



2022–2023

School SBIRT Implementation Report

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Partnership and funding provided by the Wisconsin Department of Public Instruction

SCREENING, BRIEF INTERVENTION, AND REFERRAL TO TREATMENT

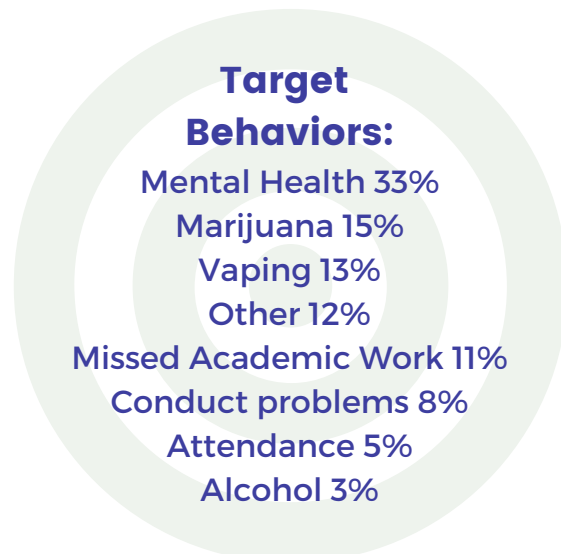
SBIRT offers an efficient, evidence-based, and comprehensive service to address selected behavioral health concerns among adolescents. Although originally designed as a universal prevention approach (Tier 1), SBIRT is readily adapted for delivery in middle and high school settings by existing student services staff as a selected (Tier 2) or indicated (Tier 3) intervention. SBIRT is based on the principles of Motivational Interviewing.

The purpose of this report is to describe the project outcomes and feedback from schools that implemented in 2022-2023. Previous [project reports](#) detail the history of School SBIRT in Wisconsin as well as the design of the project.

After attending a two-day experiential training or a booster for returning practitioners, each school team received a school SBIRT Data Dashboard to record implementation and student outcome measures.

In 2022-2023:

- **52** Educators attended the Initial Training
- **45** Educators attended the Booster Training
- **223** students participated in School SBIRT services
- **209** students completed the brief intervention
- **68** were recommended for additional services
- Of the 68 students referred, **40** students followed through on the referral (59%)



IMPLEMENTATION PROCESS MEASURES

52%

Staff who delivered SBIRT to at least one student

97%

Initial Screening Completed

80%

Follow-up Screening Completed

60%

Staff Self-Assessment Completed

30%

Students Referred for Other Service upon completion of the Brief Intervention

59%

Of Students Referred, % that Entered Service

Students were referred to SBIRT services from a variety of sources:

- Admin-Principal/AP/Dean, 27%
- School Counselor, 24%
- Code Violation/ISS/OSS, 17%
- Social Worker, 9%
- Teacher, 8%
- Self, 5%
- Parent, 4%
- School Psychologist, 4%
- Other, 2%

5

The average number of Brief Intervention (BI) sessions provided per student.

Students appreciated this tool. They understood the calendar and measures and could really talk about their behavior because of the tools.
~School Practitioner

STUDENT OUTCOME MEASURES

Evaluation of project outcomes is based on data collected from participating schools using a spreadsheet "Data Dashboard". For the 2022-2023 school year, data was submitted by 19 school districts representing 223 students receiving SBIRT services.

Two tools are used to assess risk and frequency of behavior, the GAIN-SS and Timeline Follow Back Calendar (TLFB) calendar. During the final session, both are re-administered for the past 30-day period to ascertain student response to the brief intervention. On average, staff delivered 5 sessions.

Across all domains of the GAIN-SS, students showed significant reductions in behavioral health symptoms from initial to follow-up screening.

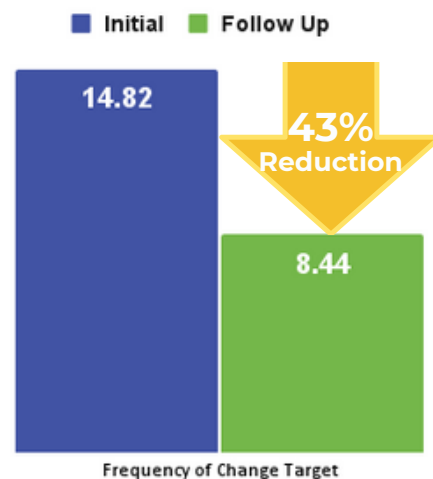
Additionally, students showed a decreased frequency of problem behavior/symptoms for the TLFB screening from an average of 14.82 at the initial screening to 8.44 at follow-up during the final session.

The final component of SBIRT is for students who show continued symptoms at follow-up screening. Sixty-eight students were referred for further service. Of the 68 students referred, 40 students followed through on the referral (59% rate of entry into next service).

Initial and Follow Up Screening Results from the GAIN-SS and Timeline Follow Back Calendar

| GAIN-SS Domain | Initial | Follow Up |
|---|---------|-----------|
| Internalizing | 1.53 | 1.46 |
| Externalizing | 1.34 | 1.28 |
| Alcohol/Drug | 0.70 | 0.45 |
| Crime/Violence | 0.39 | 0.28 |
| Timeline Follow Back Calendar Frequency | 14.82 | 8.44 |

Frequency of Student Target Behavior



WISCONSIN SCHOOL IMPLEMENTATION

We ask schools for feedback on implementation success and barriers.
Impact Comments from School Practitioners

Student-Centered

- Our students were so positively impacted by SBIRT. We have had students who are actively making changes that they feel have been positive. They are amazed to see the changes from the start and feel like they have new tools to move forward.
- Positive outcomes include creating another opportunity for a positive connection with students.
- Our students reported that they enjoyed getting uninterrupted time with us that focused just on their needs. They also reported that they felt "better" after going through the process.

The first student that I completed SBIRT with requested at the end of our BI sessions that we go through the process again with a different goal!

Screening Tools

- The GAIN-SS screener is a tool that moves the conversation
- Using the TLFB calendar was a great visual for students
- We have seen a positive impact on the number of school absences among students. Having students look at a calendar and really see how many days of school they are missing has helped to motivate students to get to school and on time.

I think the scaling questions and having tangible change plans to give students and share with families is also helpful.

Training & Implementation Support

- Our staff feels better prepared to support students with the skills from SBIRT.
- Our staff has remarked on how the training and boosters has both served as excellent practice and education, as well as affirming some of the work we already do.
- We were able to get the implementation going right after training.
- We were able to see the greatest gains in the areas of mental health and missed academic content.

I believe this project has helped the adults in the building feel that there is a more systematic approach to addressing different student concerns that arise, resulting in a sense of hope.

System of Support

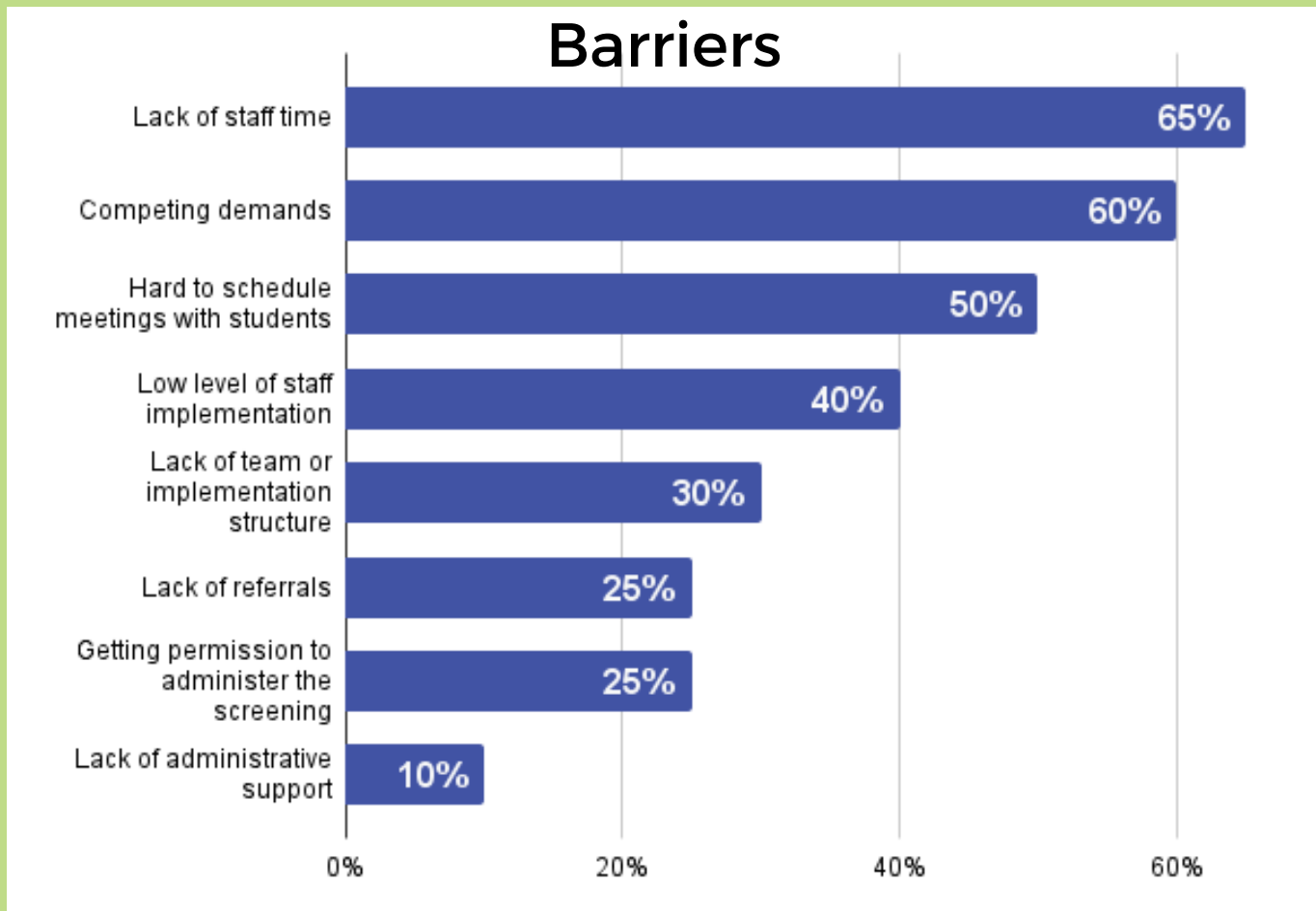
- Implementing SBIRT was a fantastic tool in beginning the process of mental health support for students and families that may be reluctant to begin counseling. It allows staff implementing SBIRT to build strong relationships with students and ensure they are being supported however it is best.
- This project was well aligned with our pupil services work.

My favorite comment from a student, "I went to pick up my vape and saw your face. I had to put it back down, tried it again and all I could hear was your voice. Took me a few weeks after we met for this to happen, but thank you."

IMPLEMENTATION BARRIERS & SOLUTIONS

We ask schools for feedback on implementation success and barriers.

Barriers & Solutions Comments from School Practitioners



Solutions



- Consciously schedule students on my Google calendar ongoing to "hold" their appointment times.
- Created passive consent. We used AODA spreadsheet from admin, reviewed attendance trends, and academic reports to identify students.

- Our student service team and administration were able to meet to discuss an implementation structure for next year, and how students are being referred for SBIRT.
- Collaborating as a team and attending community of practice sessions.



RECOMMENDATIONS FOR SCHOOL TEAMS

FROM SCHOOL TEAMS THAT IMPLEMENTED IN 2022-2023

Implementation Guidance:

- Allocate adequate time to practice and find the best processes and procedures for implementation.
- Create a strong system to identify the right kids and designate time to meet with them.
- Continuing to increase the amount of staff involved in SBIRT. Those that volunteer, not voluntold.
- Educate and continue to communicate with administration on why SBIRT is important.
- The ongoing Community of Practice is very helpful!

Data Dashboard (individual for each school):

- It helps the staff implementing focus on growth and the impact they have on students.
- Completing the dashboard was a really useful self-evaluation.
- A tool to monitor and connect with SBIRT practitioners in their buildings.
- Complete it "in real-time" by setting aside 20 minutes each week for updates.
- Use it to determine what behaviors to use it as an intervention for (AODA, mental health, attendance, etc.).
- Use it to track referrals for additional support/services.
- We could see what was going on and we could hold each other accountable for using SBIRT.

“ It is helpful to have a tangible program to help address different student concerns versus just theory. ”

“ In year 2, I feel as though I had a better understanding of how to best facilitate, and I feel like with some structural changes to our process next year will go more smoothly. ”

“ It's been really great to meet with the other schools and grow my network. I've learned a lot from them. ”

SCHOOL SBIRT PROJECT REQUIREMENTS

SCHOOL APPLICATIONS ARE DUE IN SEPTEMBER

This project is open to new school teams and returning school teams (previously trained and have implemented SBIRT with students in the last 1-2 years.) Schools must apply to be a part of the School SBIRT Implementation Project Cohort for 2023-2024 and each school that is accepted and participates is eligible for a \$2,000 stipend upon meeting project requirements. A maximum of \$4,000 per district. The 2023-2024 School SBIRT Application is due September 22, 2023.



SCAN FOR APPLICATION

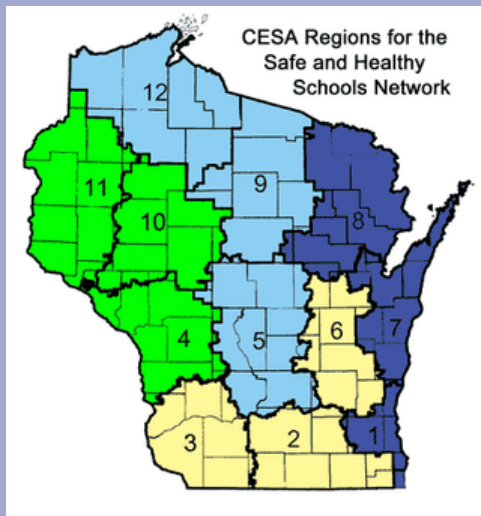
| NEW SCHOOL | RETURNING SCHOOL | School SBIRT Project Requirements |
|------------|--------------------|--|
| ✓ | ✓ | Identify a District Administrator/School Leader to engage in decision-making and problem solving for project implementation. |
| ✓ | ✓ | Identify an existing team or create a SBIRT Implementation Team. The team will be comprised of participating Practitioners, designated Leader/Administrator, and Team Lead. |
| ✓ | For new staff only | New staff (not previously trained) must complete pre-learning, in-person 2-day training, practice sample submission for fidelity review, and regular self-assessments of practice. |
| n/a | ✓ | Returning Practitioners must participate in a 2-hour virtual Booster Session. |
| ✓ | ✓ | Each practitioner delivers SBIRT to 1-2 new students per month and track data. |
| ✓ | ✓ | Each practitioner participates in 2 virtual follow-up community of practice sessions. |
| ✓ | ✓ | Each team will receive a customized Google Dashboard to enter their data on a monthly basis for implementation feedback. |
| ✓ | ✓ | Team Lead submits a final SBIRT data tracking sheet and summary survey to WISH Center Director at the end of the year for project evaluation and reporting. |
| Optional | Optional | Receive coaching for implementation support. Recommended for returning schools that have already completed Booster training. |

ABOUT THE WISH CENTER

The WISH Center works in collaboration with the Wisconsin Department of Health Services and Wisconsin Department of Public Instruction to train and provide implementation support on School SBIRT.

The Wisconsin Safe and Healthy (WISH) Schools Training & Technical Assistance Center is a collaboration between the CESA Statewide Network and the Wisconsin Department of Public Instruction as a state-wide delivery mechanism to build the capacity of educators to positively impact the well-being and equitable outcomes of every student.

Read more about our School SBIRT Implementation Project on our website: www.wishschools.org/resources/schoolsbirt.cfm



A sincere thank you to all of the educators who implemented School SBIRT, served students, and shared data and feedback that created this report.