

Record ID	30
Survey Timestamp	1/15/2019 15:22
School District:	Tukwila
School:	Showalter
Please list any activities that you/your school carried out during the reporting period to raise awareness/inform school staff about SBIRT-SB.	-Information about School Based SBIRT went out to building leadership team which is a representative decision making and leadership body here at school and elements of SBIRT are woven into building improvement plan. -School Based SBIRT information has a
Please list any activities that you/your school carried out during the reporting period to raise awareness/ inform parents/caregivers and the community about SBIRT-SB.	-Careful development of Parent participation and consent letter for SBIRT including check yourself tool. -Study and collaboration with surrounding districts regarding parent and community response to SBIRT roll- out and "Check Yourself" tool.
Describe the process carried out at your school to map the network of available referrals to serve student needs identified through SBIRT-SB, including any new services identified and remaining gaps in services.	review In Human services Team at district level of all existing MOUs with community providers of mental health and other Support services. -Monthly providers Meetings at the district level provide opportunities to learn information about community resources and time to network with community service providers and agencies. -review of MH counseling services with contract w/Renton Area Youth services. Identified a need for additional clinician to work with students In building.
When did you, or when do you plan to, begin using Check Yourself (SBv1) at your school?	At this point, we are seeking more guidance from the District and County on using the Check Yourself tool, especially the questions to parents/caregivers. We are awaiting District level review of tool, questions, and draft of parent permission letters and to get clear directives for how the district would like us to proceed. We are hopeful that we'll be able to proceed by 2nd semester (Feb 1).
What population did you select for SBIRT-SB during 2018? Is the selected population expanded in 2019? Please explain (e.g. grade, how students are selected to participate).	Students that have thus far in 2018 been considered for school based SBIRT are students that have either been discussed as a student of concern in our Early Warning Indicator Systems meetings or who have been referred to our interventionist from administrators due to behavioral concerns (i.e. drug and alcohol suspension) Going forward into 2019, in addition to students identified through Early Warning or Administrative referral, the interventionist has presented Life Skills topics to all 7th graders (101) enrolled in health class during the first semester. These presentations will continue in the second semester to another group of 7th graders (estimated at 100 students). These students are being considered as a cohort of students to potentially screen.
Type of screening at your school:	Indicated

<p>How are students selected to participate in SBIRT-SB?</p>	<p>Indicated only for 2018 based on admin referral or Early Warning Discussion. Some potential in 2019 for wider screening within 7th grade health. Further discussion to occur on this prospect</p>
<p>How are you conducting parent communication (email, letter, groups, other) and what process (if any) is being applied (opt-in, opt-out, other)?</p>	<p>Parent letter has been drafted. Individual phone calls to parents and/or caregivers. SBIRT participation has been largely done with 'opt-in' of caregivers.</p>
<p>Describe any parent communication successes you have experienced.</p>	<p>The interventionist has met with the parents of 5 students and has been in contact (phone contact or message) with the other 5 parents of students who have received at least one SBIRT session. There has been success with 5 of the 10 parents as they have ensured that the recommendations for services were followed.</p>
<p>Who is conducting Brief Intervention meetings at your school (school counselor, district employed interventionist, community-based organization employed interventionist)?</p>	<p>At this time, the Interventionist is conducting brief intervention meetings (SBIRT) with students referred from school administrators. To date, there have been 10 students who have completed these sessions which include a PSESD screening tool; the GAIN short screen and a structured interview with the student. In some cases, the parent or caregiver is involved along with a school administrator. The result of an intervention is a referral to services which may include a substance use assessment, a mental health assessment, a substance use assessment and a mental health assessment, or no further recommendations.</p>
<p>In what setting (e.g. counselor's office, classroom) do students complete Check Yourself (SBv1)?</p>	<p>The students complete the SBIRT, as outlined above, in interventionists counseling office.</p>
<p>How do students complete Check Yourself (SBv1) (e.g. tablet, computer, mobile device)?</p>	<p>As indicated above, until clear guidance is provided at district level, students have not completed Check Yourself screen. Plan is to have students use tablets (either ESD or county provided) loaded with Check Yourself app to complete screen.</p>
<p>How are the Brief Intervention meetings being conducted and when and how do you engage caregivers?</p>	<p>The SBIRT meeting with the student is conducted in a one-on-one meeting(s) and then a follow-up meeting with the caregiver and the school administration in the conference room at the school. In some instances, a Tukwila police officer may be in attendance if the student has been involved in a legal matter such as drug possession or distribution.</p>
<p># of students you plan to screen at your school during this school year (2018-2019):</p>	<p style="text-align: right;">30</p>
<p>If your school allowed caregivers to opt out of screening, # students opted out by caregiver:</p>	<p style="text-align: right;">0</p>

If your school allowed caregivers to opt-in to screening, # students whose caregiver did NOT opt in:	0
# students who did not complete Check Yourself (SBv1) and received at least 1 BI meeting (using the SBIRT-SB model):	11
# of students who chose to opt out of taking Check Yourself (SBv1):	0
(Completed CY) Tier 1 (all green flags):	0
(Completed CY) Tier 2 (yellow flags only):	0
(Completed CY) Tier 3 (one or more red flags):	0
Total # of students who completed Check Yourself (SBv1) at your school during the reporting period:	0
(Received BI) Tier 1 (all green flags):	0
(Received BI) Tier 2 (yellow flags only):	8
(Received BI) Tier 3 (one or more red flags):	3
Total # of students who received at least 1 BI Meeting at your school, during the reporting period:	11
Tier 1 (all green flags):	0
Tier 2 (yellow flags only):	3
Tier 3 (one or more red flags):	2
Total # of students whose caregiver attended at least 1 BI Meeting at your school, during the reporting period:	5

<p>Please highlight any major successes from implementing SBIRT-SB at your school during the reporting period (something that you feel was a great help to accomplishing your program goals).</p>	<p>Several major successes have included meeting with caregivers to ensure that students complete the recommendations provided. Renton Area Youth and Family Services (RAYS) has provided the substance use assessments in a timely manner for those students referred for services. Additionally, our counseling team, including the interventionist received technical training for how to load and utilize Check Yourself tool on district equipment and how to access and configure student results. The training helped staff feel more comfortable with the technical and technological aspects of screening students. In this period our Early Warning Indicators team was able to receive training on how to use a 'Check-in, Check Out' and "Check and Connect" system and intervention that has enhanced our ability to provide a more robust and systemic intervention for students that are a Tier II or Tier III concern for school success. SBIRT fits into and compliments this work.</p>
<p>Please highlight any major challenges from implementing SBIRT-SB at your school during the reporting period (something that you feel was a great barrier to accomplishing your program goals).</p>	<p>We are currently waiting for further direction and clarity from the County and the District on the use of the Check Yourself tool as the school determined that some of the questions to parents are intrusive. As a small district with many vulnerable families from traditionally marginalized and oppressed communities, we want to proceed with an abundance of caution to not create unnecessary harm. A factor that has complicated our efforts in particular is a lack of clarity and guidance around the validity and reliability and vetting of the screening tool. We are unsure if we are being asked to field test a research or diagnostic tool. As such we have concerns about ensuring clear and consistent informed consent communication and procedures for the community we serve. This has caused us to proceed extra cautiously.</p>
<p>During the reporting period, did you/your school make progress towards changing a policy, system, or environment as a result of implementing SBIRT-SB? If so, please describe.</p>	<p>I do think one positive outcome of the concerns and barriers addressed above is that we are carefully examining and re-examining our policies and procedures around student records and privacy, surveys and screening of students and collaboration and information sharing with 3rd parties. All of these examinations are a useful, necessary and healthy thing. Additionally, implementing SBIRT-SB, in conjunction with other BSK initiatives has produced fruitful consideration of how to integrate systems within and outside the school in service to our students. For example, we've had more cross-initiative discussion with outside community groups that have made connections between the school building and the community more permeable. Also- I think it's initiated more thoughtful consideration of how to approach supporting at-risk students in a more systemic, proactive way. Our building leadership is more invested and engaged in leading supports for Tier II and Tier III students.</p>

<p>What technical assistance or other support will your school need in implementing SBIRT-SB in the next 6 months (if any)?</p>	<p>Our school will need technical assistance in clarifying the use of the Check Yourself tool. In particular, we'd like to stay very abreast and informed of any changes to the questions and items on the tool, if they happen. Appreciate the opportunities to provide feedback about the tool. Also, from the county would like a really crystal clear understanding of how to approach the question of reliability and validity of the Check Yourself tool. For what purpose (beyond driving the brief intervention) is the Check Yourself tool intended? Is there hope or designs to make it a clinical tool? a psychometric product? What can we tell families to assure them that sensitive information will used respectfully and in compliance with applicable laws and ethical standards. It really is causing considerable angst for practitioners (and families) to use without a clear understanding of its use and a transparent understanding of how and why it was developed. We also deeply appreciate and continue to want to have more opportunities to collaborate and hear from other implementers across the county on their progress and how they have managed to handle and problem solve implementation.</p>
<p>OPTIONAL: Is there a story you'd like to share that highlights a positive outcome for a community or individual, following BSK storytelling values (see below)?</p>	<p>No story to share at this time.</p>
<p>Complete?</p>	<p>Complete</p>