From Policy to Practice and Beyond:
A systematic school-based approach to meeting the needs of substance using youth
Who am I?

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Centerpoint provides a full array of treatment & educational services to teens and their families faced with emotional, behavioral, mental health, substance abuse, or special learning needs.

Centerpoint clients receive a comprehensive plan of services that may include:

- psychiatric and mental health evaluation
- substance abuse screening and assessment
- integrated special education and mental health day treatment services through the Centerpoint School
- outpatient counseling for mental health and substance abuse concerns
- family counseling and parent support
- group therapy
- intensive outpatient (IOP) treatment
- gender-specific treatment services
- school-based substance abuse and mental health services
- case management and community support
- services for youth involved through juvenile justice and the legal system
- counseling services for the college and transition-aged student
- drug testing
- training and consultation

Centerpoint Adolescent Treatment Services are provided throughout Northwestern Vermont, with central locations in Chittenden County:

81 West Canal Street
Winookski, VT 05404

1025 Airport Drive
South Burlington, VT 05403

94 West Canal Street
Winookski, VT 05404

You can reach Centerpoint by phone at 488-7711, by fax at 488-7732, or on the web at www.centerpointservices.org
A System of Care...

- Prevention & Education
- Counseling & Treatment
- Screening & Intervention
- Recovery & Resiliency
- Enforcement & Restorative Justice
Who are you?

...and what has you in the room?
Today’s Conversation

How do we understand…

A look at systems practice…

A look at clinical practice…

Some ‘real world’ logistics and considerations…
But first... a question...
WHY DO students get high...do drugs...drink...smoke pot...snort...trip...take pills...shoot...get drunk...get toasted?

To feel good... to stop feeling bad...
Helping students to feel good*...

And to stop feeling bad**

* helping our students expand their array of adaptive coping strategies, prosocial skills, and positive experiences that will result in healthy endorphin, serotonin, and dopamine production and lead to improved interpersonal functioning and environmental success

** To ameliorate the co-occurring mood, anxiety, personality, and trauma-based social, emotional, and mental health disorders, and to immunize against the contributing psychosocial and environmental stressors that compromise a student’s well being and environmental functioning
And what are we trying to achieve through our work in schools?

In addition, to the academic content of ‘knowing’ and the decision-making and problem-solving processes of ‘learning’...

To feel good and to stop feeling bad...
(to achieve, succeed, establish healthy lives...)

- Emotional regulation and behavioral self-control
- Relationship skills and communication skills
- Stress reduction, distress tolerance, and coping skills
- Affiliation, attachment, and a sense of belonging
- Competence, confidence, and a sense of mastery
- Identity development, empowerment, and a sense of independence
- Responsibility, community connection, and a sense of generosity
To begin…

Some Foundations

functional significance

a little bit of drug talk

a dynamic model of change

a system of care

vertical integration
Severity of Substance Use in the Lives of our Clients:

- DSM IV TR Diagnosis:
  - Abuse
  - Dependence
  - Induced
  - Intoxication
  - Related NOS

- DSM V Diagnosis:
  - Use Disorder (Mild, Moderate, Severe)
  - Induced
  - Intoxication
  - Related NOS
Severity of Substance Use in the Lives of our Clients:

- Functional Significance:

  - Social/Recreational
  - Symptomatic
  - Problematic
  - Chemical Dependence*
For many, substance misuse disorders are concurrent with other social, emotional, behavioral, or mental health challenges:

including:

- Mood disorders
- Anxiety disorders
- Thought disorders
- Personality disorders
- Developmental disorders
- Trauma-Based Disorders
- Adjustment, Social, and Behavioral disorders
  (serious/severe emotional disturbance)
For many, substance misuse disorders are concurrent with other social, emotional, behavioral, or mental health challenges:

which may manifest as (functional significance):

Defensiveness
   Opposition
   Behavioral non-compliance
   Distractibility or attentional issues
   Verbal or physical aggression
   Passivity or avoidance
   Emotional outbursts
   Seemingly irrational thoughts or behaviors
A little bit of the Drug Talk before we go further...

Classes and Categories

- **Alcohol**: wine, beer, liquor/distilled spirits, alcopops, coolers,… [http://www.cdc.gov/vitalsigns/BingeDrinking/index.html](http://www.cdc.gov/vitalsigns/BingeDrinking/index.html)
- **Cannabis**: marijuana, hash, blunts…
- **Synthetic Cannabinoids**: Spice, K2,…
- **Opiates**: heroin, morphine, oxycodone, hydrocodone,… [http://www.cdc.gov/vitalsigns/PainkillerOverdoses/index.html](http://www.cdc.gov/vitalsigns/PainkillerOverdoses/index.html)
- **Stimulants**: Cocaine, Speed, Crystal Meth, Ritalin,…
- **Sedatives**: barbiturates, qualudes, benozdiazepines, valium, Rohypnol, GHB,…
- **Inhalants**: nitrous, whip-its, glade, glue, gas, solvents,…
- **Hallucinogens**: LSD, psilocybin mushrooms, DMT, Ketamine (anesthetic)…
- **Cathinones**: Khat, Mephedrone, ‘Bath Salts’,…
- **Entactogens**: Ecstacy, MDMA,…
- **Anabolic Steroids**: testosterone, Equipoise, …
- **Nicotine**: cigarettes, cigars, chew, snuff,…
Substances of Abuse: one step ahead... or one step behind...
Stage of Change?
Readiness for Change?
Essential Elements for Change?
An Interactive Process of Change for Students and Families...

Readiness for Change

Motivation

why?
why bother?

Achievement and Positive Outcomes

Skill

what?
learning and rehearsing NEW* skills

Capacity

how?
accommodated support and differentiated interventions

* NEW: New skills
Improving Outcomes on the Practice level...
Readiness for Change

Effective Intervention With Positive Results

Understanding
Intention
Perspective & Self-Awareness
Creating and Sustaining Systemic Change...
A ‘Community’s’ Readiness for Change

A Vertically Aligned System of Care

Urgency

Skills

Resources
Creating and Sustaining Systemic Change...
A ‘Community’s’ Readiness for Change
Creating and Sustaining Systemic Change...
A ‘Community’s’ Readiness For Change

Community Readiness for Change
Brief Screener

This tool is intended to provide a snapshot of your community’s readiness for change to improve and enhance policy and practice related to Tobacco.

ADMINISTERING THE MEASURE
This survey is intended to be a guide in determining your school’s readiness to institute the identified new initiatives (policies and programs). The survey can be completed by a single respondent, through four increased accuracy and effectiveness of multiple stakeholders, groups.

Please rate the questions below for each identified stakeholder group using the following scale:
5 = Very High 4 = High 3 = Moderate 2 = Low 1 = Very Low

1) To what degree do you see urgency in these stakeholders to make change related to this issue?

Parents
Students
Teachers
Community
School Administration
School Board

2) To what degree do you see these stakeholders as having the necessary skills to make change related to this issue?

Parents
Students
Teachers
Community
School Administration
School Board

3) To what degree do the stakeholders identified below have the necessary resources to make change related to this issue?

Parents
Students
Teachers
Community
School Administration
School Board

SCORING THE MEASURE
Aggregates the score for each item within each question and plot to the corresponding box below. For a total MSC, add boxes 1, 2 and 3 together.

1) Motivation:

Skill:

Capacity:

Total MSC:

Aggregates the score for each stakeholder group across questions and plot to the corresponding box below:

A =

E =

B =

F =

C =

G =

D =

H =

Thresholds:
One Story of Vertical Alignment:

“We didn’t get the grant…”

And maybe another...

“a little mindfulness..”
School Policies, Procedures, and Norms: An interplay between home and school...

What *pulls* the student *into* the classroom?

What *pushes* the student *out* of the classroom?

What *pushes* the student *into* the classroom?
“I wanted to thank you for [your work. It is] a reminder of student and family needs and the services available. But more than that it’s a focus on the root of issues instead of the sometimes emergency level symptom which we (schools, parents, etc.) base decisions. You’ve caused me to reflect on what we ask students to do daily in the areas of curriculum, instruction and assessment. Are the things we ask of students respectful, relevant and engaging? Are we asking our teachers to think about learning in these ways? Thank you for taking the time to engage with the learning community.”

– Director of Curriculum and Instruction for a local public school district
A System of Care...

- Prevention & Education
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Wellness Advisories
Curricula Handbook for Advisors

Wellness Curriculum: Foundations

The Wellness Curriculum is designed as an integrative, objective, multistep, interactive approach in preparing students for wellness. Using a Theory-Based model of delivery, this curriculum includes health education that promotes behaviors for sustained wellbeing in various domains.

A Model of Wellness

All educational institutions should prepare students for wellness and healthy lifestyles. The Well curriculum is designed to integrate educational activities across content areas and age levels. It is designed to support students in developing skills and behaviors necessary for success in school and beyond. This includes academic and personal development, health and wellness, and social skills.

Wellness Media & Activity Sheets

Below is a series of media that relate to the subject of wellness, including videos, audio, and articles as well as wellness scripts, management, and activity sheets for each media item with a list of discussion questions for the group. Please review the media that best meets the needs and interests of your group, as some subjects may be helpful for some students. There are notes and questions.

Media Curricula:

Wellness Script:

- "The Happy Horse in Great Need by Hannah Alpern"
- "Racing the Storm by Sarah Kay"
- "A Sense of Place by Laura Silverman"

Activity Sheets:

1. Did you find Taylor's method of communicating his story effective? Why or why not?
2. What does the title mean to you? What does "Depression" mean to you?
3. What did Taylor and his wife disagree about?
4. What does Taylor's exercise and smoking habits tell us about him? What does it do for our understanding of his life and their relationship?
5. How do you recognize signs of depression in yourself? And what are we going to do to feel better?
6. Have you had understanding depression (and other signs of mental health) help or harm wellness?
7. Other thoughts?
Welcome to YouParent. We're happy to have you.

Participant's Guide

YouParent is an online program for parents and caregivers of middle and high school students. It provides support and guidance to help families navigate the challenges of adolescence.

The program offers virtual support groups, weekly sessions, and access to expert speakers and resources. You can sign up for free and start receiving support today.

For more information, visit our website at www.youparent.info.

Real Parenting Support

YouParent is a program of Burlington Partnership for a Healthy Community.

Support for Winooski Parents and Families

At Centerpoint, we work with many parents and caregivers who are facing their own difficulties as they try to raise their kids. We meet with parents who feel alone, at a loss, not sure where to turn or what to do.

Through our Parent and Family Support Services, we recognize that a teen’s challenges affect the whole family. We also recognize that when parents and families struggle, the children and teens within the family may be the most affected.

And in our work with young people, we see some of the greatest success when we are able to assist and support the whole family.

Centerpoint’s parent and family services come in many forms:

- Parent Skills Training is provided to those who are interested in learning new ways to parent their teens. This is also helpful for parents with differing "styles" as they work to develop a shared approach to raising their teen.
- Parent and Family Support helps to increase parent confidence during the difficult times and decreases the stress and anxiety experienced by many parents. Through Centerpoint’s highly popular Parent Support Groups, parents experience a “support network” that builds connections and reduces the sense of isolation felt by so many.
- Centerpoint’s Family Therapy is a solution-oriented approach to helping whole families overcome obstacles, build new skills, address underlying issues, and take the steps toward improved family functioning and well-being.
- Parent Information Rights and Special Programs include speaker nights, self-care events, and special topics for community groups and parent associations.

And:

- Centerpoint’s Parent and Family Support program is specifically designed to help parents of middle-school students become better prepared for parenting through the “high school years” – with a focus on the changing parent-child relationship, healthy roles and boundaries, and the most effective ways to monitor and support your growing teenagers.

Like to learn more about Centerpoint’s services for Winooski families, or any of Centerpoint’s Counseling and Support Services for Winooski students?

Contact Danielle Jatlow, LICSW, Student Support Program Coordinator, at 802-488-7711 or via email at Danielle@CenterpointServices.org

For other services, contact Centerpoint’s SAMH Admissions Coordinator Michael Hunter by calling 802-488-7711 or via email at MichaelH@CenterpointServices.org

Centerpoint Adolescent Treatment Services

802-488-7711  www.CenterpointServices.org

Calling all Burlington middle school parents!

YouParent is here to help. Sign up today!

They will grow up in the blink of an eye.

It’s hard to know what to say and do during the challenging years of middle and high school.

YouParent is here to help. Sign up today!

Resources

- Parent Up
  - Help reduce violence occurring in homes.

Upcoming Events

- Oct 19: Prevention Parenting Meg

Centerpoint Adolescent Treatment Services

802-488-7711  www.CenterpointServices.org
SBIRT
Screening,
Brief or Interim Intervention,
and
Referral to Services and Support

Techniques derived from...
...Motivational Enhancement Therapy
...Cognitive-Behavioral Therapy
...Dialectical Behavioral Therapy
SBIRT in schools
What are we hoping to achieve through early intervention?

Identify

Engage

Intervene

Motivate

Prepare

Access additional supports and services, as indicated
Supports and Services Available to Students and Families Involved in Court due to Truancy

You may be in court today because of issues of school truancy. School attendance is a legal issue, and more importantly, successful school attendance helps a student and family to be better prepared for a more successful life ahead.

There are lots of reasons for truancy –

We understand that you may be struggling with truancy for many reasons. We often see families in which school attendance problems are “symptoms” of harder things going on in hours or within the family:
- Sometimes these struggles are financial or related to other resources...
- Sometimes they are the result of emotional or mental health issues with the student or within the family...
- They may be related to behavioral problems...
- Or they may be related to special learning needs...
- Sometimes they may be the result of substance use in the family...
- Or they are connected to issues of safety...

A referral from court...

Staff within the court, including the Attorneys and the Judge, can help explain what Centerpoint can offer. They may also recommend a specific service or support for you. Add in some assistance, a judge may require students or families to access services and get help.

Learn more for yourself...

You can learn more for yourself by calling Kate Deans, Community Support Counselor at 488-7711. You can also reach out to Michael Hunter, Intake Coordinator at 488-7771. You can also reach out to Michael Hunter, Intake Coordinator at 488-7771. Learn more about what Centerpoint has to offer by visiting our website at www.CenterpointServices.org.

Some Helpful Faces and Supports from Centerpoint...

Meet Kate...

Kate Deans is a Community Support Counselor at Centerpoint. She works with students to build new skills with decision-making and problem solving, manage emotions and behavior, and cope with stress and difficult situations. Kate also helps students to connect with positive opportunities in the community. And, Kate supports students to find their “roads” – helping them to get involved with their own skills and opportunities.

Reach Kate at 343-3958, by email at KateD@CenterpointServices.org, or by calling Centerpoint’s main phone number at 488-7711.

Meet Michael...

Michael Hunter is our Intake Coordinator at Centerpoint. Michael can offer an assessment to help determine what will be most helpful for you and your family. Michael can also help you get connected to all of the services at Centerpoint, or at other agencies, programs, and community resources that may be best for you and your situation.

Reach Michael at 488-7711, by email at MichaelH@CenterpointServices.org, or by calling Centerpoint’s main phone number at 488-7711.

Meet Kim and Danielle...

Kim Briggs (in the left) and Danielle Jonson (on the right) are family counselors at Centerpoint. Kim and Danielle offer parent support, assistance with new and helpful parenting skills, and family therapy for those who want to work through some of the bigger family challenges.

Reach Kim at 488-7712 or by email at KimK@CenterpointServices.org. Reach Danielle at 488-7727 or by email at DanielleD@CenterpointServices.org. And you can always call Centerpoint’s main phone number at 488-7711.

We’re here to help, and we want to see you succeed!
Chittenden County Truancy Intervention Project
Priority Service Screening

Student’s Name ___________________________ DOB ___________________________
Student’s School __________________________
Referral Source – Your Name ___________________________
Contact Info – Your Phone ___________________________
What is your role/title within the school? ___________________________
Today’s Date ___________________________ Number of School Days Missed ___________________________
Total School Days to-date ___________________________
Parent/Guardian Name(s) ___________________________

To what degree do you believe this student’s truancy is related to...

1) Substance use by this student or family? Not at all □ Mostly □ Substantially □
2) Mental health issues for this student or within her/his family? Not at all □ Mostly □ Substantially □
3) Issues of child safety or child protection within the family? Not at all □ Mostly □ Substantially □
4) Issues of child health or medical concerns? Not at all □ Mostly □ Substantially □
5) This student’s aggression or violence within the home? Not at all □ Mostly □ Substantially □
6) Unwillingness or inability to take advantage of services and supports? Not at all □ Mostly □ Substantially □
7) This student being bullied or harassed within the school setting? Not at all □ Mostly □ Substantially □
8) Conflicts between the family and the school or school administration? Not at all □ Mostly □ Substantially □
9) Are you aware of any history of significant truancy within this family, including with the student’s siblings or parents? YES □ NO □
10) Are there other services or supports currently in place that are designed or intended to meet this student’s family’s needs? YES □ NO □

Please complete the service and strategy inventory on the other side of this form.

What services or strategies have been used to support this student?

- Short Term (1-31 days)
  - Phone calls with family
  - Meetings with principal/guardian
  - Contact with family support
  - Interventions for school or community issues
  - In-school academic support
  - Alternative class plan
  - After-school academic support
  - After-school social support
  - School counseling
  - Parenting class
  - Referral for mental health assessment
  - Referral for mental health support
  - Referral for alternative educational program
  - Other:

- Medium Term (32-90 days)
  - School improvement plan
  - Referral for alternative educational program
  - Referral for alternative educational support
  - Referral for mental health services
  - Referral for family counseling
  - Referral for substance abuse treatment
  - Referral for substance abuse support
  - Referral for mental health support
  - Referral for alternative educational program
  - Other:

- Long Term (91 days+)
  - Referral for alternative educational program
  - Referral for alternative educational support
  - Referral for mental health services
  - Referral for family counseling
  - Referral for substance abuse treatment
  - Referral for substance abuse support
  - Referral for mental health support
  - Referral for alternative educational program
  - Other:
“I wanted to thank you all, and everyone else at Centerpoint, for... everything you do for [our daughter] each day. We are so proud of her for how she handled today and know that it would have been very challenging for her without all of you. I was teary eyed listening to her success and how confident and proud she is of herself. For the FIRST time in [her] life she feels that “everyone likes me”! Thank you, thank you, thank you!”

– parents of a young woman enrolled at Centerpoint School
Responsive Services: What’s Needed, When It’s Needed, with Ease of Access

Through Centerpoint, VYTEP initiatives are focused on:

- Improving access to care, with expanded community-based and co-located services
- Reducing obstacles to care, with services that offer immediate response
- Enhancing existing services and adding options for care, with new models of evidence-based practice
- Strengthening current partnerships and developing new collaborative relationships
1. We decided to open up and talk honestly about ourselves and about alcohol and other drugs.

2. We looked at what we liked about alcohol and other drugs, and why we were using them.

3. We looked at our use of alcohol and other drugs to see if it had caused harm, or could cause harm.

4. We looked at our responsibility and the responsibility of others for our problems.

5. We thought about where we seemed to be headed, where we wanted to go, and what we wanted to accomplish.

6. We made thoughtful decisions about our lives and about our use of alcohol and other drugs.

7. We followed through on our decisions about our lives and drug use. If we saw problems, we went back to earlier challenges and mastered them.
**THE SEVEN CHALLENGES®**

**Working Sessions**

WORK = AWARENESS + ACTION

**AWARENESS**

- Pay attention to what’s happening in your life
- Notice what is going well
- Notice things that are not going as well as they could go: These are your issues

**ACTION**

- Open up and honestly discuss your issues
- Listen to challenging and supportive feedback
- Solve problems, make decisions, and learn skills
- Participate in structured activities

In The Seven Challenges Program...

- You take charge of your life
- You discuss the issues that matter most to you
- You make your own decisions
- You do the work

**WHAT DO YOU WANT TO WORK ON TODAY?**
Seven Challenges for Systems Improvement

1. We decided to open up and talk honestly about ourselves and about alcohol and other drugs.

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6. We made thoughtful decisions about our lives and about our use of alcohol and other drugs.

7. We followed through on our decisions about our lives and drug use. If we saw problems, we went back to earlier challenges and mastered them.

We take an intentional and reflective look at our organization and agree to honestly share our self-assessment with others.

We look at our current practices and services, consider why we’re doing what we’re doing, and celebrate how our services are working well.

We look at our current practices and services, and reflect on how they are not as helpful or effective as they could be and should be.

We look at what is within our control – or influence – to change, and what is beyond our influence.

We reflect on where our organization is headed, where we want it to go, and what we want to accomplish and achieve.

We establish an organizational change plan...utilizing a change model that is consistent with our vision and mission and that matches our strengths and resources.

We follow-though on our organizational change plan... If we experience struggles that interfere with our progress, we revisit earlier Challenges to address the new or unresolved struggles.
Working with the Whole Student
Practical Considerations...

• Leveraged Funding Options and Models
• Contracts and MOUs
• Communication and Confidentiality
• Collaboration & Interagency Teaming
• Referral and Case Management
• Incentives, Reinforcers, Rewards, & Sanctions
• Scheduling & Other Logistics
• Training & Workforce Development
Walking the Talk

Case Examples and Unanswered Questions
And a reminder…

The ‘obvious’ isn’t always so…

‘Common Sense’ isn’t that common…

If you think this is ‘too simple,’ its not…

If you think this is ‘too complicated,’ its not…
Mitchell Barron, LICSW LADC
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www.CenterpointServices.org
MitchB@CenterpointServices.org
Some final thoughts from a panel of local experts...

Ms. Benjamin’s 3rd grade class at JFK Elementary School