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B2: Expanding Your Tier 2 Interventions – Brief Intervention for School Clinicians (BRISC)

Bob Putnam Ph.D., LP, BCBA-D, LABA and
Chelsea Salvatore M.A., BCBA, LABA, May Institute

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American Psychological Association CE Requirements

- Disclosures:
  - "Neither the presenters nor any family members, have financial interests or conflicts of interest to declare regarding the content of this presentation."
- The content describes the Brief Intervention for School Clinicians (BRISC; Lyon et al., 2014).
- Research has shown that BRISC helps students build problem-solving skills and serves as an efficient entry into Tier 2 as students either report sufficient improvement on student-identified problems or are connected to appropriate further services (Bruns et al., 2023).
- Research on the BRISC has been only conducted in high schools and includes other limitations (Lyon et al., 2015).
- This presentation addresses issues of diversity, equity, and inclusion.

TABLE OF CONTENTS

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What roles do we have here today?

0

School psychologist 0%

BCBA 0%

Guidance/School Counselor 0%

Teacher 0%

School-Level Administrator 0%

District-Level Administrator 0%

Other

SEE MORE

At what level do you work?

0

Elementary School

0%

Middle School

0%

High School

0%

Post-High School

0%

Adult Services

0%

Addressing Mental Health in Schools

Mental Health Concerns

- Youth mental health challenges continue to need support
- 29% of high school students reported experiencing mental health challenges that month (CDC, 2023)
- Youth with internalizing symptoms are less likely to be identifed and recieve intervention (Splett et al., 2019)

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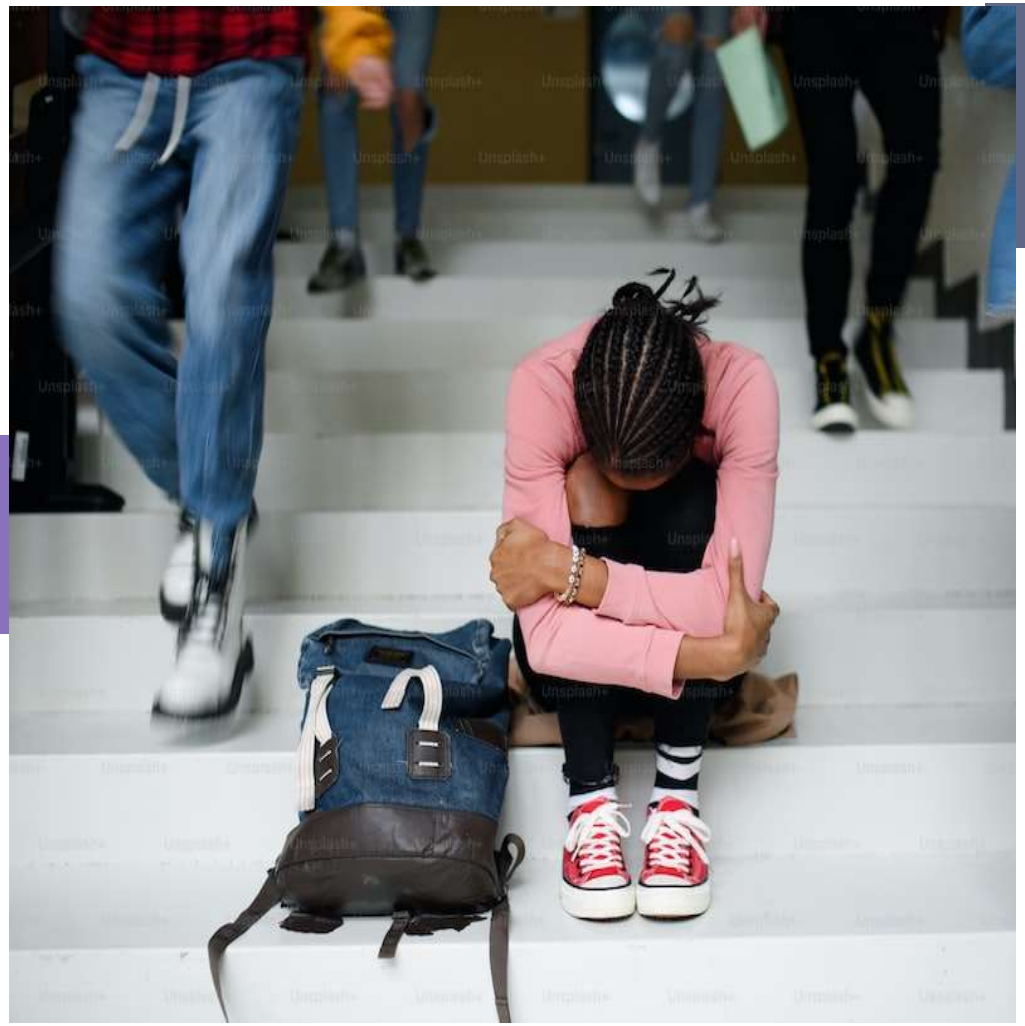

Why Address Mental Health in Schools?

- Youth spend most of their time in school
  - Early identification & intervention of SEB challenges → long-term positive impact on academic and mental health outcomes (Taylor et al., 2019)
- Access to ALL students

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Are the mental health professionals at your school currently able to address all student mental health concerns?

0

1 (0-20%) 0%

2 (20-40%) 0%

3 (40-60%) 0%

4 (60-80%) 0%

5 -(80-100%)

SEE MORE

What are common challenges for your students? Please rank order.

0

Stress management

Mood management (e.g., negative mood)

Anxiety (e.g., worry)

Depression (e.g., hopelessness)

Communication skills

SEE MORE

What are some barriers you experience to addressing all students' mental health needs?

0

Nobody has responded yet.

Hang tight! Responses are coming in.

Barriers to Addressing Mental Health in School

School mental health practitioners often…

Are responding to crises and have overloaded caseloads

Focus on long-term individual treatment rather than prevention and early intervention → reduced reach

Do not include elements that are based on evidence showing effectiveness

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What are your schools' current Tier 2 interventions?

0

Nobody has responded yet.

Hang tight! Responses are coming in.

Would you be interested in supporting students with an intervention that is research-based, manualized, teaches problem solving skills and only take 4 sessions (averaging 50 min./session) at which point 50% of students report not needing further services?

0

Yes

0%

No

0%

University of Washington

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Purpose and Goal of BRISC

Purpose of BRISC

- Research-based engagement, assessment, brief intervention and triage strategy for high school level SMH practitioners
- Flexible & efficient method for addressing a variety of student needs
- Collaboratively identify student needs, provide support for using problem-solving strategies, monitor success and determine appropriate next steps within four sessions

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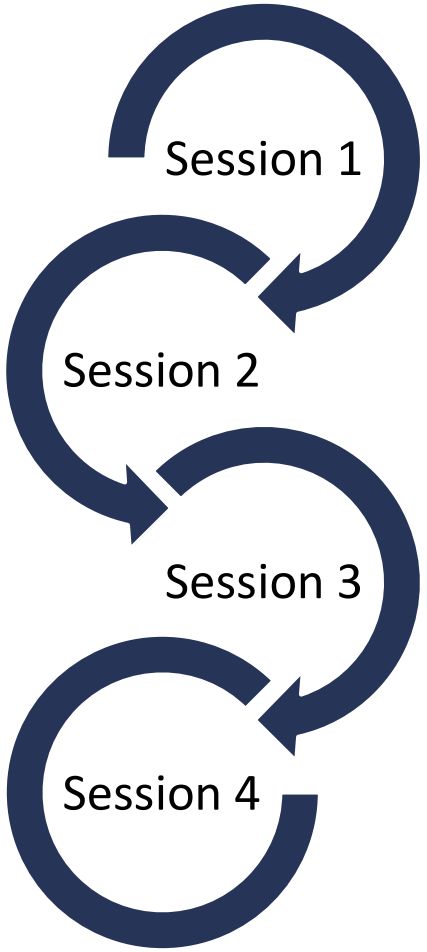
Goal of BRISC

- Promote efficiency and structure in individual school mental health services, while using evidence-based elements of treatment
  - Valid & reliable brief assessment tools
  - Progress monitoring
  - Overarching problem-solving framework
  - Motivational interviewing strategies (Miller & Rollnick, 2012)



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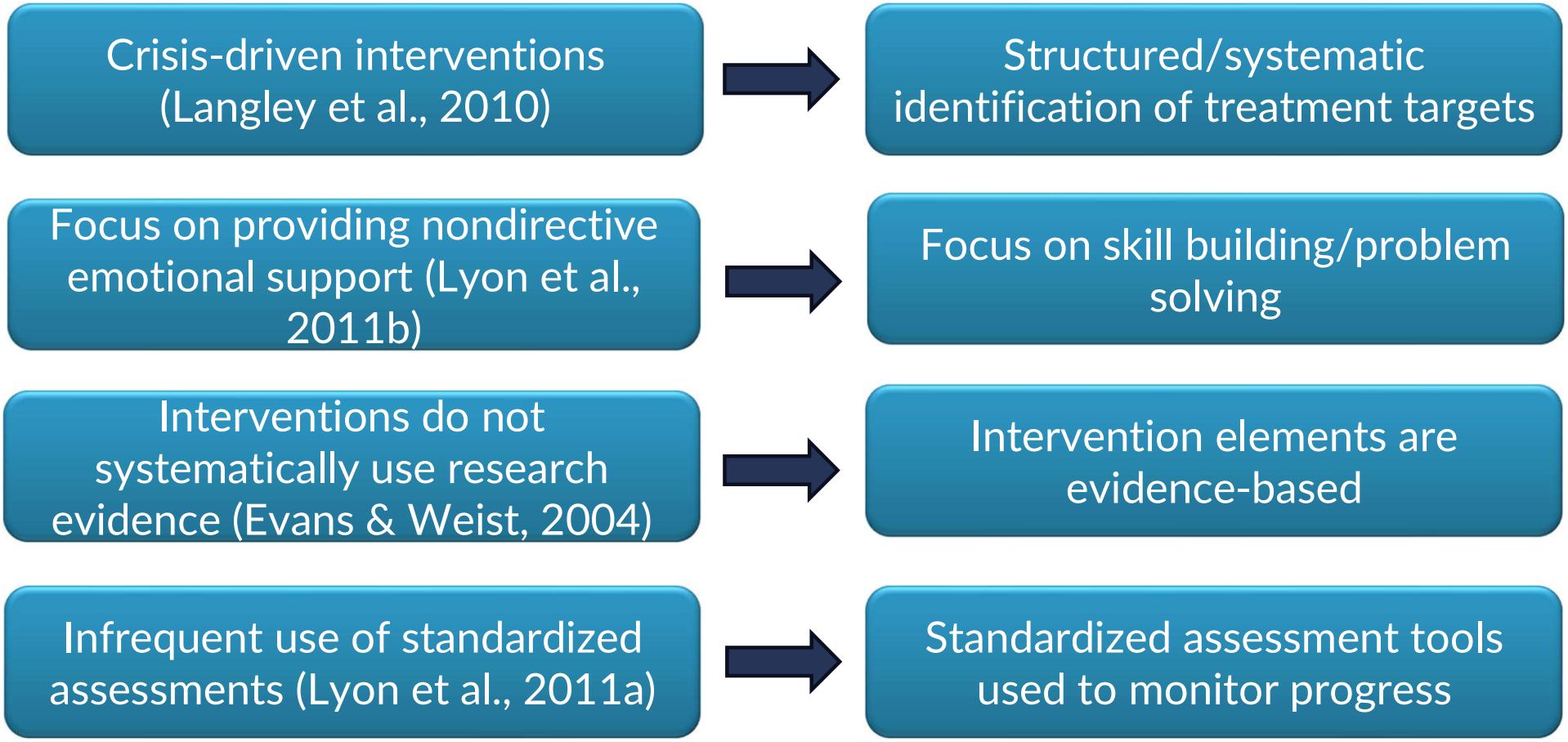
Aims to Address Typical Shortcomings of "School MH As Usual"



(Bruns et al., 2019)


BRISC is NOT intended to be a complete mental health approach

Why use BRISC?

Lyon et al., 2015 – 11 students

Increased Treatment Completion and Acceptability

- 9 participants (82%) attended all four sessions
- 1 dropped out after 2 sessions
- 1 reported clinical improvement after 3 sessions

Increased Satisfaction Ratings (compared to Service as Usual)

- Higher ratings of counselor qualities, counselor ability to meet their needs
- Lower ratings of counselor conflict
- No difference in ratings of effectiveness

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Lyon et al., 2015 – 11 students

Meeting Student Needs

- 50% who sought help for specific problem said it improved
- Overall significant improvement in self-reported planful problem solving
- 36% mentioned learning a new skill
- 67% of students who completed 4 sessions indicated they may benefit from additional mental health support (noting connection to further support as a positive outcome of BRISC)
- Consistency across clinician and student report of presenting problems

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Bruns et al., 2023 – 63 clinicians, 457 students

Increased Clinician Feasibility, Acceptability, Appropriateness

- Feasibility & acceptability scale (avg. 3.05 / 4)
- Majority rated it as compatible with school's mission, likely to improve SEB & academic success

Student Outcomes within MTSS

- BRISC group compared to Service As Usual group was more likely to be referred to alternative or more intensive services

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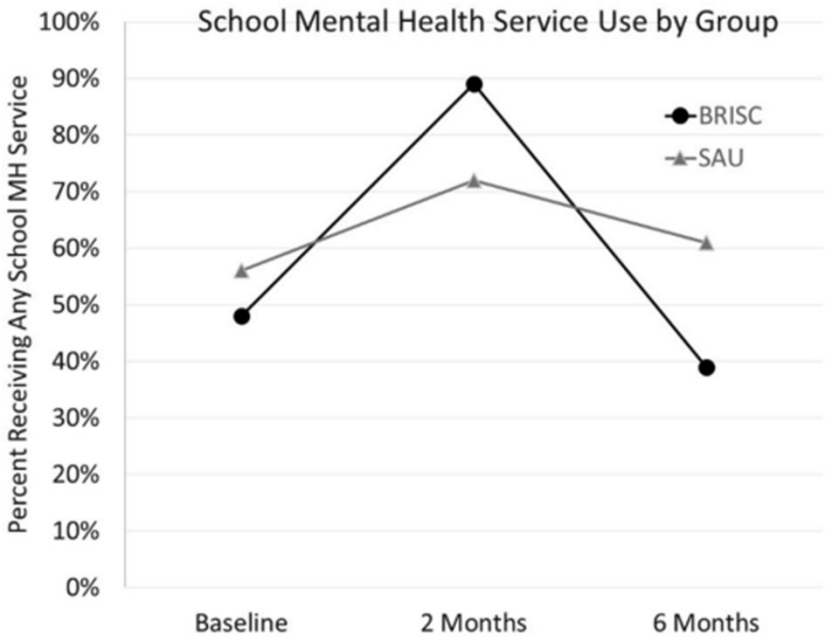
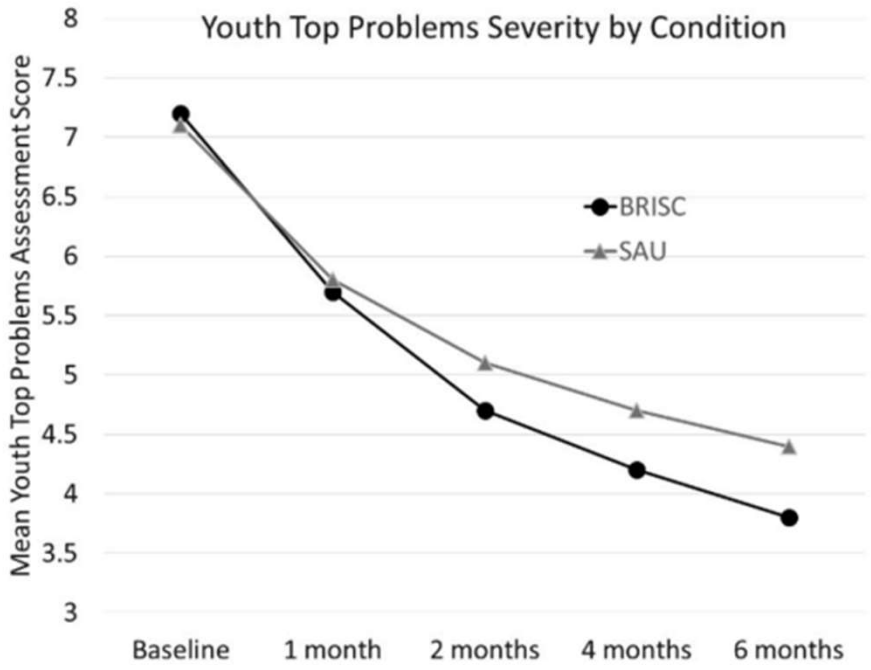
Bruns et al., 2023 – 63 clinicians, 457 students

- BRISC group was significantly more likely to report…
  - Completing treatment after 4 sessions (52% to 14%)





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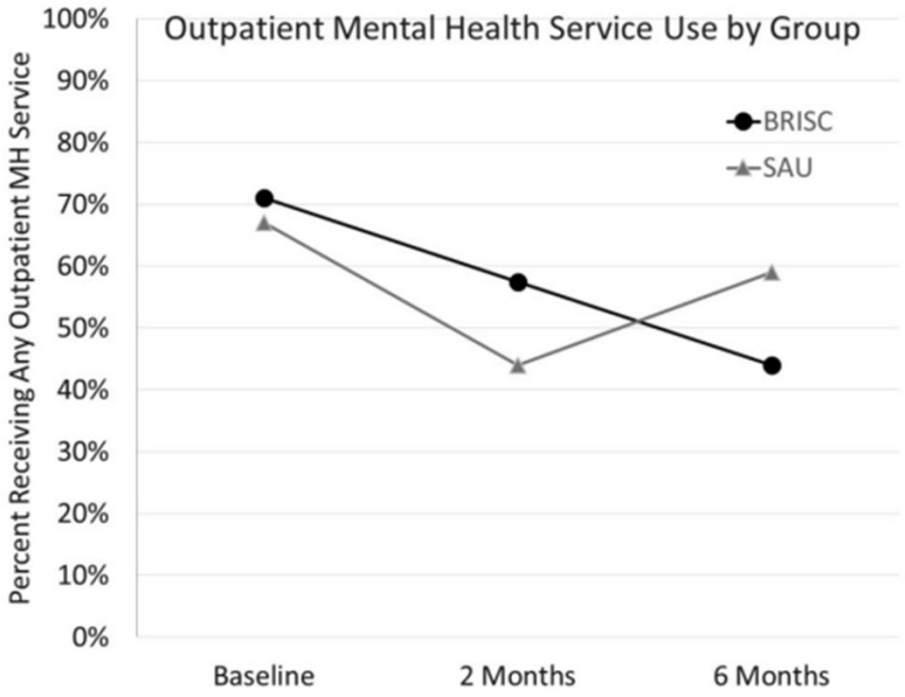
Bruns et al., 2023 – 63 clinicians, 457 students

- BRISC group was significantly less likely to receive outpatient care at 6 months



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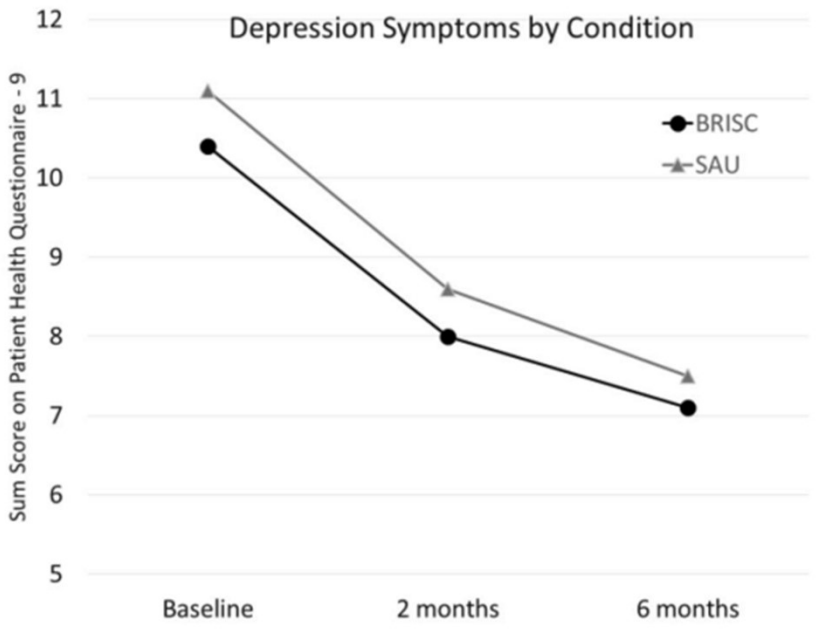
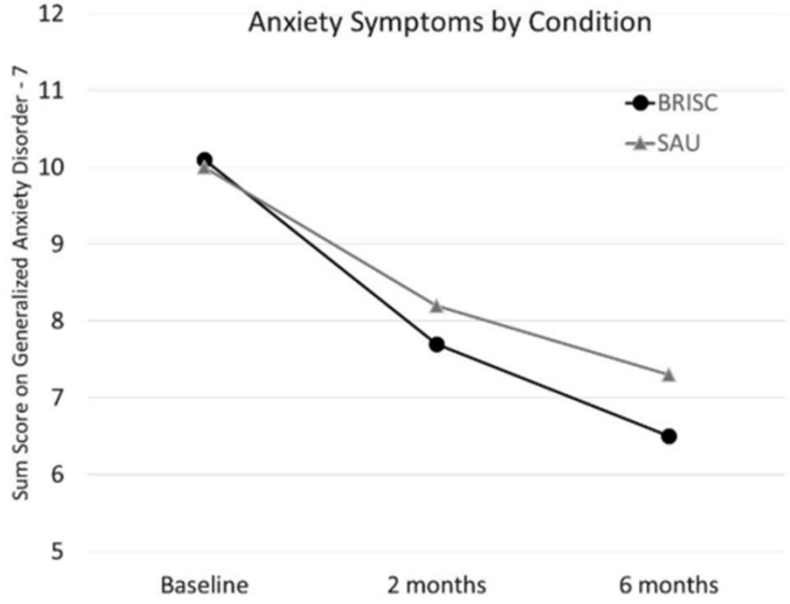
Bruns et al., 2023 – 63 clinicians, 457 students

- Significant reduction in symptoms of depression and anxiety for both groups





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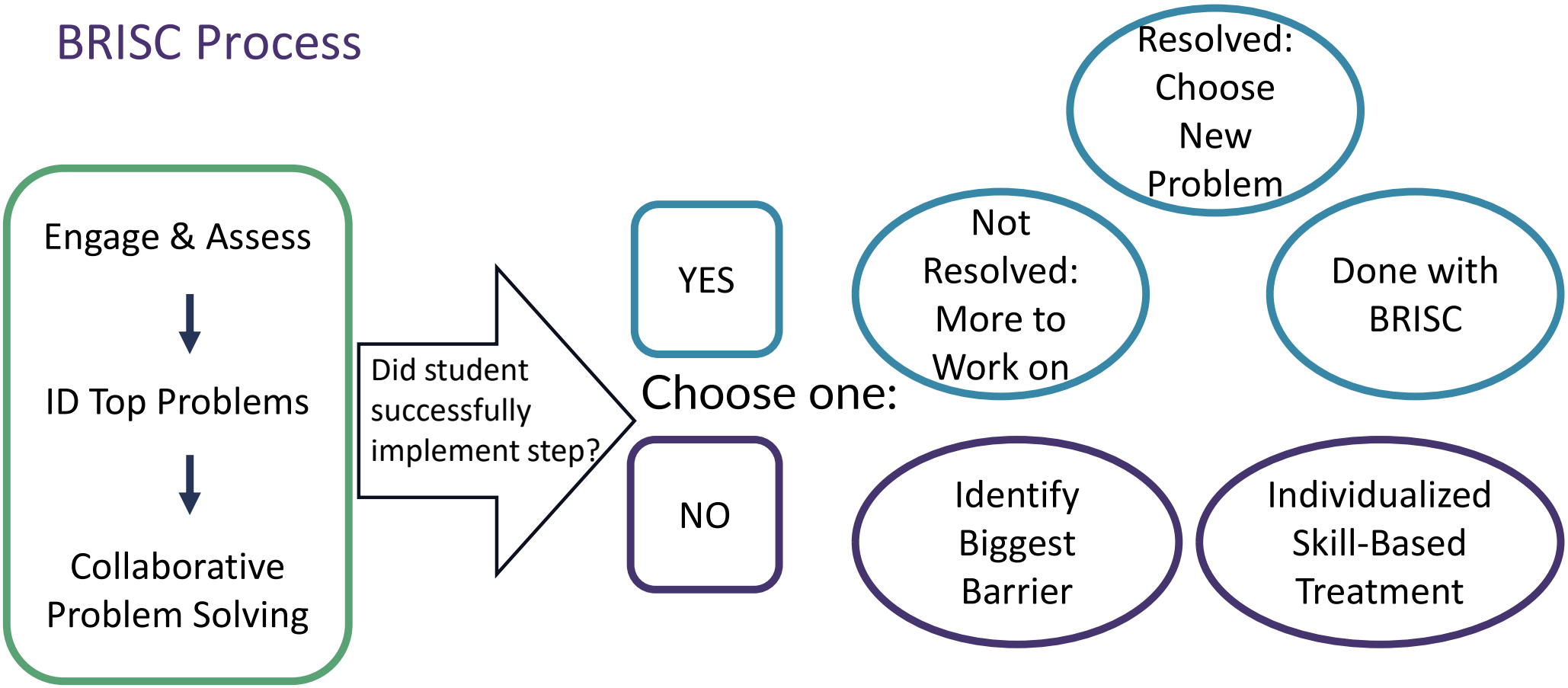
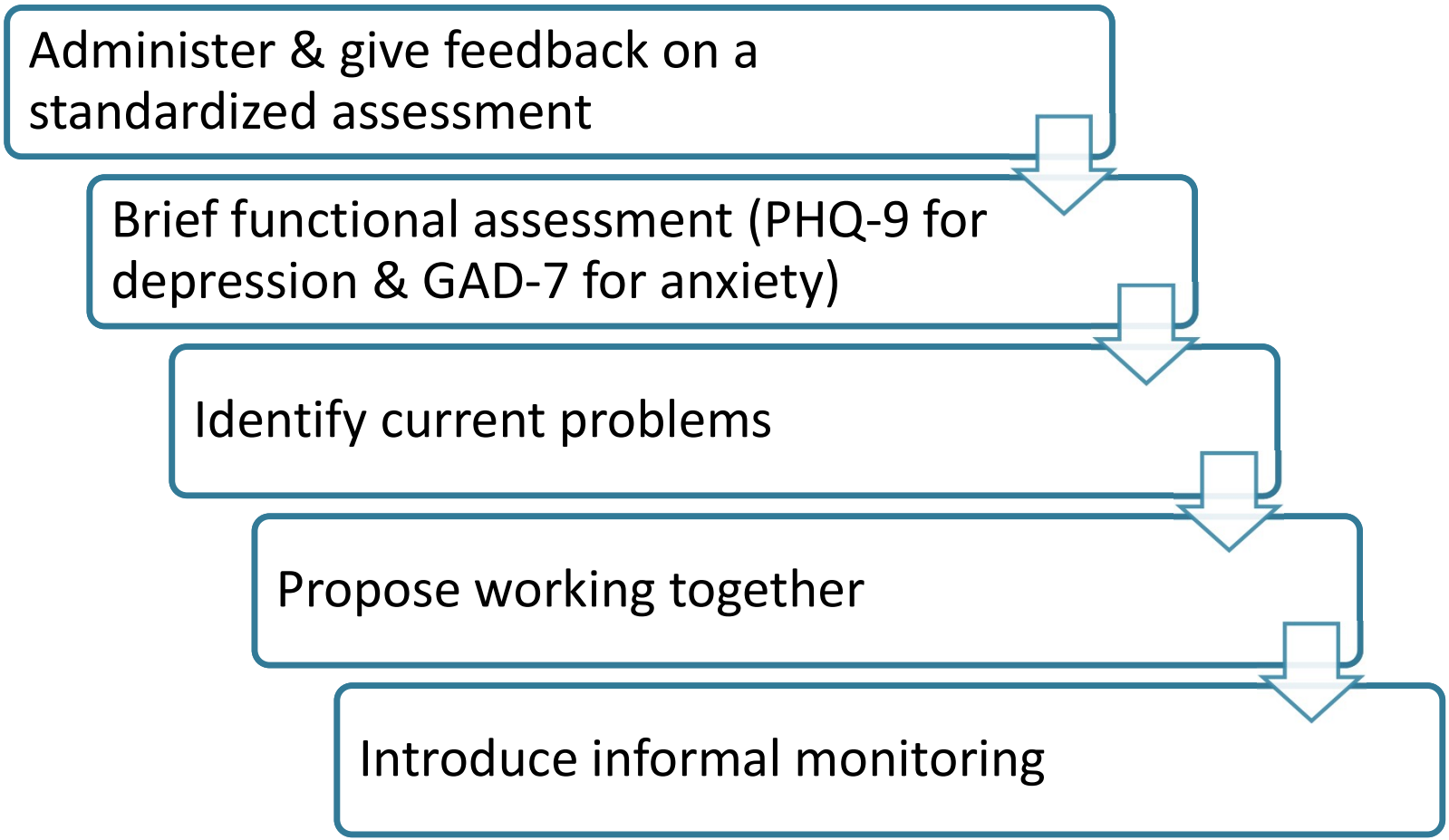
Process of BRISC

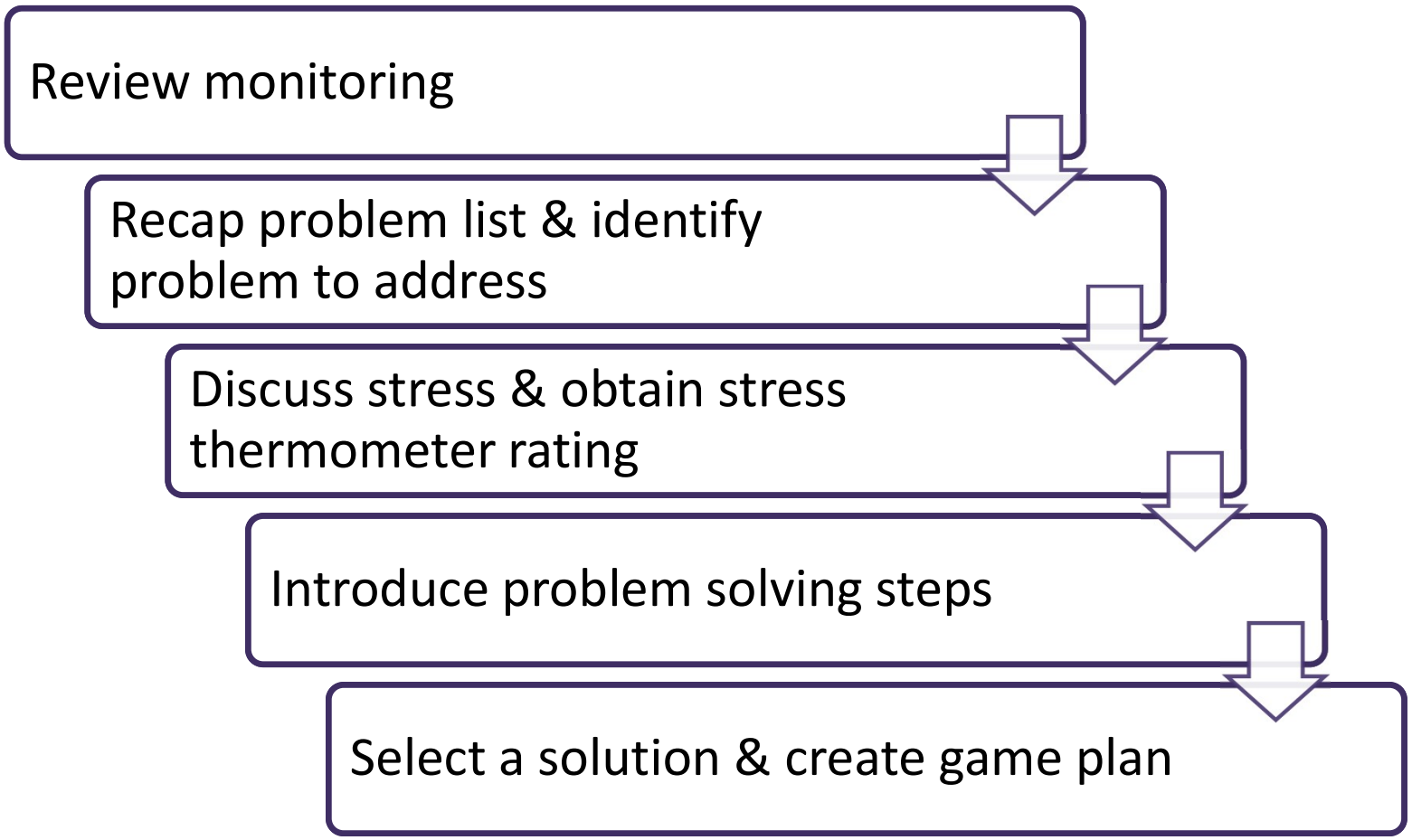
BRISC Process



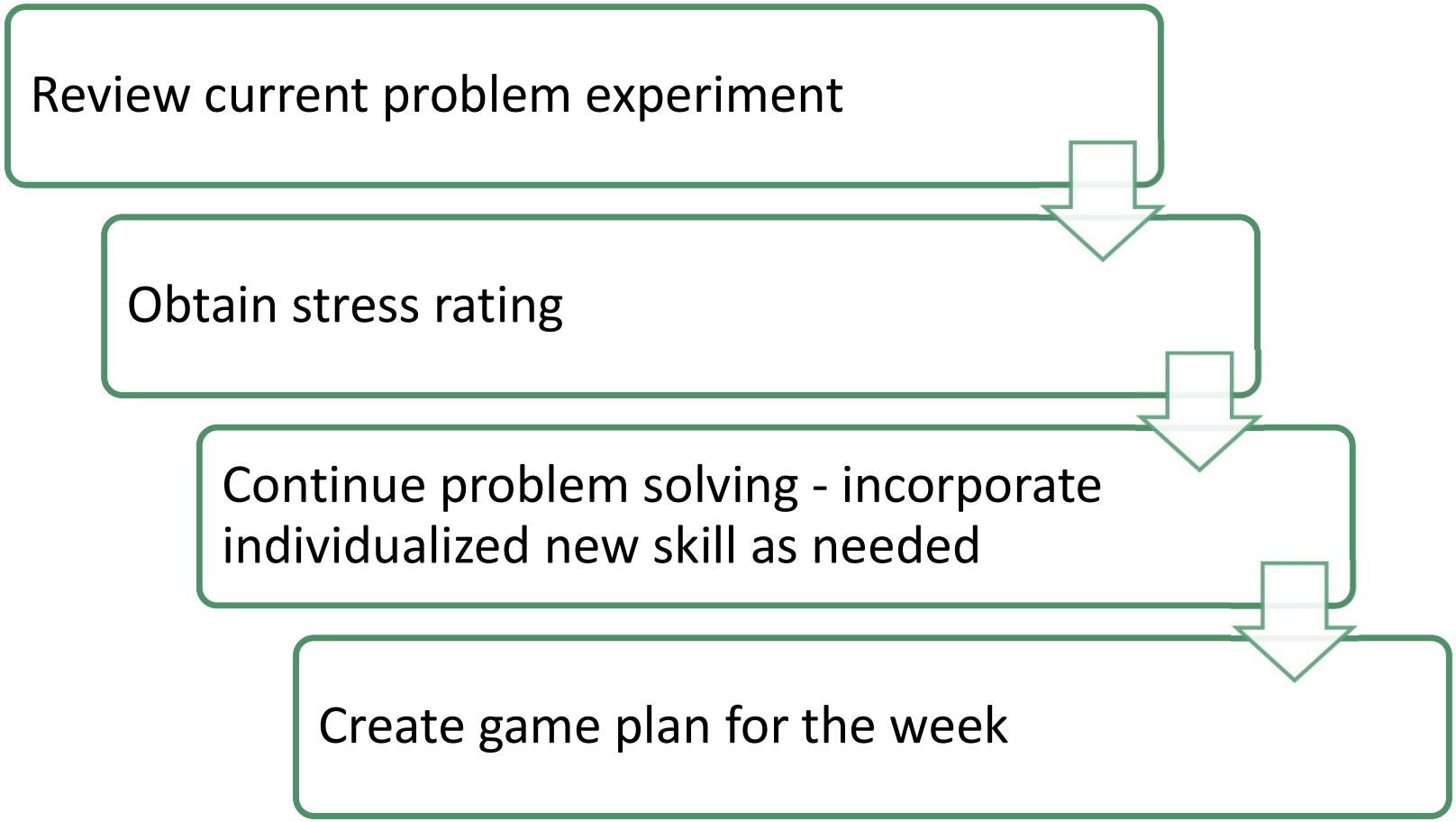
Session 1


Administer & give feedback on a standardized assessment
Brief functional assessment (PHQ-9 for depression & GAD-7 for anxiety)
Identify current problems
Propose working together
Introduce informal monitoring

Session 2


Review monitoring
Recap problem list & identify problem to address
Discuss stress & obtain stress thermometer rating
Introduce problem solving steps
Select a solution & create game plan

Session 3


Review current problem experiment
Obtain stress rating
Continue problem solving - incorporate individualized new skill as needed
Create game plan for the week

Potential Skills

Stress & Mood Management Skill

- Stress management strategies for calming down before responding (e.g., paced breathing, progressive muscle relaxation)
- Reducing vulnerability to stress (i.e., regularly eating nutritious foods, sleeping regularly to feel rested, daily physical activity)

Potential Skills

Realistic Thinking Skill

- Cognitive triangle example → applied to identified problem
- Support with developing new triangle & discuss implementing

Potential Skills

Communication Skill

- Discuss recent difficult dialogue
- Discuss listener dos and don’ts
- Review communication strategy (DEAR MAN)

DEAR MAN Communication Strategy

D

Describe the situation
"When I try to talk to you about…"

E

Express your feelings
"I felt hurt because you often interrupt me…"

A

Assert what you want
"I want you to let me finish…"

R

Reinforce other person by sharing the positive effects of getting what you want
"Then I will be able to take your input seriously and be more helpful to you."

M

Mindfulness
Be mindful and keep your focus on your goals, don't get distracted

A

Appear confident
Calm voice, eye contact

N

Negotiate
Be willing to give to get, compromise

Session 4

- Assess outcome of the solution
- Obtain stress rating
- Re-administer & review brief standardized assessment (PHQ-9 & GAD-7)
- Review progress & problem solving
- Identify & plan for next steps

Determining Next Steps

Review problems list

- Are these still relevant? Have others come up?

Consider next steps BEFORE the session and make a recommendation to discuss

- Consider whole picture (e.g., brief assessment scores, initial problem list)
- Recommendation is related to how student will best accomplish initial problems

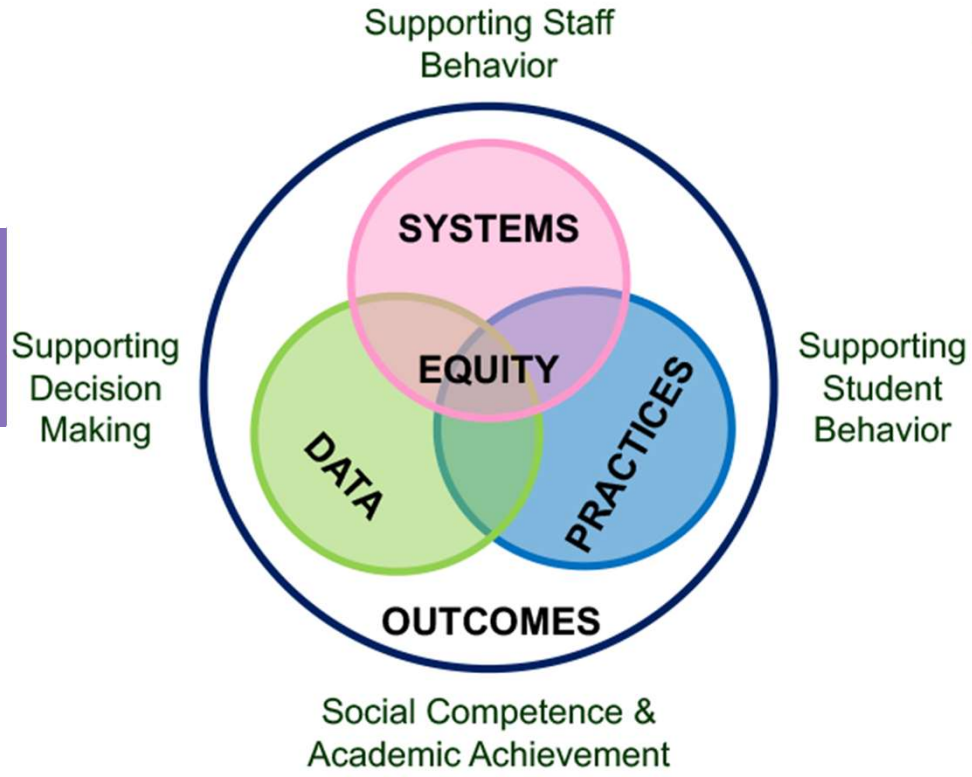
Determining Next Steps

Potential next steps

- Come back if needed
- Regular check-ins
- Other school-based services (e.g., tutoring)
- Continue meeting
- May suggest outside support

Where does BRISC fit within MTSS (i.e., PBIS)?

PBIS Critical features



Horner & Sugai, 2015

BRISC fulfills each

- Systems – Tier 2
- Practices – evidence-based
- Data – informs sessions
- Equity – follow the student's lead (meet student where they are at), access for ALL students, be cognizant of students' culture

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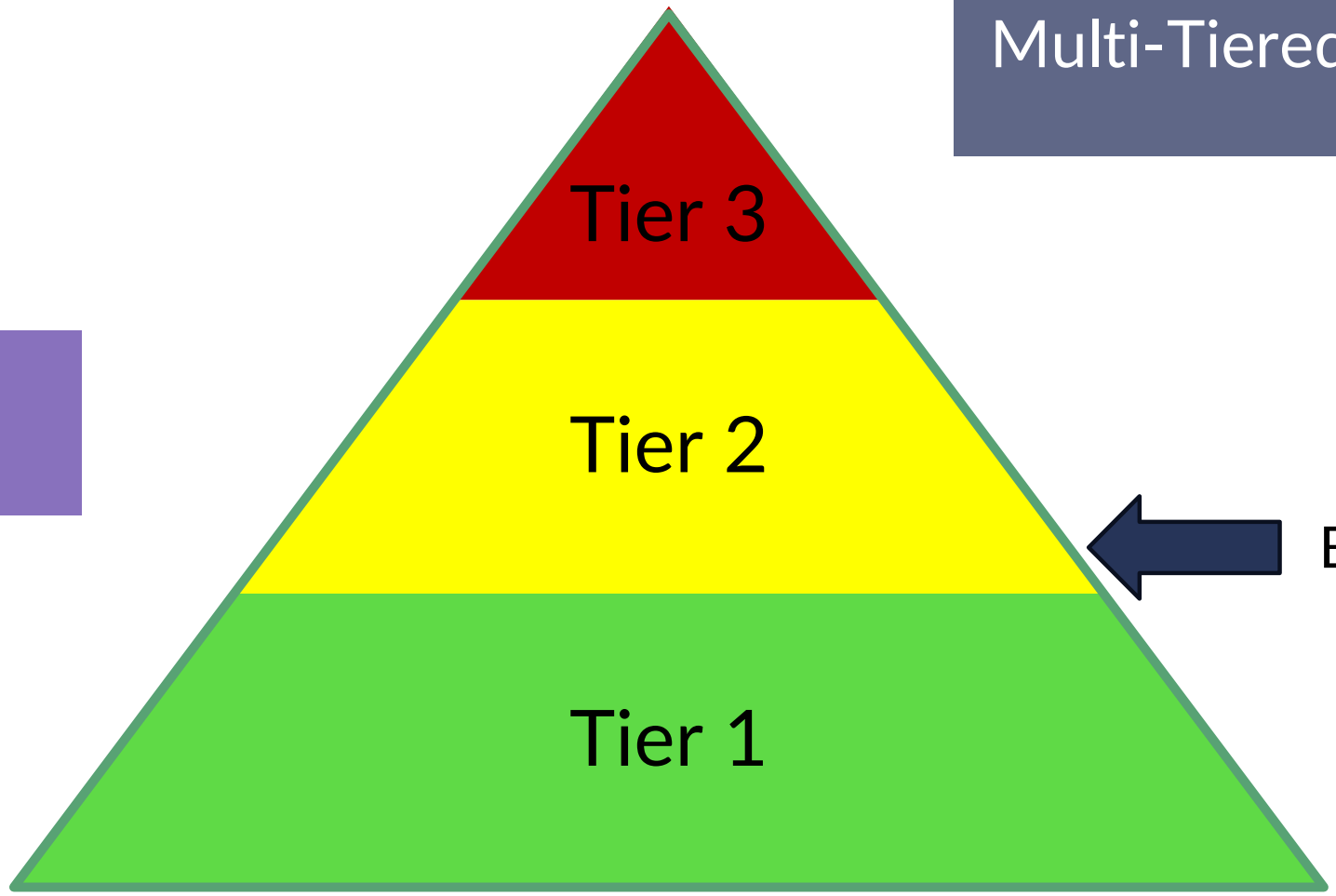
Multi-Tiered System of Support



BRISC

Horner & Sugai, 2015

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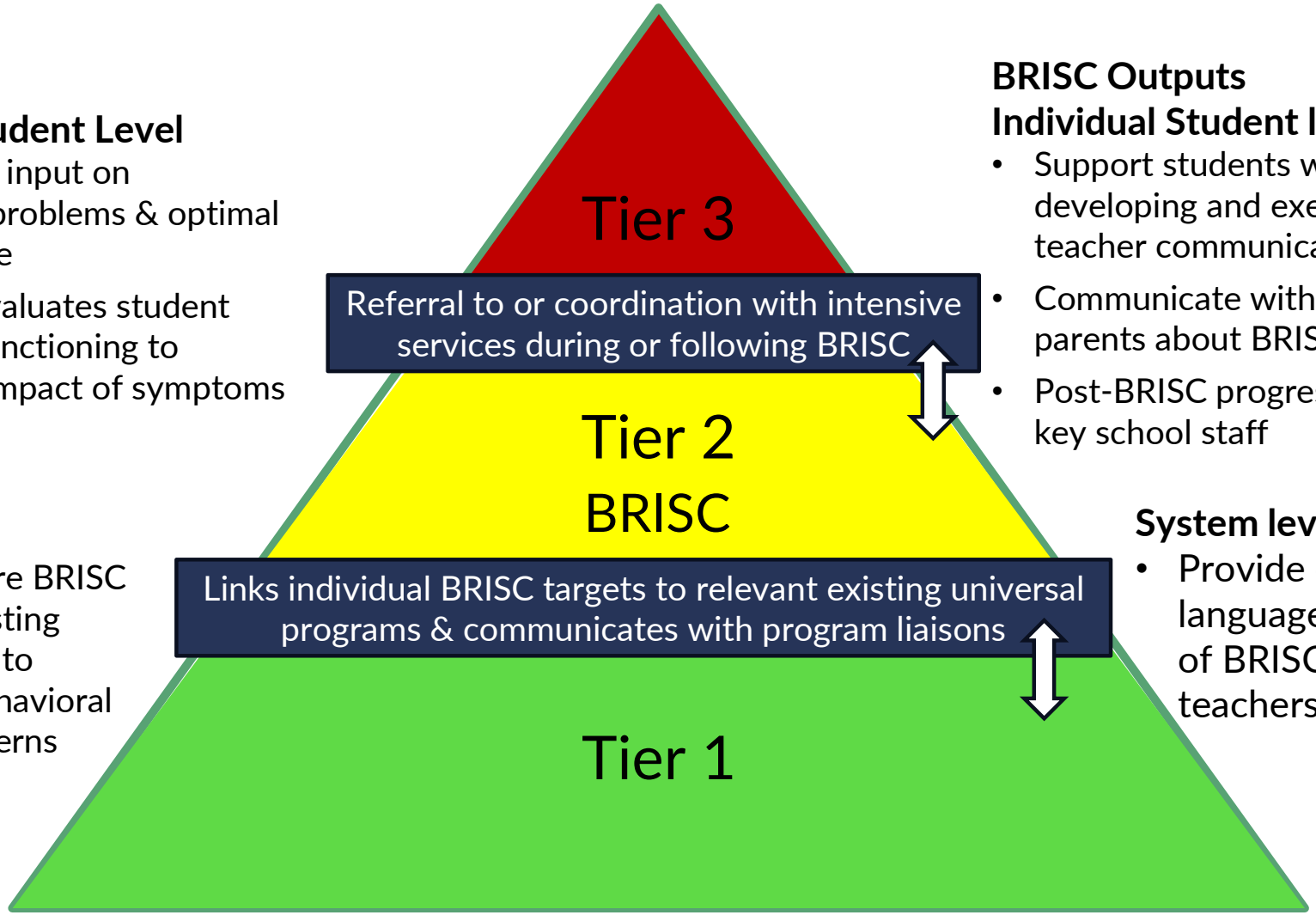
BRISC Inputs
Individual Student Level

- School staff input on presenting problems & optimal pull-out time
- Promptly evaluates student academic functioning to determine impact of symptoms

System level

- Assess where BRISC fits into existing approaches to handling behavioral health concerns (e.g., PBIS)



BRISC Outputs
Individual Student level

- Support students with developing and executing teacher communication plans
- Communicate with teachers & parents about BRISC skill targets
- Post-BRISC progress report to key school staff

System level

- Provide everyday language description of BRISC (for parents, teachers, etc.)

Lyon et al., 2014

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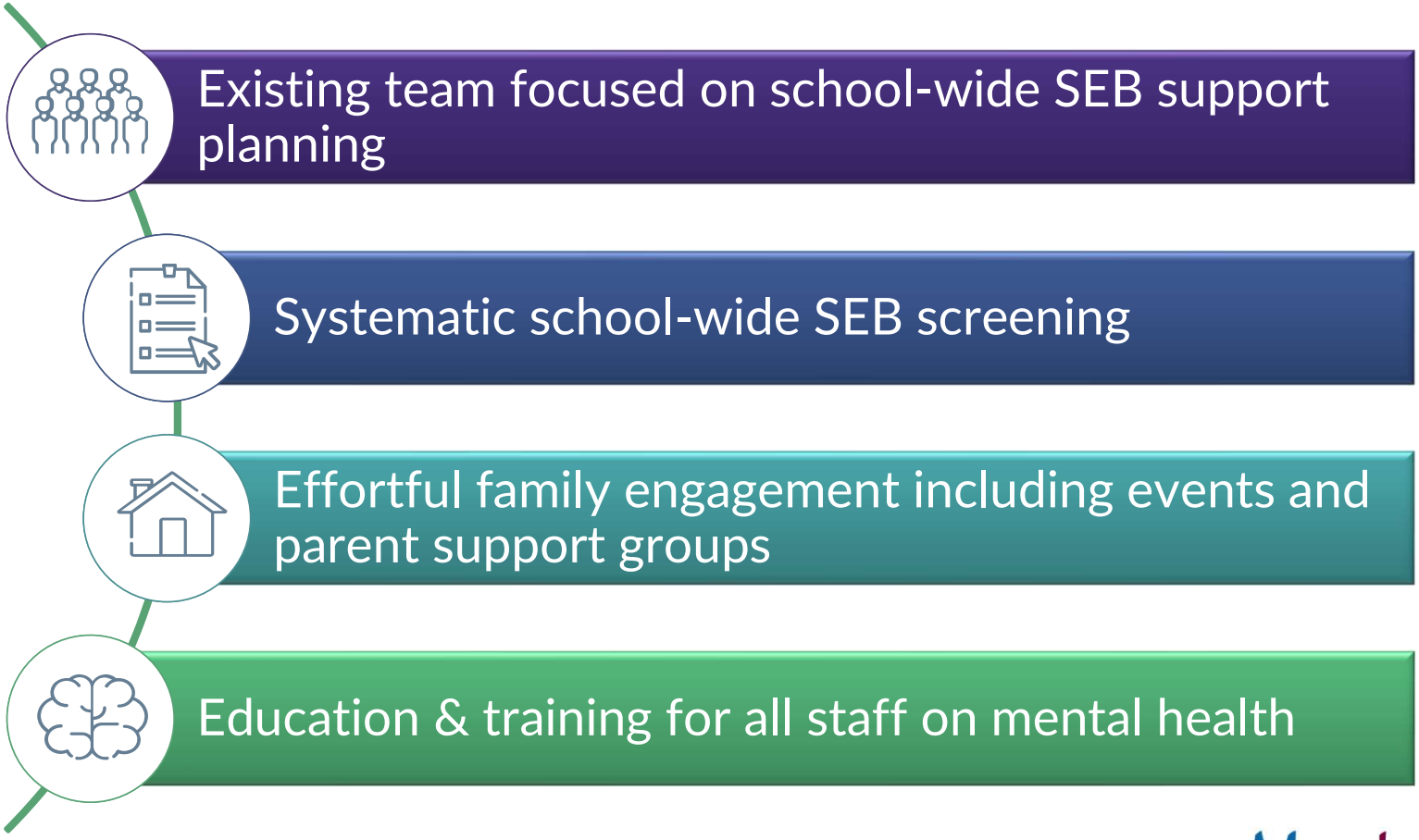
Assessing Readiness



Lyon et al., 2014

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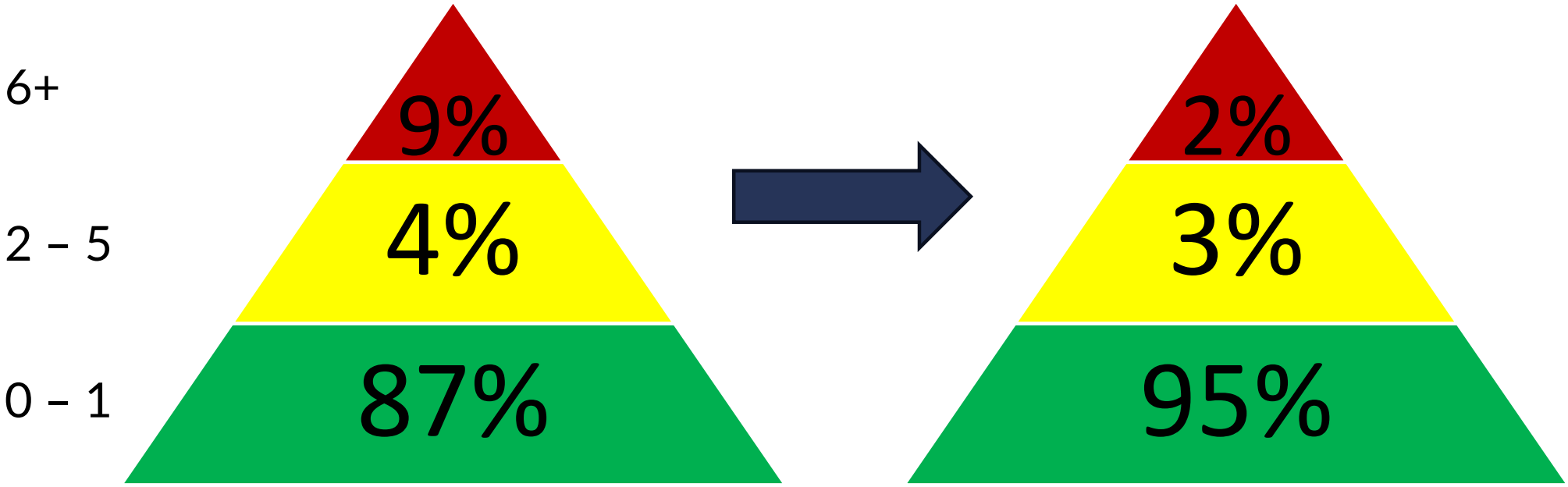
Real Example of Impact of Increasing Fidelity of Tier 1

ODRs:



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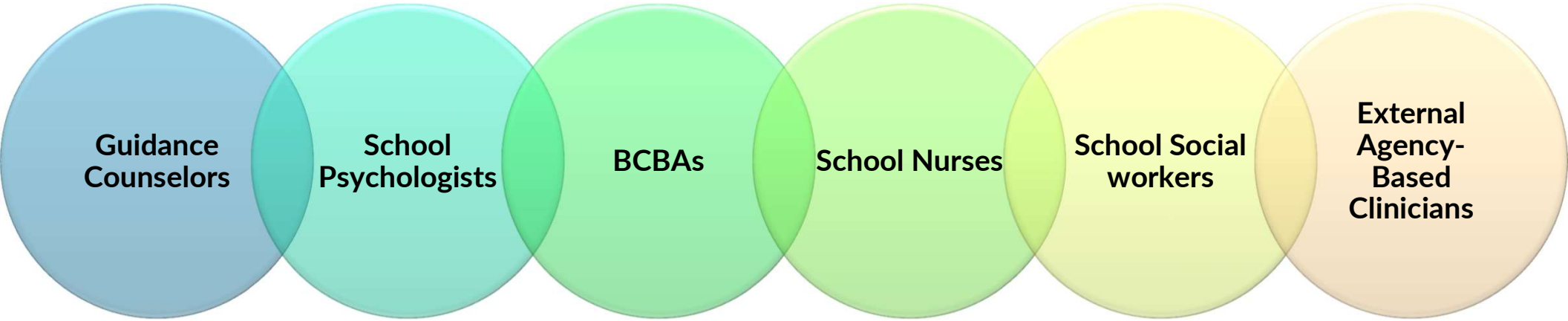
Who can implement BRISC?



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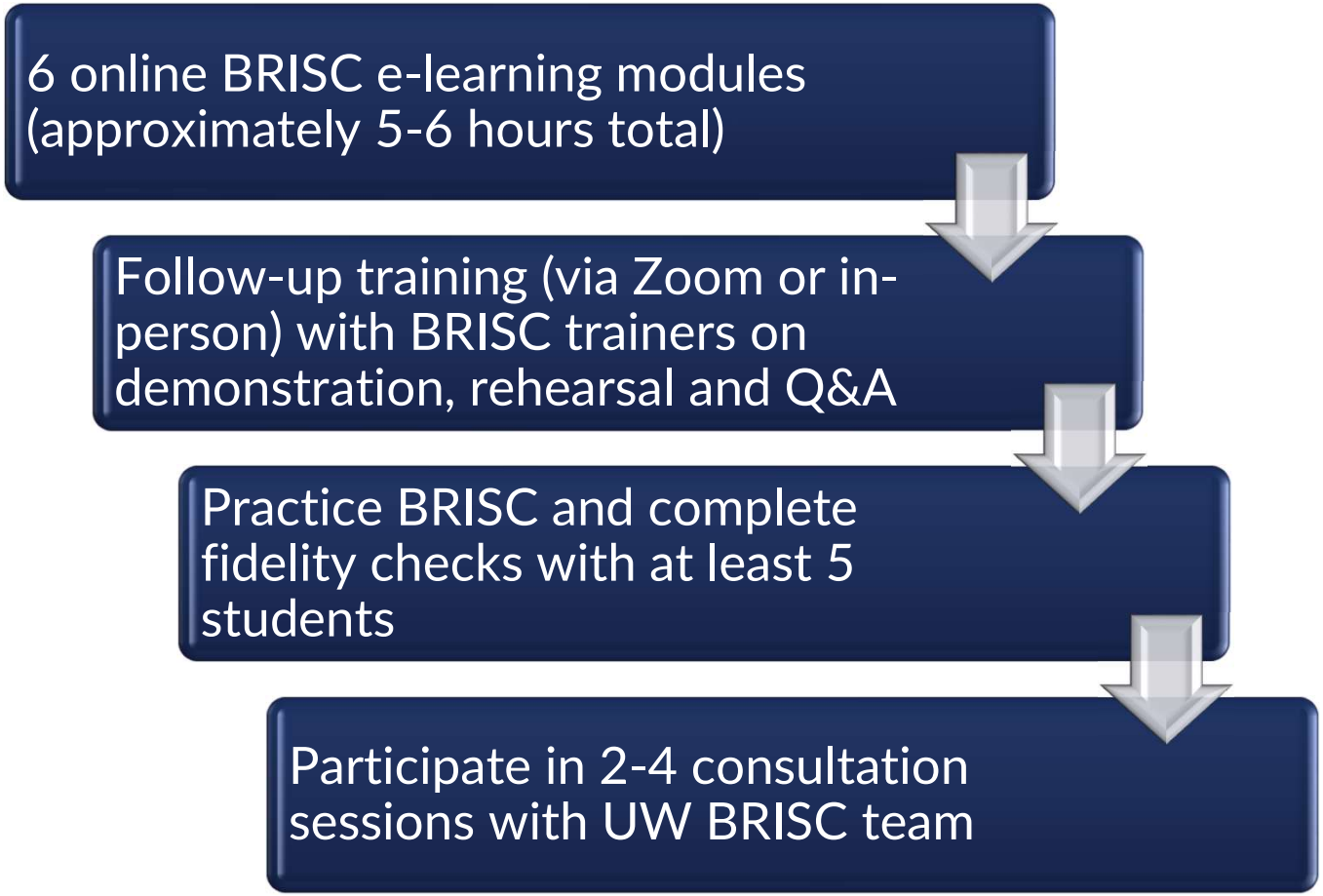
What does BRISC training entail?



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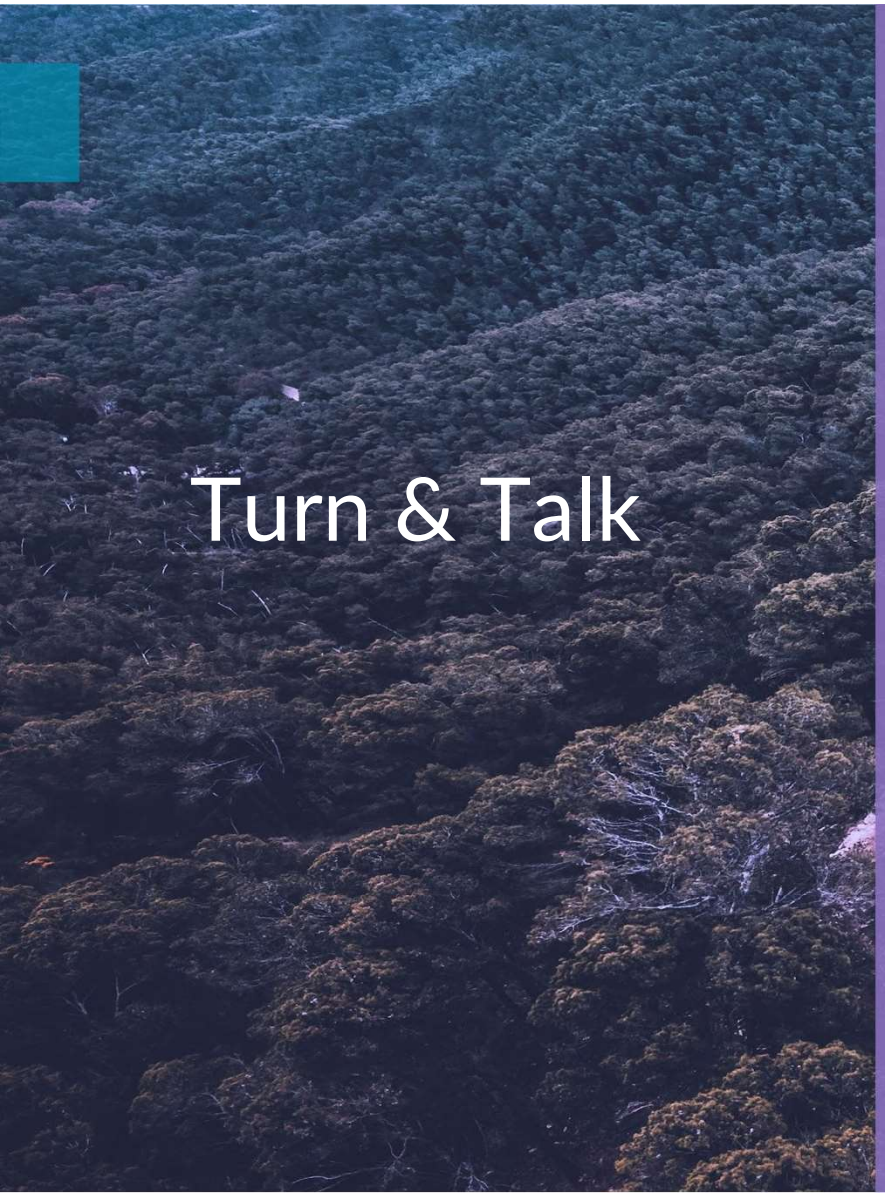

Turn & Talk

Does BRISC seem like a useful and feasible intervention for you or other staff at your school?

Interested in being trained in BRISC?

The developers are looking for more districts to implement BRISC.

Please use the form below to submit your interest.

https://bit.ly/BRISCInterestForm

If you would like more information on the training process, please email Kristy Ludwig, PhD at ludwik01@uw.edu

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THANKS

What questions do you have?

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csalvatore@umayinstitute.org

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