

# Session 4J:

## Enhancing Implementation of Substance Misuse Mitigation Strategies Within a PBIS Framework

*PRESENTER:*

*SEAN AUSTIN, UNIVERSITY OF OREGON*

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

# Learning Objectives

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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

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**CENTER ON HUMAN DEVELOPMENT AND  
EDUCATIONAL AND COMMUNITY SUPPORTS**

**CONSISTENTLY UNDERSLEPT FATHER OF 3**

# Agenda

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- 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

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## 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

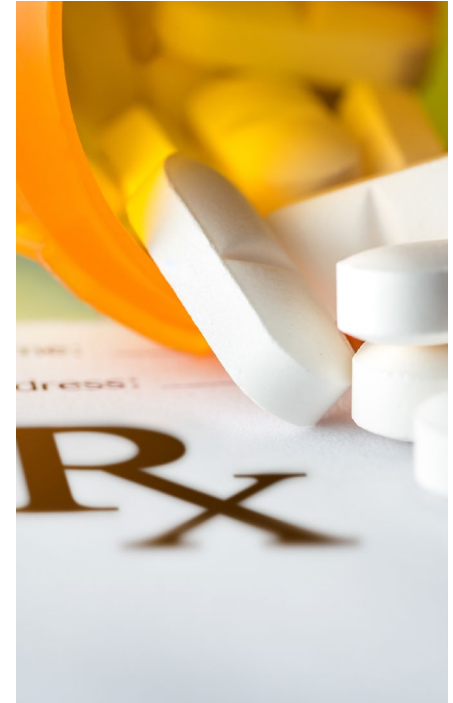
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# Substance Misuse

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

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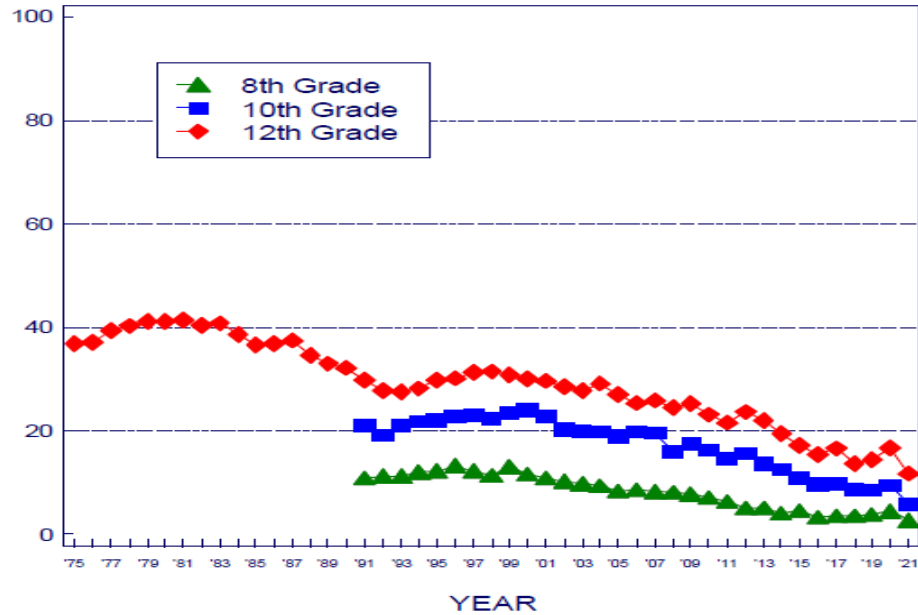
What have you noticed?



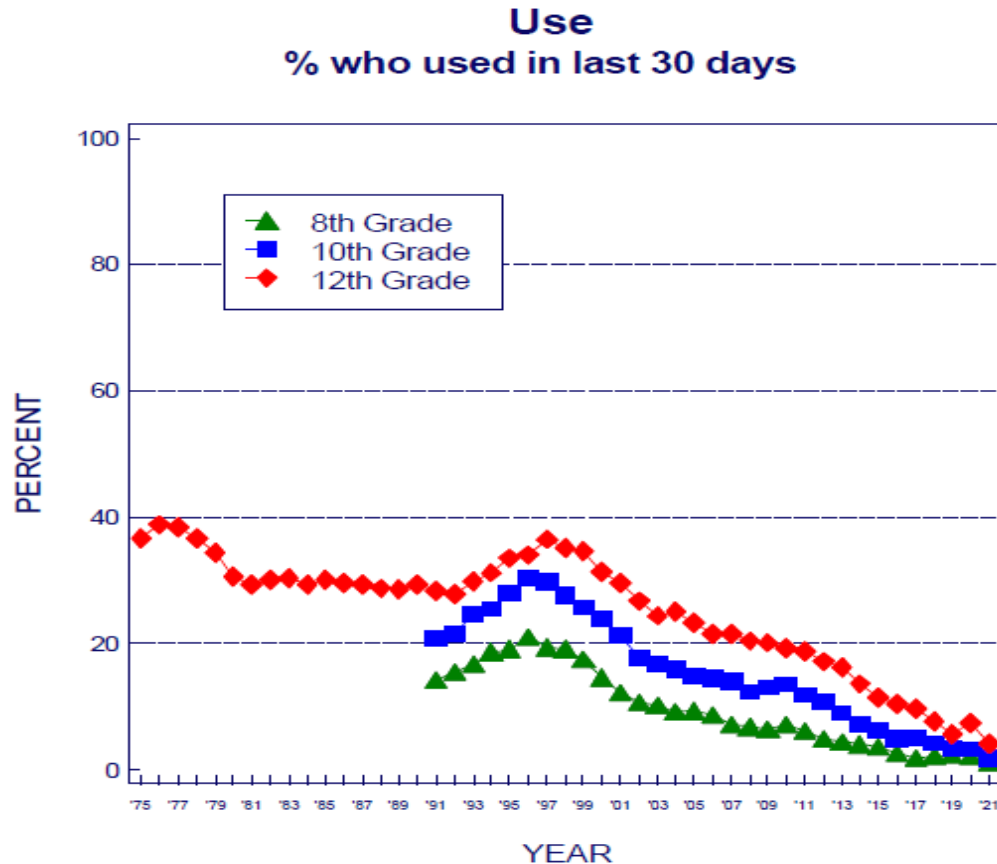


## Alcohol (5+ Drinks)

**Use**  
% who had 5+ drinks in a row  
at least once in past two weeks



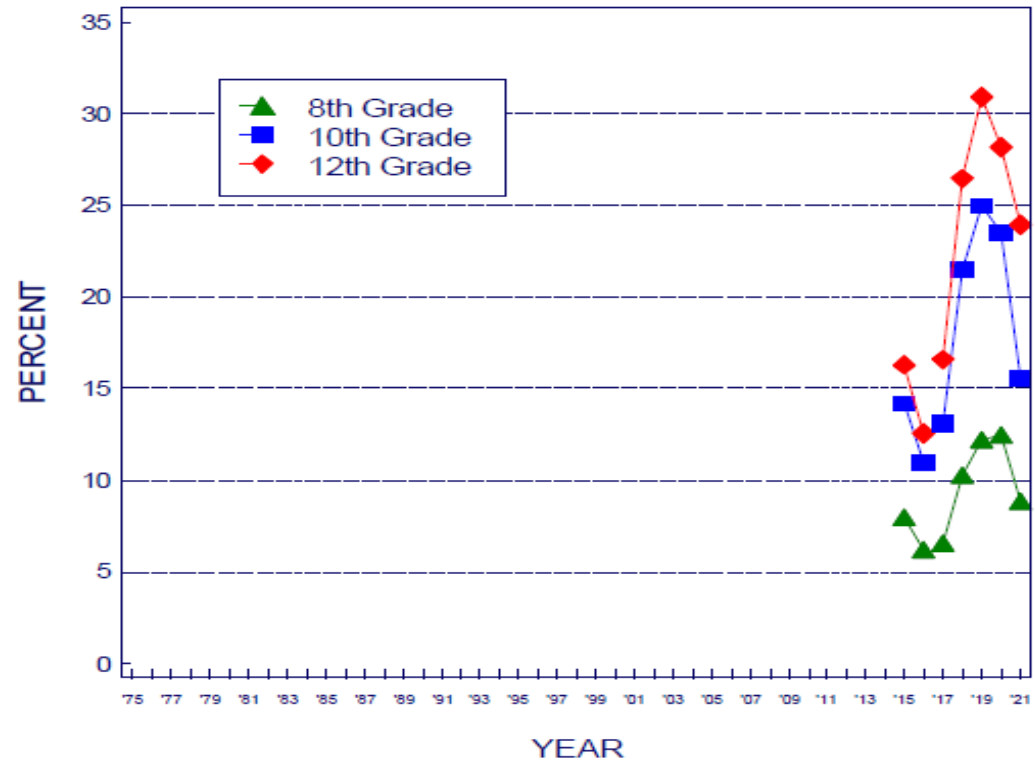
# Cigarettes



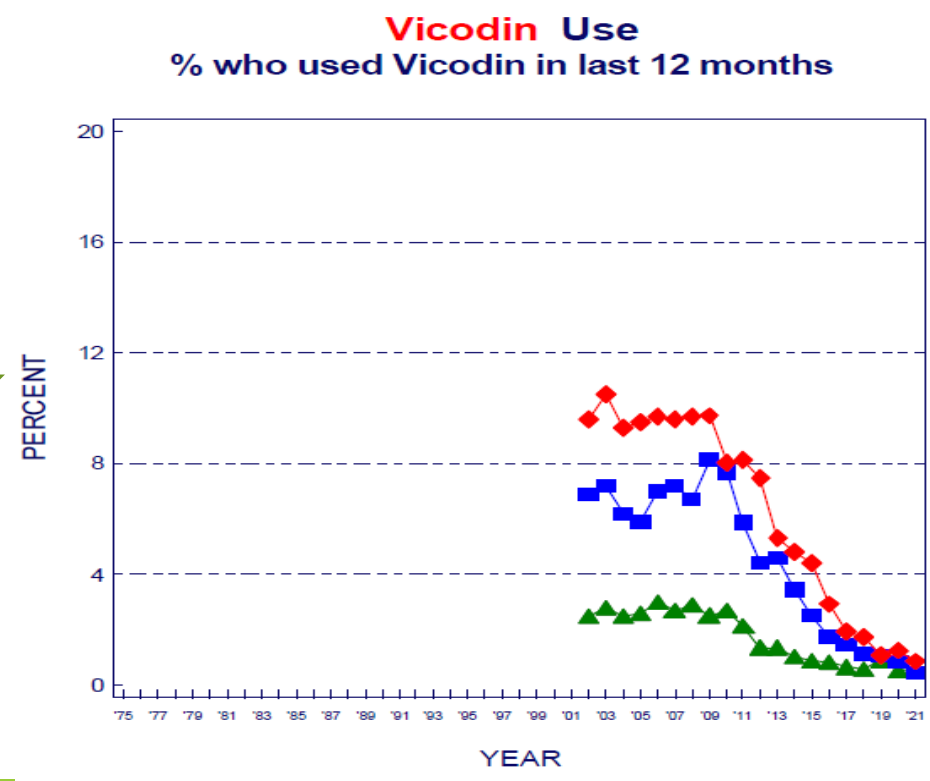
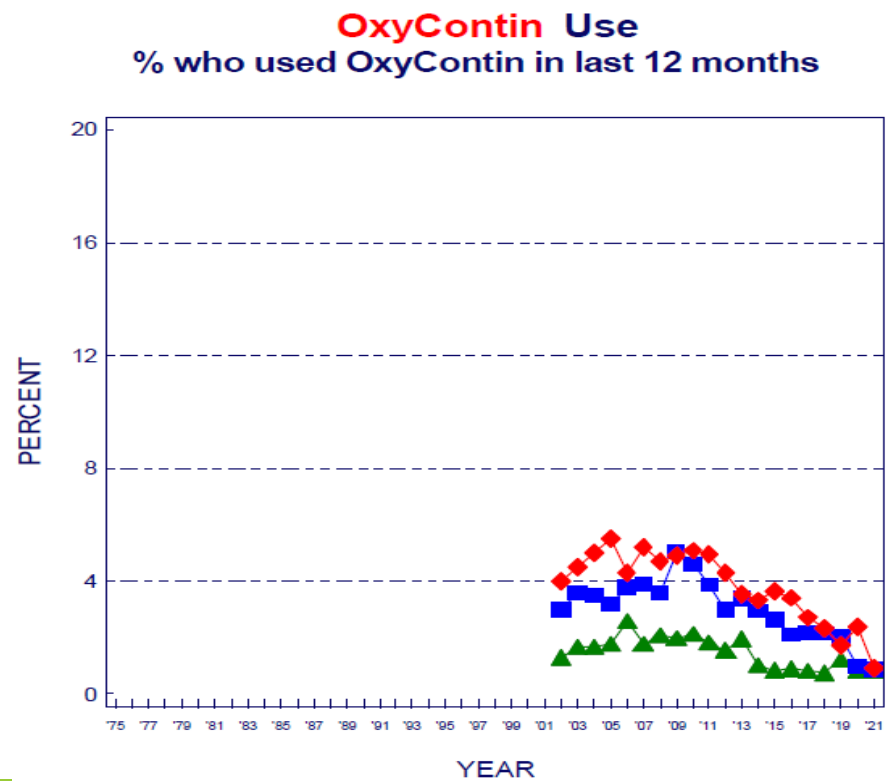
# Vaping



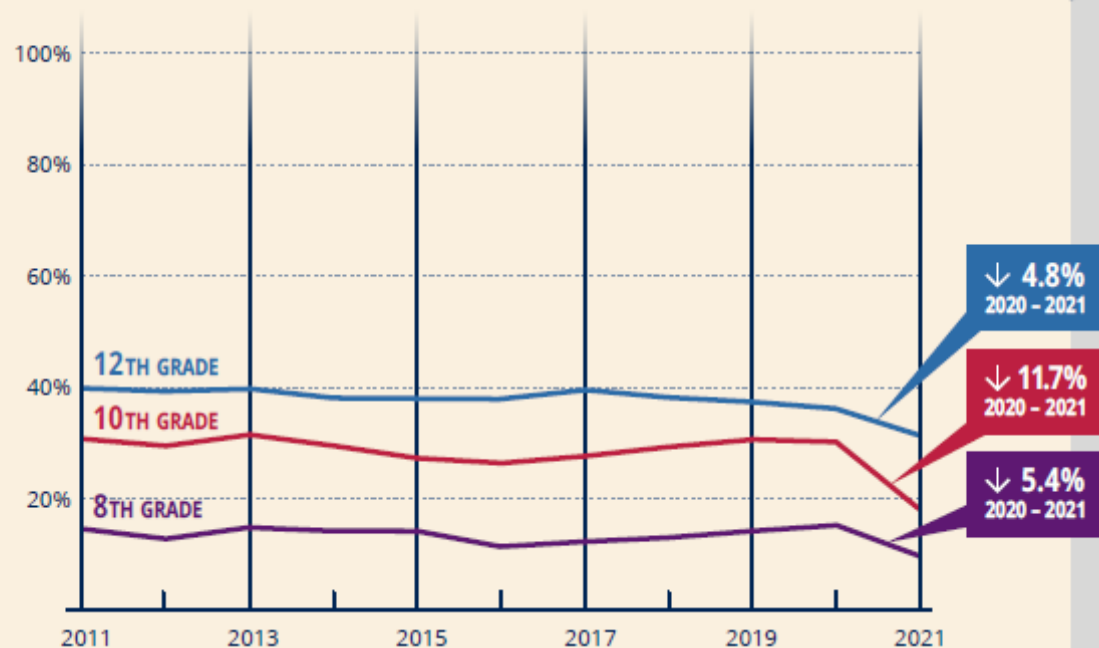
**Any Vaping**  
% who vaped in last 30 days



# Prescription Opioids



## U.S. Students Reporting Any Past-Year Illicit Drug Use\*



\*Illicit drug use in this survey was defined as use of marijuana, LSD, other hallucinogens, crack, other cocaine, or heroin; or any use of narcotics other than heroin, amphetamines, sedatives (barbiturates), or tranquilizers not under a doctor's orders.

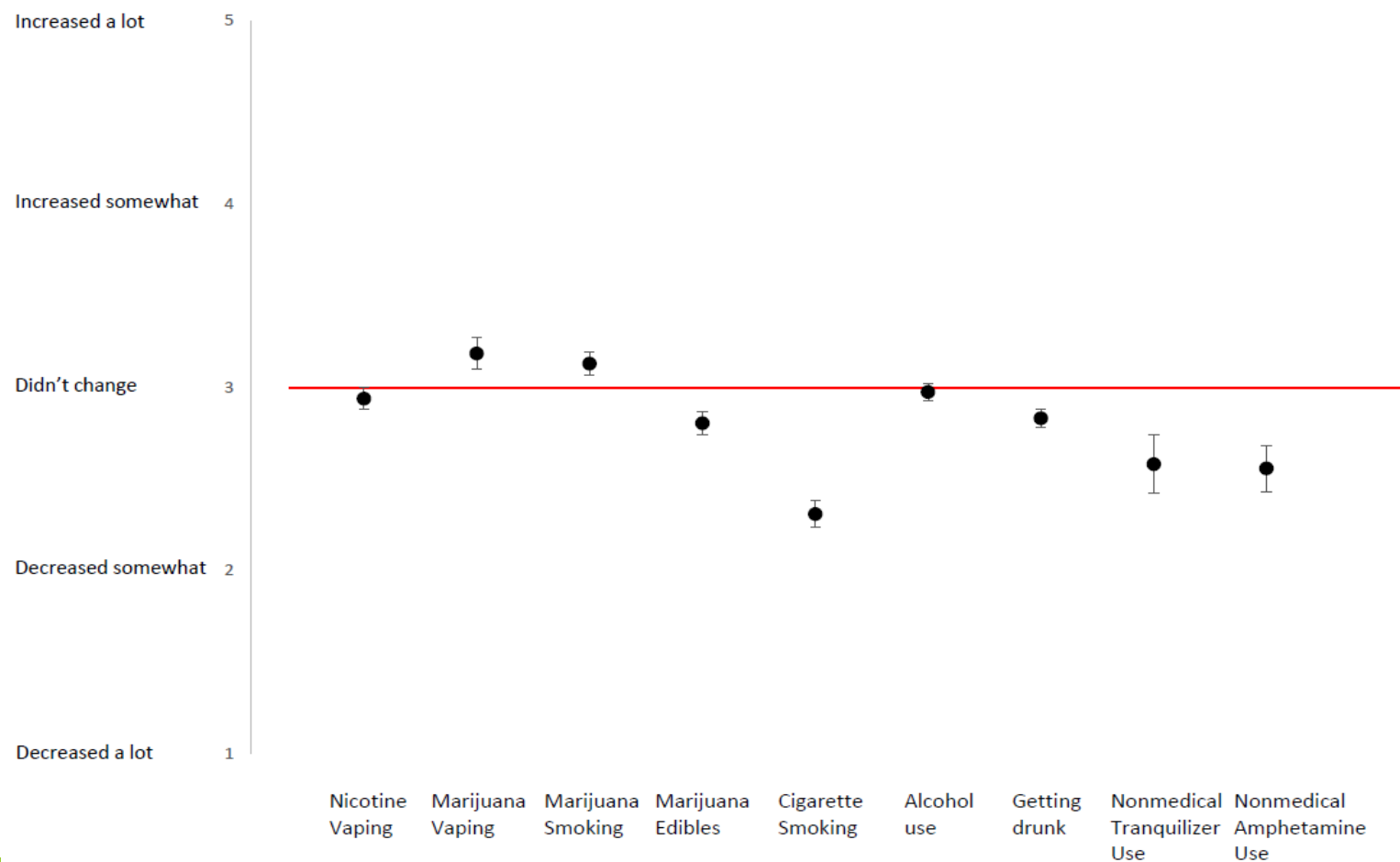
Source: 2021 Monitoring the Future Survey

## MONITORING *the* FUTURE

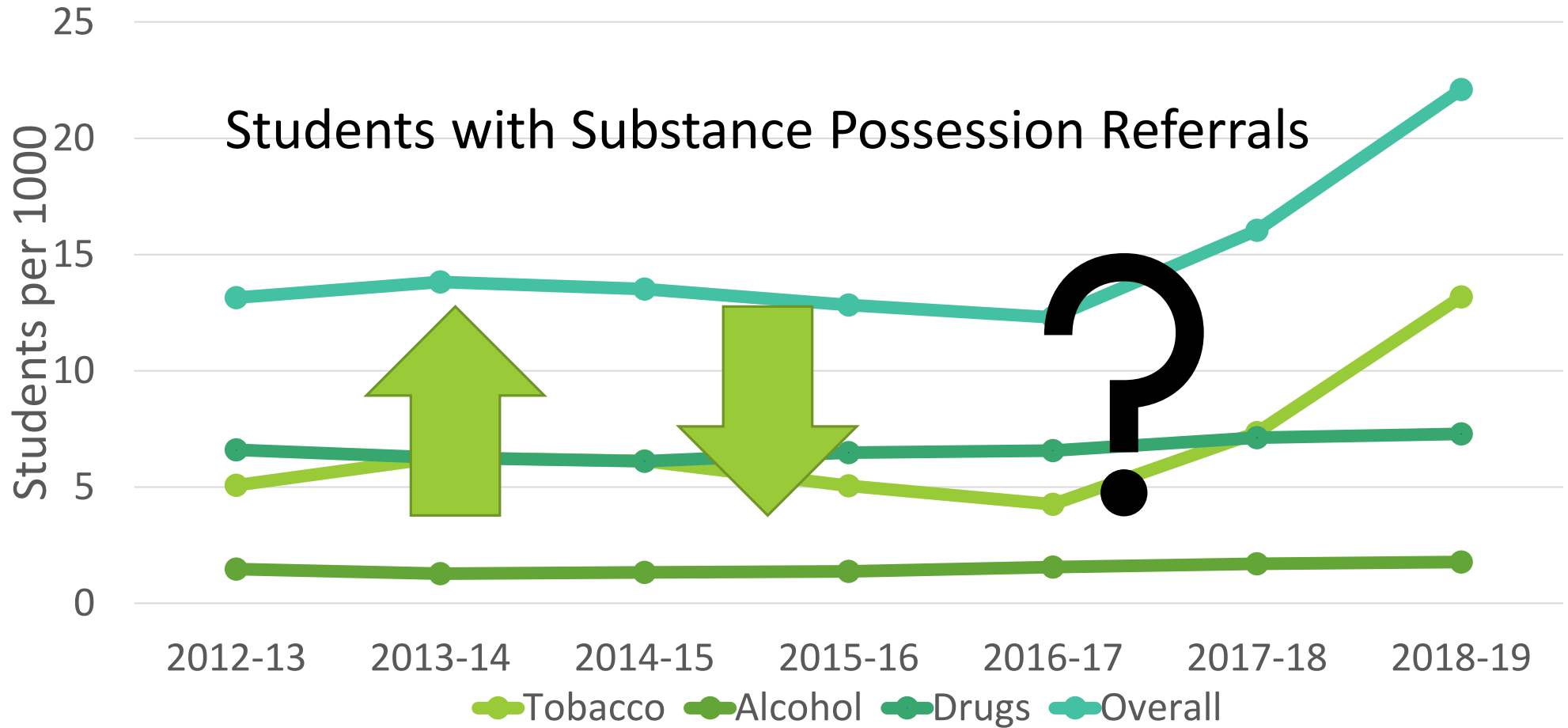
NATIONAL SURVEY RESULTS  
ON DRUG USE  
1975-2021



Figure 4: Mean of Self-Reported Change in Drug Use Since Pandemic Among Past Year Users in **All Three Grades Combined**, 95% Confidence Intervals

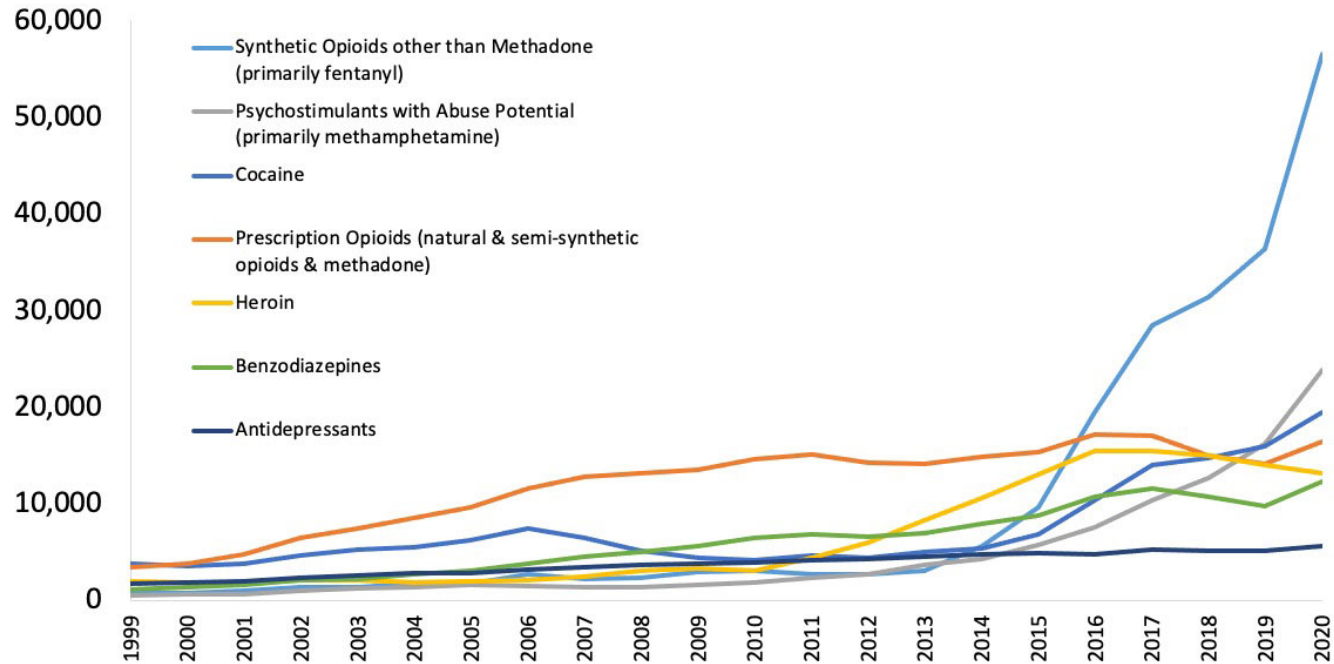


# Students with Substance Possession Referrals\*



\* Substance category denotes substance possessed on first referral.

**Figure 2. National Drug-Involved Overdose Deaths\*,  
Number Among All Ages, 1999-2020**

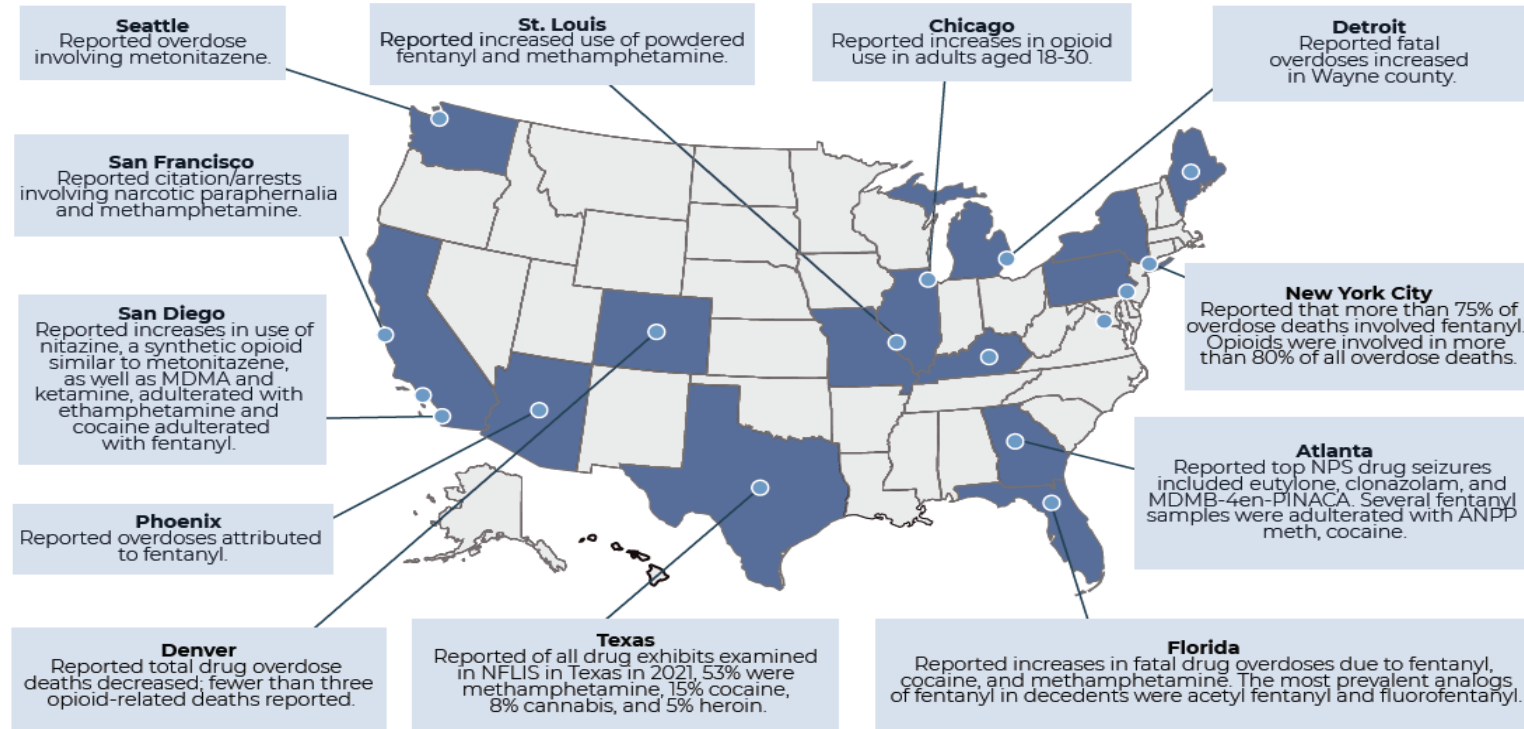


\*Includes deaths with underlying causes of unintentional drug poisoning (X40–X44), suicide drug poisoning (X60–X64), homicide drug poisoning (X85), or drug poisoning of undetermined intent (Y10–Y14), as coded in the International Classification of Diseases, 10th Revision. Source: Centers for Disease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



## NDEWS Sentinel Site Trend Report, November 2021

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# Opioid Crisis

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# Impact of the Opioid Crisis on Schools

## Students require substance misuse supports

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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

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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

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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



# Test your Knowledge

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normal

**F** Adolescence: Risk taking is ~~unusual~~  
(Hunt et al. 2010)

**T** Early onset linked to dependence  
(Jordan & Andersen, 2017)

**T** Early intervention is important (Gray & Squeglia, 2018)

highly

**F** Substance use disorders are ~~rarely~~  
comorbid with mental health  
problems (Chan et al., 2006)

# Recommendations

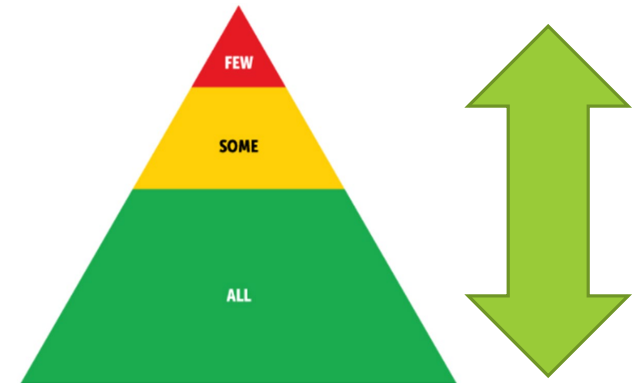
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## Foundation

- 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



### ○ Resources:

- PBIS and Mental Health
- Installing ISF



# Social Emotional Learning



## 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](#)

## Alternatives to Exclusion



### 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

<https://www.pbis.org/resource/aligning-and-integrating-family-engagement-in-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



## A collection of disaster relief supplies. In the center is a large red drawstring bag. To its left is a white plastic bucket. In front of the bag are several items: a first aid kit with a large red cross, a flashlight, a water filter, a box of instant noodle soup, a box of instant rice, a box of instant ramen, a box of instant oatmeal, a box of instant noodle soup, a box of instant rice, a box of instant ramen, a box of instant oatmeal, a box of instant noodle soup, a box of instant rice, a box of instant ramen, a box of instant oatmeal. To the right of the bag is a large red cross first aid kit, a flashlight, a water filter, a box of instant noodle soup, a box of instant rice, a box of instant ramen, a box of instant oatmeal.

- Identify signs
- First responder notification
- Opioid antagonists

SAMHSA Opioid Overdose Prevention Toolkit  
<https://store.samhsa.gov/sites/default/files/d7/priv/five-essential-steps-for-first-responders.pdf>

<https://store.samhsa.gov/sites/default/files/d7/priv/five-essential-steps-for-first-responders.pdf>



# Responding with the Interconnected Systems Framework (ISF)

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# Recommendations

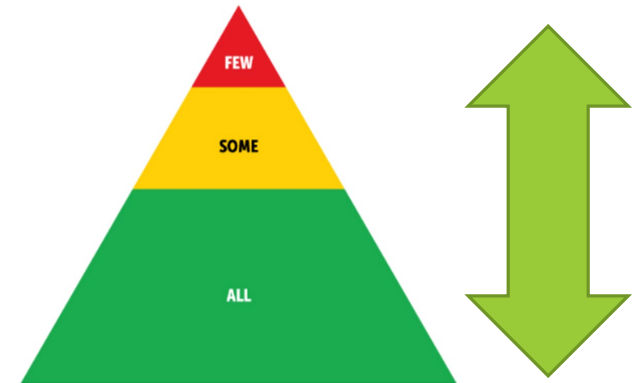
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## Foundation

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  - Data
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## Points of Engagement:

- Families
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- Staff



# Responding with Systems

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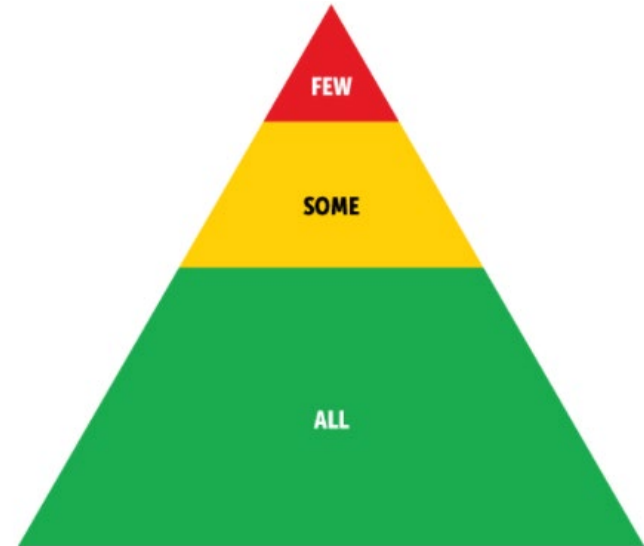
- Pervasive, persistent issues require coordination
- Flexibility and pivoting of school teams
- Multi-tiered support

# PBIS Structure → Broader Needs

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## Interconnected Systems Framework (ISF)

School-Based  
Mental Health



# Interconnected Systems Framework (ISF)

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

**Resource:** <https://www.pbis.org/topics/mental-healthsocial-emotional-well-being>



## MTSS Features within the ISF

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Integrated Team Process

Expanded Use of Data

Selection of Evidence-Based Practices

Screening

Tracking Fidelity & Impact

Professional Development



# Interconnected Systems Framework (ISF)

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## ■ 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

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- 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

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- 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

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# Interconnected Systems Framework (ISF)

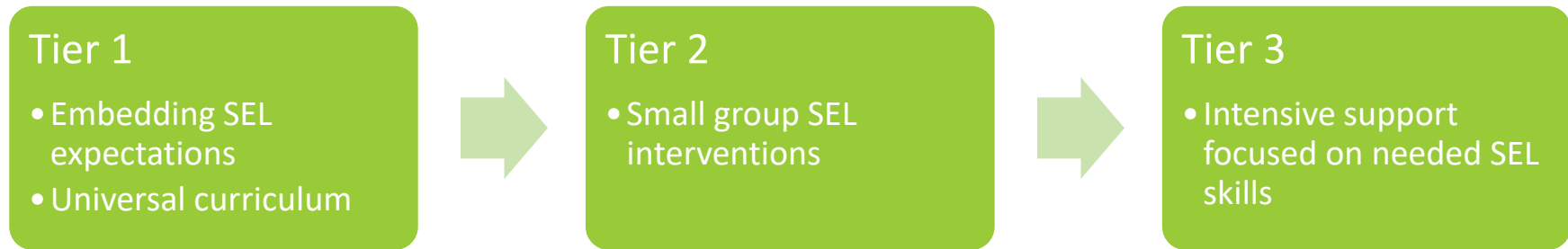
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- Advantages
  - Alignment and continuum
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# Enhancing through Alignment

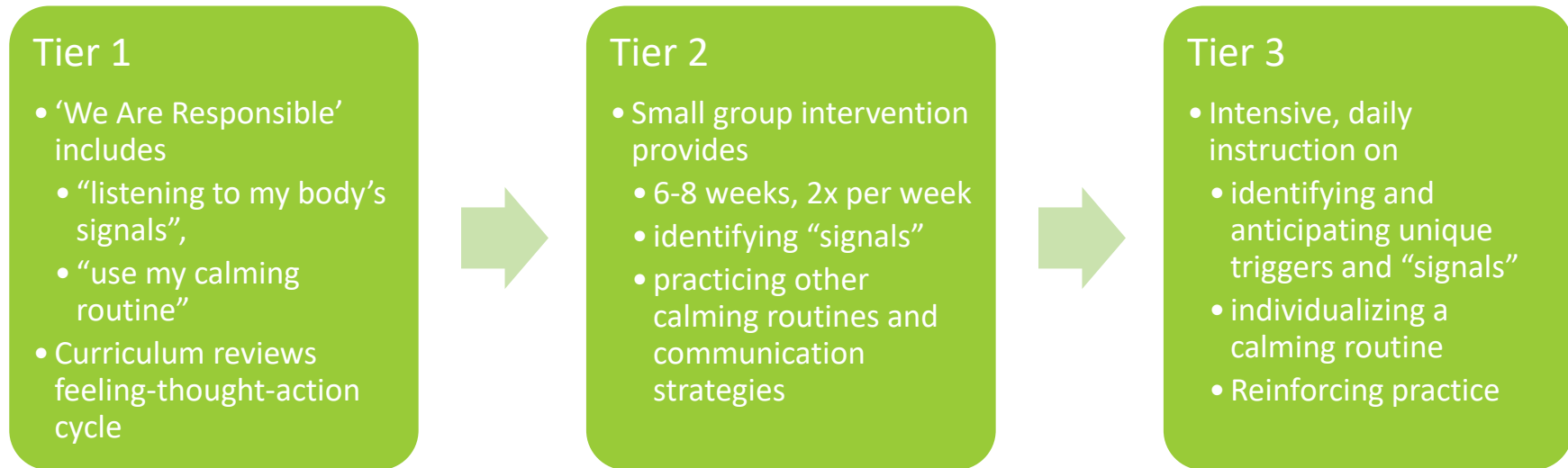
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Consistent language/instruction across tiers

# Enhancing through Alignment

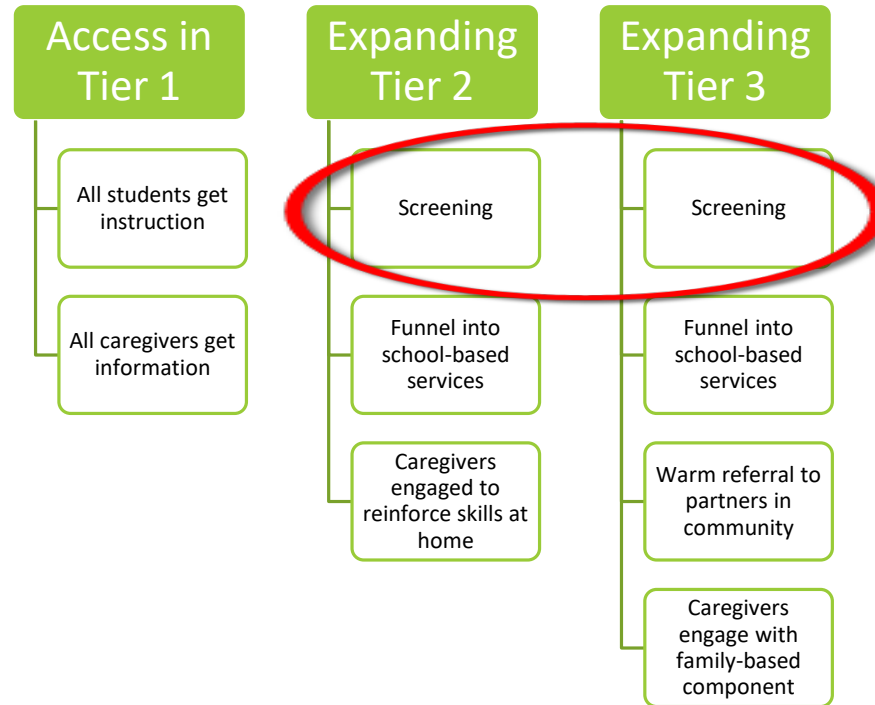
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Consistent language/instruction across tiers

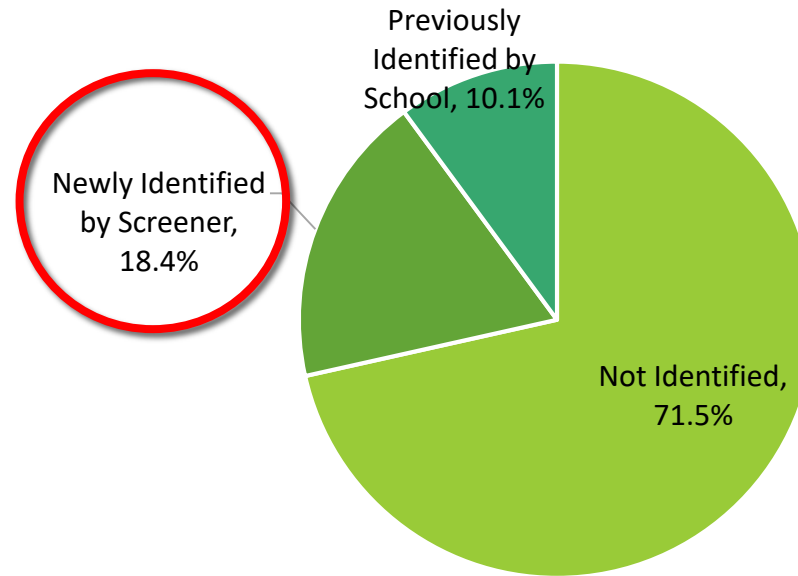
# Enhancing through Access

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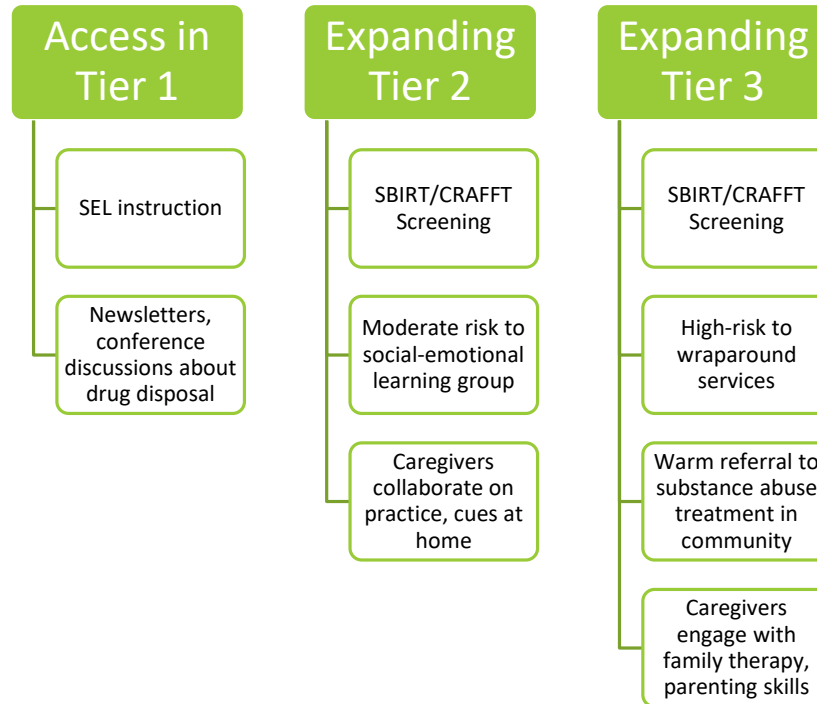
# Impact of Systematic Social-Emotional-Behavioral Screening

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# Enhancing through Access

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# Enhancing through Retention in Care

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## 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

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Embedding expertise in  
and across teams

Bridging connection  
between schools and  
community providers

Bridging connection  
between families and  
community providers

# ISF in Action

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# Acknowledging challenges

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- 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

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- Operation Prevention School-based Curriculum
  - Classroom resources
  - Parent toolkit
  - <https://www.operationprevention.com/#about>
- Botvin LifeSkills Training (LST)
- Strengthening Families Program
- Mindfulness (MindUp Curriculum)
- Positive Action
- SAMHSA Resource Guides

# Tier 2 Programs & Practices

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

# Tier 3 Practices

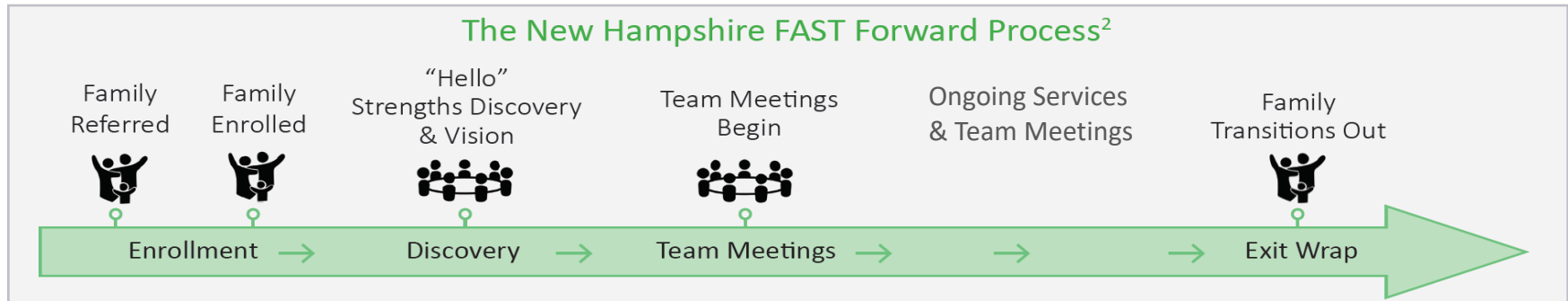
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- Individual LADC Counseling Services
- Individual Mental Health Counseling Services
- Social Worker support for students and families to better access community resources and supports (Wraparound)
- Recovery High Schools
- SAMHSA Resource Guides

# 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)





# Vaping Evidence-Based Programs

EVIDENCE-BASED RESOURCE GUIDE SERIES

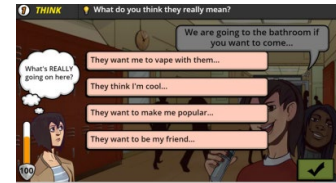
## Reducing Vaping Among Youth and Young Adults



[https://store.samhsa.gov/product/Reducing-Vaping-Among-Youth-and-Young-Adults/PEP20-06-01-003?referrer=from\\_search\\_result](https://store.samhsa.gov/product/Reducing-Vaping-Among-Youth-and-Young-Adults/PEP20-06-01-003?referrer=from_search_result)

### ◦ 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

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- 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

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# Thank you for your time today!

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Contact Info:

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10/28/22

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

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