamine and cocaine adulterated with fentanyl.
- **Phoenix**: Reported overdoses attributed to fentanyl.
- **Denver**: Reported total drug overdose deaths decreased, fewer than three opioid-related deaths reported.
- **Texas**: Reported of all drug exhibits examined in NFLIS in Texas in 2021, 53% were methamphetamine, 15% cocaine, 8% cannabis, and 5% heroin.
- **New York City**: Reported that more than 75% of overdose deaths involved fentanyl. Opioids were involved in more than 90% of all overdose deaths.
- **Atlanta**: Reported top NPS drug seizures included eutylone, clonazolam, and MDE-4en-PINACA. Several fentanyl samples were adulterated with ANPPP meth, cocaine.
- **Florida**: Reported increases in fatal drug overdoses due to fentanyl, cocaine, and methamphetamine. The most prevalent analogs of fentanyl in decedents were acetyl fentanyl and fluoro fentanyl.

NDEWS is funded by the National Institute on Drug Abuse to the University of Florida (PI: Cottler, Co-is: Goldberger, Nixon, Strelly), New York University (Co-I: Palamar), and Florida Atlantic University (Co-I: Barohnz). Designed by Andrew Miko.
Opioid Crisis
Impact of the Opioid Crisis on Schools

Students require substance misuse supports

For students who report high risk opioid use:

• Many report their initial exposure to non-medical prescription opioid use early in the middle school years (ages 10-12)
• Demonstrate greatest risk for heroin use late in high school
• Peer use can influence individual risks
Impact of the Opioid Crisis on Schools

Students need help coping with traumatic home experiences

Children of family members who use opioids and other substances are at higher risk for a range of problematic outcomes:

- Higher risk for developing opioid use disorder themselves
- Higher likelihood of encountering traumatic experiences
- Exposure to the child welfare system
Impact of the Opioid Crisis on Schools

Families need help coping as well

These problems can be wide-ranging, but they include situations like sudden loss of a family unique family structures:

- Shifting roles within the family can cause additional distress in addition to the loss
- New guardians, such as grandparents, may be renewed novices in parenting children of a different generation than their own
Adolescence: Risk taking is unusual \cite{Hunt2010}

Early onset linked to dependence \cite{Jordan2017}

Early intervention is important \cite{Gray2018}

Substance use disorders are rarely comorbid with mental health problems \cite{Chan2006}
Recommendations

Foundation
- Alignment of Policies
- Time, funding, discipline
- Preventive Framework
  - Team
  - Systems
  - Data
  - Practices

Points of Engagement:
- Students
- Families
- Staff
Employing Substance Misuse Expertise

Interconnected Systems Framework (ISF)

- Utilizing behavioral health practitioners and/or agencies
- A single system of delivery

School-Based Mental Health

- Resources:
  - PBIS and Mental Health
  - Installing ISF
Prevention
- Embed in school-wide expectations
- Universal curriculum
- Mental health promotion

Mitigation
- Counseling services
- Targeted and intensive interventions
- Monitoring

Resource: Teaching Social-Emotional Competencies in PBIS Framework
Quick Facts:

- Students possessing substances first time OSS?
  - 80% of the time
  - Alcohol or Drugs?
    - 92%

- Students of color more likely to receive ISS for Tobacco
  (Austin et al., under review)

- Exclusionary discipline is harmful
  (Cholewa et al., 2018; Mowen & Brent, 2016; Skiba et al., 2014; Wolf & Kupchik, 2017)
Alternatives to Exclusion

Prevention:
- Supervision
- Instruction
- Relationships

Mitigation: Dealing with mistakes
- Restorative approaches
- Counseling
- Referral for support
Family Engagement

What the research says:

- Many adolescents who misuse opioids report getting substances from home (Center for Behavioral Health Statistics and Quality, 2016)
- Caregiver training on supervision and engagement prevent substance misuse (Spoth et al., 2013)
Family Engagement

- Engage proactively to design responsive systems/programs
- Wide spectrum of needs and abilities to engage
- Involve families in prevention and treatment
  - Awareness
  - Services

Resource: PBIS Family Engagement

**Prevention**
- Newsletters
- Drug disposal
- Caregiver training monitoring
- Encouraging extracurricular activities

**Mitigation**
- Coordinate/Communication around Tier 2/3 services
- Referral resources
- Liaison to community providers
Professional Development

- Teacher Practices
  - School-wide PBIS practices
  - Behavioral health and wellness

- Referral Process

- Procedure for managing incidents

- Community-academic partnerships
Plan for drug overdose on campus

- Identify signs
- First responder notification
- Opioid antagonists

Resource:

SAMHSA Opioid Overdose Prevention Toolkit
https://store.samhsa.gov/sites/default/files/d7/priv/five-essential-steps-for-first-responders.pdf
Responding with the Interconnected Systems Framework (ISF)
Recommendations

Foundation
• Alignment of Policies
• Time, funding, discipline
• Preventive Framework
• Team
• Systems
• Data
• Practices

Points of Engagement:
◦ Families
◦ Students
◦ Staff
Responding with Systems

- Pervasive, persistent issues require coordination
- Flexibility and pivoting of school teams
- Multi-tiered support
PBIS Structure ➔ Broader Needs

Interconnected Systems Framework (ISF)

School-Based Mental Health
Interconnected Systems Framework (ISF)

- A single system of delivery of mental health support
- Integrated services for behavioral health into schools

Resource: [https://www.pbis.org/topics/mental-health-social-emotional-well-being](https://www.pbis.org/topics/mental-health-social-emotional-well-being)
MTSS Features within the ISF

- Integrated Team Process
- Expanded Use of Data
- Selection of Evidence-Based Practices
- Screening
- Tracking Fidelity & Impact
- Professional Development
Interconnected Systems Framework (ISF)

- **Advantages**
  - Alignment and continuum
  - Coordination among staff
  - Improved access
  - Retention in care
Interconnecting PBIS and School Mental Health to Improve School Safety: A Randomized Trial

- Partners: University of South Carolina (UofSC), University of Florida (UF), Medical University of South Carolina, Local School Districts and Mental Health Centers
- Operating 2016-2020 with two years of intervention vs. comparison and a follow-up assessment
- 24 schools, 12 near UofSC, 12 near UF, 8 each randomly assigned to PBIS only, PBIS + SMH, or ISF

This project was supported by Award No. 2015-CK-BX-0018 awarded by the National Institute of Justice, Office of Justice Programs, U.S. Department of Justice. The opinions, findings, and conclusions or recommendations expressed in this publication/program/exhibition are those of the author(s) and do not necessarily reflect those of the Department of Justice.
Key Findings, ISF Schools

- More involvement of school leaders and clinicians on MTSS teams
- Improved Tier 1 programming
- More students proactively referred for and receiving Tier 2 and 3 supports
- Reduced ISSs and ODRs
- Reduced OSSs and ODRs for students of color
Enhancing Substance Misuse Supports with ISF
Interconnected Systems Framework (ISF)

Advantages
- Alignment and continuum
- Coordination among staff
- Improved access
- Retention in care
Enhancing through Alignment

Tier 1
- Embedding SEL expectations
- Universal curriculum

Tier 2
- Small group SEL interventions

Tier 3
- Intensive support focused on needed SEL skills

Consistent language/instruction across tiers
Enhancing through Alignment

<table>
<thead>
<tr>
<th>Tier 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘We Are Responsible’ includes</td>
</tr>
<tr>
<td>• “listening to my body’s signals”,</td>
</tr>
<tr>
<td>• “use my calming routine”</td>
</tr>
<tr>
<td>• Curriculum reviews feeling-thought-action cycle</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tier 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small group intervention provides</td>
</tr>
<tr>
<td>• 6-8 weeks, 2x per week</td>
</tr>
<tr>
<td>• identifying “signals”</td>
</tr>
<tr>
<td>• practicing other calming routines and communication strategies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intensive, daily instruction on</td>
</tr>
<tr>
<td>• identifying and anticipating unique triggers and “signals”</td>
</tr>
<tr>
<td>• individualizing a calming routine</td>
</tr>
<tr>
<td>• Reinforcing practice</td>
</tr>
</tbody>
</table>

Consistent language/instruction across tiers
Enhancing through Access

Access in Tier 1
- All students get instruction
- All caregivers get information

Expanding Tier 2
- Screening
- Funnel into school-based services
- Caregivers engaged to reinforce skills at home

Expanding Tier 3
- Screening
- Funnel into school-based services
- Warm referral to partners in community
- Caregivers engage with family-based component
Impact of Systematic Social-Emotional-Behavioral Screening

Not Identified, 71.5%
Previously Identified by School, 10.1%
Newly Identified by Screener, 18.4%

Splett et al. (2018)
Enhancing through Access

Access in Tier 1
- SEL instruction
- Newsletters, conference discussions about drug disposal

Expanding Tier 2
- SBIRT/CRAFFT Screening
- Moderate risk to social-emotional learning group
- Caregivers collaborate on practice, cues at home

Expanding Tier 3
- SBIRT/CRAFFT Screening
- High-risk to wraparound services
- Warm referral to substance abuse treatment in community
- Caregivers engage with family therapy, parenting skills
Enhancing through Retention in Care

Easier access for parents and staff
- Cost
- Logistics

Integrating allows schools to monitor
- Attendance of intervention / Progress
- Implementation Fidelity

Proactive problem-solving at school
Enhancing through Coordination

- Embedding expertise in and across teams
- Bridging connection between schools and community providers
- Bridging connection between families and community providers
ISF in Action
Acknowledging challenges

- Think about equitable access to services
- Evaluating contextual fit is a necessity
- Culturally responsive service shortage amid a broad service shortage
  - Language compatibility
  - Stigma
Tier 1 Programs & Practices

- Operation Prevention School-based Curriculum
  - Classroom resources
  - Parent toolkit
  - [https://www.operationprevention.com/#about](https://www.operationprevention.com/#about)
- Botvin LifeSkills Training (LST)
- Strengthening Families Program
- Mindfulness (MindUp Curriculum)
- Positive Action
- SAMHSA Resource Guides
Tier 2 Programs & Practices

- Trauma-Informed Practices
- Coping Cat
- Grief & Loss
- Check-in/Check-Out
- Project Towards No Drug Abuse (Blueprints)
- SAMHSA Resource Guides
Tier 3 Practices

- Individual LADC Counseling Services
- Individual Mental Health Counseling Services
- Social Worker support for students and families to better access community resources and supports (Wraparound)
- Recovery High Schools
- SAMHSA Resource Guides
Tier 3 Practices

High-fidelity Wraparound Model

- Family and youth-driven
- Wraparound Coordinator engages the family in self-discovery process
- 6-18 months depending on needs and progress
- May include Family Peer Support worker (e.g., Youth MOVE, NAMI)

The New Hampshire FAST Forward Process

1. Family Referred
2. Family Enrolled
3. “Hello” Strengths Discovery & Vision
4. Team Meetings Begin
5. Ongoing Services & Team Meetings
6. Family Transitions Out

- Enrollment → Discovery → Team Meetings → Exit Wrap
Vaping Evidence-Based Programs

Tier 1 Program: smokeSCREEN
- Explain how using tobacco products, including e-cigarettes, could negatively affect their health and lives
- Demonstrate effective refusal skills to resist the use of tobacco products
- Summarize how the media and tobacco marketing aim to influence teens to use their products

Tier 3 Program: This is Quitting
- Free and anonymous text messaging program from Truth Initiative designed to help young people quit vaping
- Users receive one age-appropriate message per day tailored to their enrollment date or quit date
- Throughout the program, users can text COPE, STRESS, SLIP or MORE to receive instant support

Summary

- Substance misuse is one aspect of broader behavioral health
- PBIS/ISF can be used to address behavioral health as a whole
- PBIS/ISF can enhance delivery of substance misuse services for students and families
Questions
Thank you for your time today!

Contact Info:

Sean C. Austin, PhD, NCSP
seana@uoregon.edu
Please Complete this Session’s Evaluation

10/28/22

4J – Enhancing Implementation of Substance Misuse Mitigation Strategies within a PBIS Framework

Four options, pick one!

1. Mobile App
   Click “Take Survey” under the session description.

2. QR Code
   Scan the code on this slide.

3. Online
   Click on the link located next to the downloadable session materials posted online at:
   www.pbis.org/conference-and-presentations/pbis-leadership-forum

4. Direct Link
   Click the link provided in the email reminder you receive after your session ends.

Evaluations are anonymous! We send reminder emails to all participants.

After you submit each session evaluation, click the link to enter the gift card raffle!