Indicated Prevention –
Welcome to Adolescent Services

Sacramento CA  November 9, 2017

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Jan Ryan, MA, PPS
Presentation: Why invest in Indicated Prevention (IP)?

• **What** is challenging about IP?
• **How** does Indicated Prevention work?
• **How** are CA County Coordinators leveraging Student Assistance Programs to invest in IP?
History of “IOM”

• In January 2006, the National Institute of Medicine (IOM) recommended a Spectrum of Prevention focused on serving the different needs of each of the three categories of prevention population:
  1. Universal
  2. Selected
  3. Indicated - (Individual) Substance Abuse Prevention addresses the gap between prevention and treatment
Institute of Medicine: definition

Indicated Preventive Interventions

Targeted to high-risk individuals who are identified as having minimal but detectable signs or symptoms foreshadowing mental, emotional, or behavioral disorder, or biological markers indicating predisposition for such a disorder, but who do not meet diagnostic levels at the current time.
# Much Commonality in Risk Factors for Behavioral Health Problems

<table>
<thead>
<tr>
<th>Community</th>
<th>Family</th>
<th>School</th>
<th>Individual/Peer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Availability of Drugs</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Availability of Firearms</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Community Laws and Norms Favorable Toward Drug Use, Firearms, and Crime</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Media Portrayals of Violence</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Transitions and Mobility</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Low Neighborhood Attachment and Community Disorganization</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Extreme Economic Deprivation</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Family History of the Problem Behavior</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Family Management Problems</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Family Conflict</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Favorable Parental Attitudes and Involvement in the Problem Behavior</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Academic Failure Beginning in Late Elementary School</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Lack of Commitment to School</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Early and Persistent Antisocial Behavior</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Alienation and Rebelliousness</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Friends Who Engage in the Problem Behavior</td>
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<td>✓</td>
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<tr>
<td>Favorable Attitudes Toward the Problem Behavior</td>
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<td>✓</td>
<td>✓</td>
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<tr>
<td>Early Initiation of the Problem Behavior</td>
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<td>✓</td>
<td>✓</td>
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<tr>
<td>Constitutional Factors</td>
<td>✓</td>
<td>✓</td>
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</table>
## Much Commonality in Protective Factors for Behavioral Health Problems

<table>
<thead>
<tr>
<th>Protective Factors</th>
<th>Substance Abuse</th>
<th>Delinquency</th>
<th>Safe Sexual Behavior</th>
<th>School Drop-Out</th>
<th>Violence</th>
<th>Depression &amp; Anxiety</th>
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<tbody>
<tr>
<td><strong>Individual</strong></td>
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<tr>
<td>Cognitive Competence</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<td>Emotional Competence</td>
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<tr>
<td>Social/Behavioral Competence</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Self Efficacy</td>
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<tr>
<td>Belief in the Future</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Self-determination</td>
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<tr>
<td>Pro-social Norms</td>
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<td>✓</td>
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<tr>
<td>Spirituality</td>
<td>✓</td>
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<td><strong>Family, School and Community</strong></td>
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<td>Opportunities for Positive Social Involvement</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Recognition for Positive Behavior</td>
<td>✓</td>
<td>✓</td>
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<td>✓</td>
<td>✓</td>
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<tr>
<td>Bonding to Prosocial Others</td>
<td>✓</td>
<td>✓</td>
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</table>
SAPT Funded Primary Prevention

CSAP strategies for allowable use of SAPT BG funding

Information
Dissemination
Education
Alternatives

Problem Identification & Referral
Community-Based Process
Environmental
SAPT Primary Prevention - Individuals Served FY 2012-13

Services by Strategy

- Information Dissemination: 30764
- Education: 42309
- Alternatives: 17125
- Problem ID and Referral: 34919
- Community-Based Process: 19059
- Environmental: 5257
SAPT Primary Prevention – Individuals Served FY 2012-13

<table>
<thead>
<tr>
<th>CSAP Strategy</th>
<th>Individuals Served in 2012-13</th>
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<tr>
<td>Community-based Processes</td>
<td>42,309</td>
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<tr>
<td>Education</td>
<td>34,919</td>
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<td>Information Dissemination</td>
<td>30,764</td>
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<td>Alternatives</td>
<td>19,059</td>
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<tr>
<td>Environmental</td>
<td>17,125</td>
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<tr>
<td>Problem ID and Referral</td>
<td>5,257</td>
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</tbody>
</table>

Based on pie-chart from DHCS
IP: amplifies impact of Prevention & Tx

• To **identify individuals** who are exhibiting early signs of substance abuse and other problem behaviors
• To **address risk factors and increase protective factors**
• To **reduce first-time** substance abuse and/or **to delay onset** of substance abuse
• To **reduce the length of time** the signs and symptoms of use continue and/or to reduce the severity of substance abuse
• To **increase access to prevention and referrals to diagnostic assessment for Tx services**
Why IP might be challenging

• History of professional and institutional tension.
• Unintended competition for funds within the prevention field
• Relatively demanding to deliver
• IP is a critical discussion between Prevention and Treatment.

Source: The Institute of Medicine Framework and Its Implications for the Advancement of Prevention Policy, Programs, and Practice By J. Fred Springer and Joel Phillips
Why IP is a valuable asset for both Prevention and Tx

IP offers the highest probability of getting services to those:

– who will experience the greatest individual harm, and

– create the greatest social harm, as a result of substance abuse.

Source: The Institute of Medicine Framework and Its Implications for the Advancement of Prevention Policy, Programs, and Practice By J. Fred Springer and Joel Phillips
Referral Sources for Riverside County Clinics

County Clinics

- Self-referral
- Clinic Tx. Staff referral
- Schools
- Family Law
- Probation (non Prop 36)
- Juvenile Probation
- Senior Programs
- Parenting Programs
- Dept. of Social Services
- Employer
Referral Sources for Schools

✓ Students who violate a school policy

✓ When staff worry about their students:
  • notices abnormal behaviors or trends
  • excessive absences
  • signs of drug or alcohol use
  • poor hygiene
  • excessive fatigue/sleepiness
Brief Risk Reduction Interview and Intervention Model (BRRIM)

One-youth/family-at-a-time approach to navigating prevention in schools
2012 National Exemplary Award from National Association of State Alcohol and Drug Abuse Directors (NASADAD)

Referral Sources:
- Court Probation/DPSS
- EAP Or SAP
- Any County Referral
- Self Referral Walk-in
- Parent or Caregiver
- PC1210 at selected clinics

REFERRAL to Substance Abuse Services

BRRIM INTERVIEW by trained Prevention Specialist
“One individual at a Time Motivational Interview”
Screens Strengths / Risks / Needs / Resources / Priorities
Collaborate on a Prevention Agreement/Education

Prevention Agreement / Education as Intervention

Individual and Family Strengths
- Resiliency
- Protective Factors
- Internal and External Assets
- Motivation
- Determination
- Problem solving skills
- Multi-lingual
- Family Loyalty
- Relatives
- Friends
- Trusted Adults
- Job Skills
- Goals for future
- Dreams
- Employers
- Neighbors

Community-Based Services
- Community-based Counseling
- 12 Step Programs
- Mentoring
- Faith Community
- Domestic Violence Shelters
- Homeless Programs
- Food distribution
- Community Centers
- Employment Centers
- Disability
- Medical

County Services
- Mental Health
- Assessment
- Wraparound
- Parent Partners
- Peer Specialists
- Probation
- Youth Accountability Team
- Community Action Program
- Office of Education
- Workforce Development
- Veterans Outreach

School/District-Based Education Program
- School Counselor
- Academic Support
- Support Groups
- Conflict Mediation
- Gifted and Talented
- Student Study Team
- After-school Program
- Alternative Education
- Nurses
- Speech, Eye Exams
- Vocational Programs
- Adult Education

Prevention unsuccessful – Refer to Assessment

PLAN A

Plan A Needs Revision – Re-Enter

Move to PLAN B if necessary

Follow up

For more information, contact Jan Ryan or Jim Rothblatt at (760) 534-8340 or redea@resources@gmail.com
BRIIM = A Structured Prevention Conversation in Three Stages

1. Explore
2. Engage
3. Enlist, Plan
BRRIIM implementations in RC

• **Regional:**
  – Consortium to implement SAP across 7 districts, reaching 100,000+ students
  – County Clinics: Individual Prevention Service serves all residents 12+
  – School-based: To support ODS Wavier, expanded IPS to selected schools.

• **District wide:**
  – Desert Sands Unified: sustaining 34 years
  – Murrieta Valley Unified School District: RC SDFSC Governor grant funded centralized SAP.
  – Riverside Unified School District: centralized team of licensed staff to provide prevention and treatment.
How are CA Counties using SAP to implement Indicated Prevention?

Definition of SAP
Progress of 12 CA County Implementations of SAP
Indicated Prevention is one component of a comprehensive SAP

Employee Assistance Programs (EAP)

Student Assistance Programs (SAP)
What is SAP?

• The California Department of Education (CDE) articulates that the goals of Student Assistance Programs are to
• reduce students’ behavioral, disciplinary violations, and substance use, and
• address a wide range of issues that impeded adolescent academic achievement while
• improving school attendance and academic performance.
• [http://www.cde.ca.gov/ls/he/at/sap.asp](http://www.cde.ca.gov/ls/he/at/sap.asp)
Why have SAP?

• In 2014-15 school year,
  – 39,254 alcohol and other drug suspensions; this represents 9% of all suspensions.
  – 1,926 illicit drug related expulsions; this represents 33% of all expulsions.

Approximate minimum cost of one day in ADA savings: $981,350
Breakthrough in Riverside County
<table>
<thead>
<tr>
<th>Driving Strengths Across All Counties</th>
<th>COUNTY/Program</th>
<th>LEVERAGING</th>
<th>REFERRALS</th>
<th>KEY SUCCESSES</th>
<th>CHALLENGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIDELITY Program-design focused</td>
<td>Santa Cruz: Seven Challenges</td>
<td>Seven Challenges attraction for AOD and MH</td>
<td>District referrals include both AOD and MH</td>
<td>PEI, MH, School shared buy in, ongoing supervision and eval, outcomes across systems</td>
<td>PEI is pulling funding so PC is addressing the change in partnerships</td>
</tr>
<tr>
<td>PARTNERSHIPS Community-based Organizations</td>
<td>Butte: Athletes Committed</td>
<td>Student Athletics impacts 80% of student body</td>
<td>District Policy, Athletic Code of Conduct requires 3 Intervention Sessions</td>
<td>Hiring the right staff to work with individual students. Attraction of program, involvement of local doctors doing physicals</td>
<td>Community “buy-in” is growing so there the program complements the environmental prevention.</td>
</tr>
<tr>
<td></td>
<td>Contra Costa: Project Success with Center for Human Development</td>
<td>“Point Person” coordinates between school and CBO</td>
<td>CBO relationships result in referrals, Project Success Groups; parent ed.</td>
<td>Outreach to Juvenile Hall and Boy’s Ranch to provide Brief Intervention curriculum programs, Girls in Motion. CLAS standards integrated.</td>
<td>Increasing the level of parent support across all programs. Responding to requests for expansion to more sites.</td>
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<td>Sonoma: Project Success Plus, West County Community Services</td>
<td>Wide screening, then referral for both mental health and AOD</td>
<td>Student referrals for MH and AOD align with funding.</td>
<td>Directing the Change and ACES training expanded SAP into trauma informed work, Juvenile Diversion Program with SRO</td>
<td>Staffing using MFT Interns requires more training in prevention focus.</td>
</tr>
<tr>
<td></td>
<td>Santa Clara: 12 CBO contracted, Both prevention and PEI</td>
<td>School-linked services offer Continuum of Services</td>
<td>Coordination of Services Team centralized</td>
<td>Quarterly Stakeholder’s Meetings, Triple P, 7 Challenges, Parenting integrated to reach families, SAP is a full Continuum of Services</td>
<td>Created “network of support” so schools identify challenges and work with county</td>
</tr>
<tr>
<td></td>
<td>Amador: Nexus Youth and Family Resources</td>
<td>MH staff part of classroom outreach</td>
<td>Behavioral Health, School and Family referrals; referrals from CPS, Probation</td>
<td>Multiple funding sources including MHSA PEI, WET, Probation, SAPT, community organizations.</td>
<td>More parent outreach. Credibility resulted in Asst. Sup asking for more</td>
</tr>
<tr>
<td></td>
<td>Napa: Wellness Centers</td>
<td>County Office of Ed collaboration,</td>
<td>Health classes, Suspensions referred</td>
<td>Strong peer programs include FNL and Safe School Ambassadors.</td>
<td>Law enforcement and juvenile justice challenges.</td>
</tr>
<tr>
<td>MANDATES Policies support ‘corrective measures’</td>
<td>Riverside: Individual Prevention Services with BRRIM</td>
<td>System referrals: CPS, Courts, DPSS, School Suspensions</td>
<td>County and School and Family referrals; system referrals from CPS, Juvenile justice</td>
<td>Co-located, countywide access to 12+; ODS wavier design supports IPS uses CPI Brief Intervention</td>
<td>Monitoring referrals, part time staff, training colleagues about IPS</td>
</tr>
<tr>
<td>AGREEMENTS OR MOU’S</td>
<td>Stanislaus: SAP with BRRIM with Center for Human Services</td>
<td>Shared model countywide, consistent implementation</td>
<td>Self, families referrals, School AOD Suspensions,</td>
<td>Center for Human Services CBO: Built training to increase access countywide, attracts multiple funding: SAPT, PEI, District -</td>
<td>Created a countywide expectation of SAP support for student and family.</td>
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<tr>
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<td>Ventura: Conejo Valley Unified SAP with BRRIM</td>
<td>Board Policy, Administrative Reg. LCAP</td>
<td>Families, School AOD Suspensions</td>
<td>Strategic Community Partnerships with County Provider Network continuing after county funding end</td>
<td>Sustaining with district funds and integrating into all school planning. is challenging.</td>
</tr>
</tbody>
</table>
SAP Leverages Policy Mandates

- Board Policy and Administrative Regulations
- Memorandum of Understanding
  - Riverside: Desert Sands Unified, Murrieta Valley
  - Ventura: Conejo Valley Unified
  - Stanislaus County: with CBO
education
SAP Leverages Program Fidelity

- Program fidelity can be more consistent with national models:
  - Santa Cruz and Santa Clara: Seven Challenges
  - Butte and more: Athletes Committed
  - Contra Costa: Project Success
  - Sonoma: Project Success Plus
SAP Leverages Strategic Partnerships

• SAP becomes a “portal” between school districts and local county and community based agencies
  – Ventura: Centralized SAP with BRRIIM makes families genuine partners in prevention planning –sustaining with district savings on suspensions and LCAP.
  – Butte: Athletes Committed and Primary Care.
  – Sonoma: Project Success Plus that integrates MH Prevention and Early Intervention and SAPT.
  – Stanislaus: all districts use SAP with BRRIIM even those without county funding.
  – Napa: County Office of Education, Law Enforcement
  – Amador: CBO Nexus adding IP at district’s request and cost.
  – Santa Cruz: local coalitions look to county for direction on reducing harm of youth marijuana use
Breakthrough in Riverside County
County Prevention Coordinators Use SAP with Schools

Grade Level Focus
Secondary = 66%

- K-12: 22%
- Elementary: 13%
- Middle School: 14%
- High School: 27%
- Continuation and Alternative or Juvenile Hall: 24%
County Prevention Coordinators Use SAP with Schools

Referral Sources

- LGBTQ Youth issues
- Any barrier to learning
- Attendance
- Violence/Bullying
- Academic Performance
- Mental Health Issues
- Alcohol and Other Drug Use

Riverside University Health System
Behavioral Health
County Prevention Coordinators Use SAP with Schools

**Kinds of SAP Support Services**

- Individualized family interventions
- Individual Student Interventions
- Referral to School and Community
- Peer Mediation and/or Conflict
- Prevention Classroom Presentations
- School Counselor Consultation
- Alcohol, Tobacco and other Drug Support Groups/Peer Support
County SAP Infrastructures

- Provided County staff to provide oversight or direct services
- Funded a contractor who facilitated SAP development/services
- Funded School or District: for training and technical assistance
- Funded School or School District to hire staff
County Prevention Coordinators Use SAP with Schools

**Funding Sources**

- Medical funded services
- Donations
- Grants
- District funds, match or in kind
- SB 920 and 921
- MHSA Prevention and Early Intervention
- Substance Abuse Prevention and
Highlights from Outcomes

✓ Stanislaus: 13,657 students served 2011-2016

✓ Butte Athletes Committed: no second offenders

• Riverside BRRIIM: Immediately following the 1st meeting,
  • 86% reported a readiness to change their marijuana use;
  • 81% of participants reported a readiness to change their alcohol use.
• Schools: improved attendance, grades, behavior
Comparison of BRRIIM vs. Countywide Tx Success Rates

- Tx success rate for BRRIIM participants that later enrolled in County treatment programs was higher than the overall Countywide success rate for the 15-month time period (40% vs. 32%)

- When taking a closer look at success rates by age group, it is clear that this trend is driven by participants in the 18 and older age group (i.e., 50% of BRRIIM participants ages 18 and older who enrolled in treatment successfully completed the program as compared to only 32% of all treatment participants ages 18 and older)

<table>
<thead>
<tr>
<th>Treatment Outcomes</th>
<th>BRRIIM Participants Who Enrolled in Treatment (N=48)</th>
<th>All Treatment Participants Countywide (N=1,554)</th>
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<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Successful (completed Tx)</td>
<td>19</td>
<td>40%</td>
</tr>
<tr>
<td>Under 18</td>
<td>3</td>
<td>19%</td>
</tr>
<tr>
<td>18 and over</td>
<td>16</td>
<td>50%</td>
</tr>
<tr>
<td>Not Successful (did not complete Tx)</td>
<td>29</td>
<td>60%</td>
</tr>
<tr>
<td>Under 18</td>
<td>13</td>
<td>81%</td>
</tr>
<tr>
<td>18 and over</td>
<td>16</td>
<td>50%</td>
</tr>
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SAP in CA?
Infrastructure Options

• **Centralized** district-wide SAP is more efficient, cost effective, and sustainable than school-by-school approach.

• **Statewide** is an option, Pennsylvania. Three agencies make up the SAP Interagency Committee that oversees the implementation and continuing development of the Pennsylvania Network for Student Assistance Services (PNSAS).

• Others?

Source:
http://pnsas.org/Portals/1/Uploaded%20Files/SAP_PBISGUIDANCE_FINAL_Spring2017_02117_ALT.pdf
Contact Information

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