

School SBIRT: Reflective Listening Cheat Sheet

- **Simple Reflection.** Repeat or rephrase what the student said. Useful for clarifying what was said or to emphasize to specific Change Talk language.
- **Paraphrase.** Restatement which brings in a guess or inference to add meaning to what the student said.
- **Amplification.** Strategic for responding to Sustain Talk by exaggerating, overstating, or increasing its intensity; without sarcasm!
 - Student: Everyone smokes weed.
 - Practitioner: There's not a single person in this school who doesn't smoke.
- **Double-Sided.** Both sides of ambivalence (pros/cons) are contained in a single reflection. End with the change side.
 - On one hand, smoking weed helps to reduce stress; on the other hand, it's creating hassles.
- **Feeling.** Reflection of implied underlying feeling. Name it.
 - Student: If I keep drinking, I'm going to get in trouble.
 - Practitioner: You're *worried* about consequences.
- **Metaphor.** This is "picture language" or statements that evoke images.
 - It's like a dam finally broke this week and everything is flooding out.
 - It's like climbing a ladder and you're reaching for the next goal.
 - Everyone is on your back.
- **Coming Alongside.** Take up and reflect the side of no change; side the negative.
 - Student: I can't give up drinking – it's how I cope.
 - Practitioner: Drinking is very important to you.
- **Continuing the Paragraph.** Anticipate the next statement that has yet to be said. Starts with conjunction (and... because...) to make a guess about change talk or future action toward change.
 - Student: I always get in trouble for drinking. Practitioner: ...and you're willing to make a change.



Reflect back more than the student said, but not more than the student meant to say.

Reflection starters:

- It sounds like you...
- It seems to you that...
- From your point of view...
- For you, it's a matter of...
- You mean that...
- You're wondering if...
- You're feeling...
- You must be...

Best practice:

- Make your reflection a statement.
- Keep it concise.
- Get the "I" out of it.
- Reinforce any Change Talk

TLFB Calendar

Student name: _____

Today's date: _____

X - target behavior (days or times)

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

During the past 30 days, on how many days (or times) did the target behavior occur? _____

School SBIRT Glossary of Terms

SBIRT Screening, Brief Intervention, and Referral to Treatment

Screening The process of administering, scoring, and interpreting a standardized instrument to efficiently ascertain a student's level of risk within one or more domains.

GAIN-SS Global Appraisal of Individual Need–Short Screener. This well-established behavioral health screening instrument was designed for delivery with adolescents in non-clinical settings.

TLFB Calendar Time Line Follow Back Calendar. This is a well-established evidence-based method for reliably assessing the frequency of a specific target behavior during the past 30 days.

BI Brief Intervention services are protocol-guided and involve 1-4 sessions (~15 minutes each).

MI Motivational Interviewing is the style that BI is delivered in. Whereas BI is the intervention vehicle, MI is the engine that drives it.

Communication Styles Along a continuum of styles, Directing---Guiding---Following, BI/MI represents a guiding style of communication and this style is the foundation for how SBIRT is delivered.

Target Behavior The focus of BI services.

Change Talk Any language from the student in the direction of change regarding a specific target behavior. BI works by proactively drawing out and selectively reinforcing Change Talk.

DARN CAT The 7 types of Change Talk: Desire (want, wish, hope), Ability (can, could), Reason to change, Need (have to, got to) to change, Commitment (will, going to) to change, Activation (ready, willing), and Taking steps (recent change already made)

Sustain Talk Any language from the student in the direction of no change regarding a specific target behavior (the opposite of Change Talk).

Discord Any language from the student that signals dissonance in the relationship.

Motivation Student motivation is a state (ready, willing, able) which is strongly influenced by interpersonal interactions. Motivation is a key to behavior change.

Ambivalence A normal experience in the process of change in which the student simultaneously experiences both pros and cons of the current target behavior. Ambivalence is a barrier to change. During BI, student ambivalence can be explored and (hopefully) resolved.

SBIRT Processes Engaging, Screening, Focusing, Evoking, Planning

Core Skills Asking, Listening, Informing. Within the guiding style of Motivational Interviewing, there are equal amount of Asking and Listening (reflection), and minimal Informing.

E-P-E When Informing: Elicit the student's permission – Provide the information – and Elicit the student's response.

Righting Reflex This is often a natural impulse of the practitioner to want to champion and promote change to "right" the student's path. This reflex is expressed in a number of ways, such as, telling the student how and why to change, fixing, problem solving, educating, warning, or telling the student what to do (Directing). These behaviors are inconsistent with SBIRT and are considered "non adherent."