

January 12, 2022

SBIRT TRAINING PART 2

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Objectives

1. Identify four key components of BNI model
2. Identify and implement select key MI strategies for BNI

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Screening, Brief Intervention & Referral to Treatment

Agenda

1. Debrief Kognito simulation (30 minutes)
2. Training on Brief Negotiated Interview using Motivational Interviewing (60 minutes)
 1. Four key components of Brief Negotiated Interview (BNI) model
 2. Select key motivational Interviewing (MI) strategies such as OARS, pros/cons and eliciting change talk, and setting an action plan
3. Role play scenarios and debrief using BIOS sheets (30 minutes)

Kognito Training Simulation Debrief

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Kognito Simulation Debrief

- How prepared did you feel for the scenarios?
- What skills did you practice?
- What areas do you still need more practice in?
- What do you think this would look like in live practice with children in foster care? What may be some issues to consider specifically for this population?
- What would a brief intervention look like if the teen wasn't ready to make any change at all?

SCREENING REVIEW

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Risk Levels and Decisions

The simulation describes a tiered approach to risk categories, with lower-risk people getting preventative interventions and higher-risk people getting more immediate interventions.

Once or twice / Lower Risk

- Provide brief advice that it would be best for their health if they abstain/stay low risk

Monthly / Moderate Risk

- Provide brief intervention with the goal of making a behavior change plan
- Consider a referral for further support

Weekly or More / High Risk

- Engage in a brief intervention
- Referral for treatment
- If possible, use a warm hand-off

Risk Levels and Decisions

- Where on the continuum are most of your adolescents going to fit?
- How comfortable did you feel in modifying your approach based on the adolescent's level of risk?
- How might your decisions change if an adolescent screens positive for multiple concerns, such as monthly marijuana use and occasional stimulant use and/or other risk factors?

BRIEF INTERVENTION

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BRIEF INTERVENTION

- ❑ **Brief Intervention (BI):** a behavioral change strategy that is short in duration and that is aimed at helping a person reduce or stop a problematic behavior.
- ❑ **Motivational Interviewing (MI):** a communication method focused on the adolescent or young adult's concerns and perspectives and works to enhance their internal desire, willingness and ability to change by exploring and resolving co-existing and opposing feelings about changing.

BRIEF NEGOTIATED INTERVIEW (BNI)

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BNI MODEL

- ❑ **Brief Negotiated Interview (BNI)** developed by the BNI-ART Institute at the Boston University School of Public Health (www.bu.edu/bniart)
- ❑ Originally developed to be used in emergency departments
- ❑ Expanded into a wide range of medical and behavioral health settings

STEPS AND ELEMENTS OF THE BNI

BNI Step	Elements
Engagement/Raise the Subject	<ul style="list-style-type: none">• Build Rapport
Pros and Cons	<ul style="list-style-type: none">• Explore pros and cons• Use reflective listening• Reinforce positives• Summarize
Feedback	<ul style="list-style-type: none">• Ask permission• Provide information• Elicit response
Enhance Motivation/Readiness Ruler	<ul style="list-style-type: none">• Readiness scale• Reinforce positives• Envisioning change
Negotiate Action Plan	<ul style="list-style-type: none">• Write down Action Plan• Envisioning the future• Exploring challenges• Drawing on past successes• Benefits of change
Summarize and Thank	<ul style="list-style-type: none">• Reinforce resilience and resources• Provide handouts• Give action plan• Thank the patient• Schedule Follow Up

ADOLESCENT SBIRT POCKET CARD

01

RAISE THE SUBJECT

Build rapport: Explore how things are going. **Ask permission:** "Would it be ok to discuss your answers to the alcohol and drug questions?"

02

PROVIDE FEEDBACK

- **Review reported responses. Reinforce positive choices:** "It's great that you've chosen not to use alcohol or drugs at this stage of your life. What made you make that decision?"
- **Provide feedback:** "Alcohol/marijuana use can be especially harmful at this stage of your life when your brain is still developing..."
- **Recommend abstinence:** "Because I care about your well-being, the best choice is to completely avoid alcohol and drugs at this time in your life."
- **Elicit response:** "What do you think about this information?"

03

ENHANCE MOTIVATION

- **Explore pros and cons:** "What do you like about drinking/using marijuana?" "What are some of the not so good things about drinking/using marijuana?" Summarize both sides.
- **Explore readiness to change:** "On a scale where 0 is not at all ready and 10 is very ready, how ready are you to stop drinking/using marijuana?"
Respond: "What made you choose x and not a lower number?"
- **Reasons to change:** "What are some of the best reasons you can think of to avoid alcohol/marijuana?"

04

NEGOTIATE AND ADVISE

- **Reinforce autonomy:** "What you choose to do is up to you." **Elicit input from adolescent:** "What next steps would you like to take?"
- **Negotiate a goal.**
- **Harm reduction:** Contract for Life (if 'yes' to car question). **Ask:** "What steps could you take to reduce harms from alcohol or drug use?"
- **Assist with developing a plan.** Address co-occurring mental health and other issues.
- **Arrange follow-up:** depends on level of risk.
- **Thank them.**

This guide can be used for other risky behaviors, such as tobacco or illicit drug use. 9/2018

OPTIONS FOR MORE HELP

Referral • www.colorado.gov/ladders



**ONE
DEGREE.**
Shift the Influence

Original content developed with funding
from SAMHSA and Colorado Office of
Behavioral Health.

SBIRT in Colorado | 303.369.0039 ext. 245 | www.SBIRTColorado.org

OARS

Open-Ended Questions

Affirmations

Reflections

Summaries

- Which of the OARS do you find most useful?

BNI STEP: ENGAGEMENT

Elements:

- Build Rapport



Steps for a
Brief
Negotiated
Interview
(BNI)

ENGAGEMENT: BUILD RAPPORT

- Get to know the adolescent

*“What is a typical day like for you?
What’s the most important thing in your
life right now?”*

- Ask permission

*“Would you mind taking a few minutes to
talk about your [X] use? How does your
[X] use fit in your life right now?”*

BNI STEP: PROS AND CONS

Elements:

- ❑ Explore pros and cons
- ❑ Use reflective listening
- ❑ Reinforce positives
- ❑ Summarize



Steps for a
Brief
Negotiated
Interview
(BNI)

EXPLORE PROS AND CONS

PROS: "I'd like to understand more about your use of (X). What do you enjoy about (X)?"

CONS: "What is not as 'good' about your use of (X)?" "What else?"

"So, on one hand you say you enjoy (X) because... And on the other hand, you say...."

"Did I get that right?"

BNI STEP: PROVIDE FEEDBACK

Elements:

- ☐ Ask permission
- ☐ Provide educational information
- ☐ Elicit response



Steps for a
Brief
Negotiated
Interview
(BNI)

FEEDBACK

☐ Ask permission

“Would you mind if I provided you with some feedback about your use of alcohol?”

“As your provider, I want you to know that I’m concerned about your use of hydrocodone. Would you mind if I shared some of my thoughts with you?”

FEEDBACK

□ Provide and Elicit

“We know that for adolescents drinking alcohol and using other substances such as marijuana, prescription and over-the-counter medications can put you at risk for problems in school, accidents, and injuries especially in combination with other drugs or medication. It can also lead to problems with the law or with relationships in your life.”

“What are your thoughts on that?”

“In what ways is this information relevant to you?”

FEEDBACK

- Provide education regardless of quantity and frequency of use

“When teens use any addictive substance while the brain is still developing it can increase the chances that they will develop a serious substance use disorder in the future.”

“When teens use drugs – things can go wrong, like injuring yourself....”

EDUCATIONAL MATERIALS

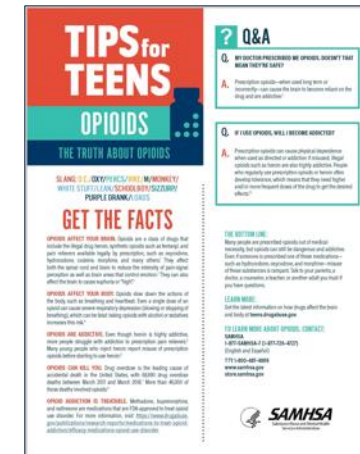
❑ NIDA For Teens



<https://teens.drugabuse.gov/teens/drug-facts>

❑ SAMHSA TIPS For Teens

<https://store.samhsa.gov/series/tips-teens>



BNI STEP: ENHANCE MOTIVATION/READINESS RULER

Elements:

- ☐ Readiness scale
- ☐ Reinforce positives
- ☐ Envisioning change



Steps for a
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(BNI)

READINESS RULER: READINESS SCALE

“The Readiness Ruler is a simple 0-10 scale we use to determine your readiness to change your [X] behavior. With 0 being not ready at all and 10 being extremely ready, how ready are you to [X]? ”

How many times in the past year have you used tobacco, alcohol or marijuana?

Never, Once or twice, Monthly, Weekly or more

Potential consequences of alcohol and drug use:

Brain
 Injury
 Legal Issues

Driving
 School
 Money

Violence
 Pregnancy
 STI
Sexually Transmitted Infections

Alcohol use is related to the most common causes of injury and death among adolescents.

How much is one drink?

Any Drink Containing About 14 Grams Of Alcohol*

*NIAAA (www.RethinkingDrinking.NIAAA.NIH.gov)

12 fl oz beer

5 fl oz table wine

1.5 fl oz liquor (vodka, tequila, etc.)

Risk Levels

- Never/No use = No risk.
- Once or twice in past year = Low risk.
- Monthly use = Moderate risk.
- Weekly or more = High risk.

What is binge drinking?

	YEARS	DRINKS IN A SITTING
FEMALES	9-17	3
MALES	9-13	3
	14-15	4
	16-17	5

HOW IMPORTANT IS IT TO YOU? | HOW READY ARE YOU? | HOW CONFIDENT ARE YOU?

NOT AT ALL

0 1 2 3 4 5 6 7 8 9 10

EXTREMELY

Adolescent SBIRT

READINESS RULER: REINFORCE POSITIVES

- Reinforce positives and encourage “change talk”

“You marked [X]. That’s great. That means you’re [X]% ready to make a change.”

“Why did you choose that number and not a lower one like a [X]?”

“What would it take for you to have chosen a higher number?”

READINESS RULER: ENVISIONING CHANGE

- “Looking forward” can elicit likely outcomes if they do not make a change and invite them to envision change

“So, right now it is not at all important to you or you do not feel at all ready to make a change. It is your decision about whether or not to change. Looking ahead, how would you know if [X] was becoming a problem for you or preventing you from accomplishing the things that are important to you?”

Change Talk and Sustain Talk

Change Talk

- Any statement that indicates a person is considering change in some way, however small.
- In a brief intervention, the goal is to build on change talk and move people toward change.

Sustain Talk

- Any statement that indicates a desire to sustain the status quo
- De-emphasize sustain talk which indicates a desire to sustain the status quo.

How has your experience been with trying to get change talk from adolescents?

What did you see from the simulations that you can identify with regarding change talk?

What would a brief intervention look like if the teen wasn't ready to make any change at all (scores very low on readiness ruler)?

BNI STEP: NEGOTIATE ACTION PLAN

Elements:

- ❑ Write down Action Plan
- ❑ Envisioning the future
- ❑ Exploring challenges
- ❑ Drawing on past successes
- ❑ Benefits of change



Steps for a
Brief
Negotiated
Interview
(BNI)

NEGOTIATE ACTION PLAN

- ❑ Non-confrontational advice expressed with non-judgmental concern can motivate many people to change

*“Have you considered cutting back or stopping?
Reducing your alcohol and marijuana use could
reduce your risk of problems, and cutting back could
really help you concentrate on the issues that led you
to come in today. I am concerned that your use
substances may make things worse. What things
might you consider doing?”*

NEGOTIATE ACTION PLAN

“If you aren’t sure, you might consider doing one or more of these things...”

- *Trial period of no marijuana use for a specified period of time.*
- *Reducing alcohol intake by 1 drink per drinking session.*
- *Not driving after any substance use.*
- *Avoiding triggers for excessive use (e.g., starting early at happy hours, engaging in drinking games, or going to a gathering where substances will likely be used.*
- *Ask for support from your doctor, a friend or someone else you trust.*

NEGOTIATE ACTION PLAN: WRITE IT DOWN

- Write down the ideas, goals, and next steps

“Those are great ideas! Is it okay for me to write down your plan, your own prescription for change, to keep with you as a reminder?”

BNI STEP: SUMMARIZE AND THANK

Elements:

- ☐ Summarize action plan
- ☐ Provide handouts
- ☐ Give action plan
- ☐ Thank the patient



Steps for a
Brief
Negotiated
Interview
(BNI)

SUMMARIZE AND THANK

- ❑ Summarize and review what was discussed
- ❑ Go over the action plan
- ❑ Set follow-up appointment to check in
- ❑ Follow-up by phone or other technology (e.g., text message, patient portal or smartphone app)

“Will you summarize the steps you will take to change your [X] use?”

“Let’s summarize the steps you will take to change your [X] use? I’ve written down your plan, a prescription for change, to keep with you as a reminder. Do we have this correct?”

SUMMARIZE AND THANK: GIVE AN ACTION PLAN

☐ Give the Action Plan

“Here’s the action plan we discussed along with your goal. This is really an agreement between you and yourself.”

SUMMARIZE AND THANK: THANK ADOLESCENT

- ❑ Close on good terms
- ❑ Offer follow-up as an offer of continued support

“Thanks so much for sharing with me today. I would like to follow up with you in a few weeks and check in on your progress towards reaching your goals.”

Brief Intervention Observation Sheets

- Brief Intervention Observation Sheets (BIOS) can be used by the observer to assess use of brief intervention using key motivational interviewing skills throughout a role play.
- The observer listens for examples of each element of the brief intervention and places a check mark in the appropriate box.
- The observer also rates specific skills. The information recorded by the observer is used to provide helpful feedback following the role play or during simulated exercises.

BNI-ART Institute: Youth Brief Intervention and Referral Interview Scoring Sheet

BNI-ART Institute Youth Brief Intervention and Referral: Interview Scoring Sheet		
Date _____	Interviewer Initials _____	Evaluator Initials _____
CRITERIA	Y	N
Engagement <ul style="list-style-type: none"> ask permission for talk about alcohol/drugs ask about a day in the person's life ask how drinking and marijuana fits in with life ask about patient's values, (what's important to them) 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Decisional Balance: Pros and Cons of alcohol/drug use <ul style="list-style-type: none"> elicit good things about alcohol/drug use elicit less good things about alcohol/drug use draw upon screening answers sum up and restate in patient's own words (reflective listening) 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Feedback <ul style="list-style-type: none"> Ask permission to share information NIAAA guidelines or salient information Elicit response from patient 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Readiness Ruler <ul style="list-style-type: none"> use general readiness to change question (ruler) ask, why not less? elicit other reasons for changing 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Negotiate Action Plan <ul style="list-style-type: none"> elicit specific steps write steps on the prescription for change form ask about future goals (discrepancy) & how change fits in ask about challenges to change ask about past successes <ul style="list-style-type: none"> what they did who/what helped them (social support) community/resources that helped explore benefits of change 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Summarize & Thank (Referrals) <ul style="list-style-type: none"> summarize action plan offer referrals <ul style="list-style-type: none"> to primary care for substance abuse treatment if necessary to mental health if depression or past psychiatric problems are mentioned Review/ make additions to prescription for change Sign/Give prescription for change to patient Thank patient 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Each "Yes" check = 4 points, Maximum score = 100 points General Performance Feedback (20 points—5=2 points; 4=1 point; <4=0) PART 2 SCORE = _____ TOTAL SCORE (PARTS 1 & 2) = _____		Score _____

		Comments/Examples
• Language appropriate	Not appropriate: <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 Appropriate: <input type="checkbox"/> 4 <input type="checkbox"/> 5	
• Open Questions	More Closed: <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 More Open: <input type="checkbox"/> 4 <input type="checkbox"/> 5	
• Reflective listening	Not reflective: <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 Reflective: <input type="checkbox"/> 4 <input type="checkbox"/> 5	
• Percent of talking by patient compared to interviewer (Voice)	<input type="checkbox"/> 0% <input type="checkbox"/> 20% <input type="checkbox"/> 40% <input type="checkbox"/> 60% <input type="checkbox"/> 80% (1) (5)	
• Respect	Disrespectful: <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 Respectful: <input type="checkbox"/> 4 <input type="checkbox"/> 5	
• Negotiation(Choice)	One-sided Agenda: <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 Shared Agenda: <input type="checkbox"/> 4 <input type="checkbox"/> 5	
• Affirmations	Not Encouraging: <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 Encouraging self-change: <input type="checkbox"/> 4 <input type="checkbox"/> 5	
• Knowledge of facts/resources	Low: <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 High: <input type="checkbox"/> 4 <input type="checkbox"/> 5	
• Allowing for silence and duration of pauses before jumping in	No pause: <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 Uses silence effectively: <input type="checkbox"/> 4 <input type="checkbox"/> 5	
• Listening for cues	Misses opportunities: <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 Uses opportunities to go deeper: <input type="checkbox"/> 4 <input type="checkbox"/> 5	

Video

- Use the observation sheet while watching the following video:

- [Video](#)

Tools to Enhance Brief Interventions

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My Health Goals Worksheet

- A change plan worksheet that can be used as a tool to enhance a brief intervention and plan for follow up

- Download [here](#)

My Health Goals

Date: _____

My provider has recommended that no use of alcohol or other drugs is the safest choice for me at this time of my life.

My health goal(s) and next step(s) are:

My strengths and supports (what I think will help me to be to be successful):

What challenges might I face with meeting my goal(s) and my ideas for overcoming these challenges:

How will meeting this goal affect the things that are most important to me?

Other things I might check out or explore:

Follow Up Plan (Provider completes the following):

Follow-up date: _____ Time: _____

Provider Name(s): _____

Follow-up Platform (E.g. phone call, zoom, in-person): _____

If it is an emergency, I know that I can call 911 or the Colorado Crisis Line at 1-844-493-8255 or Text "TALK" to 38255.

No Use Challenge

- Serves as a trial for the adolescent to demonstrate no alcohol or other substance use for a certain period of time
- Provides opportunity for the provider to follow up with the adolescent to see how it went
- Download [here](#)

No Use Challenge

My provider has recommended that no use of alcohol or other drugs is the safest choice for me at this time of my life.

I, _____, agree to not drink/use _____ (alcohol, tobacco product, vape product, marijuana, and other drugs, or take anyone else's medicine) for the next _____ days, and then my provider will check in with me.

☐ I also will not provide alcohol and/or other drugs for anyone else during this time.

☐ I agree not to drive a motor vehicle, scooter, or bike while under the influence of drugs (including marijuana) or alcohol.

☐ I will not ride with a driver who has been drinking or using drugs (including marijuana).

I will follow-up with my provider, _____, on _____.

Signature

Date

Provide a copy of this signed form to the client.

Adapted from the *Abstinence Challenge* developed by the Adolescent Substance Abuse Program, Children's Hospital Boston

Contract for Life

- An agreement that the adolescent will never accept a ride from a driver who has been drinking alcohol or using other drugs (or drive under the influence)
- Can help facilitate communication between a young person and a trusted adult about the dangers of alcohol and other drugs and riding risk
- Download [here](#)



The Nation's Premier Youth
Health & Safety Organization

CONTRACT FOR LIFE

A Foundation for Trust and Caring

This contract is designed to facilitate communication between young people and their parents about potentially destructive decisions related to alcohol, drugs, peer pressure and behavior. The issues facing young people today are often too difficult to address alone. SADD believes that effective parent-child communication is critically important in helping young adults to make healthy decisions.

Young Person/Teen

I recognize that there are many potentially destructive decisions I face every day and commit to you that I will do everything in my power to avoid making decisions that will jeopardize my health, my safety and overall well-being, or your trust in me. I understand the dangers associated with the use of alcohol and drugs, and the destructive behaviors often associated with impairment.

By signing below, I pledge my best effort to remain alcohol and drug free, I agree that I will never drive under the influence of either, or accept a ride from someone who is impaired, and I will always wear a seatbelt.

Finally, I agree to call you if I am ever in a situation that threatens my safety and to communicate regularly about issues of importance to us both.

Young Person/Teen

Parent or Caring Adult

I am committed to you and to your health and safety. By signing below, I pledge to do everything in my power to understand and communicate with you about the many difficult and potentially destructive decisions you face.

Further, I agree to provide for you safe, sober transportation home if you are ever in a situation that threatens your safety and to defer discussion about that situation until a time when we can both discuss the issues in a calm and caring manner.

I also pledge to you that I will not drive under the influence of alcohol or drugs, I will always seek safe, sober transportation home, and I will always remember to wear a seat belt.

Parent/Caring Adult

Role Play Practice

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RESOURCES

A D O L E S C E N T
S B I R T
Screening, Brief Intervention & Referral to Treatment

SBI WITH ADOLESCENTS

- SBI with Adolescents:
 - Prepares health professionals to have conversations with young patients about substance use
 - Length: 1 hour, CE credits

- SBI with Adolescents: Comorbid Substance Use and Mental Health
 - Prepares health professionals to identify and support adolescents at risk for multiple co-occurring behavioral health issues
 - Length: 40 minutes



WEBINAR SERIES



FREE SBIRT WEBINAR SERIES
LIVE EVENTS and ON DEMAND RECORDINGS
[www.sbirt.webs.com/webinars](https://sbirt.webs.com/webinars)

Four-Part Webinar Series

Using SBIRT to Talk to Adolescents about Substance Use

One of the largest barriers to providing appropriate substance use services to adolescents is getting them to open up about their use and engage in conversation to reduce or eliminate it, if necessary. This four-part webinar series introduces health professionals to the SBIRT model as a way to learn from adolescents about their substance use, talk about what might motivate them to make a decision to reduce or abstain (if needed), and execute a plan to do so.

- Watch from work, home, or on the go!
- Only need a computer/internet connection or a smartphone (compatible with PC, Mac, iPad, iPhone, Android)
- Free Certificates of Attendance for everyone
- Ideal for nurses, social workers, mental health counselors, substance use professionals, medical professionals, professional counselors, psychologists, employee assistance professionals, and other helping professionals that are interested in learning about SBIRT
- Use with clinical supervision or watch together with your colleagues

DATE	TOPIC	TIME
29 JAN	Substance Use Screening Tools for Adolescents	10:00 AM - 11:00 AM
11 MAR	Brief Intervention for Adolescents Part II: BNI Using MI Strategies	1:00 PM - 2:00 PM
19 FEB	Brief Intervention for Adolescents Part I: BNI Using MI Strategies	10:00 AM - 11:00 AM
01 APR	Discussing Options and Referring Adolescents to Treatment	1:00 PM - 2:00 PM

Featuring Expert Presenters:



Ken C. Winters, PhD



Erin Horne, DrPH



Carolyn Swanson, MSPH, MSN, RN

Produced in partnership with the Adolescent SBIRT Project, NORC at the University of Chicago, the DRG Initiative, and the Conrad N. Hilton Foundation.

ADOLESCENT SBIRT   

To learn more and register:
<https://sbirt.webs.com/talking-2-adolescents-series>

- ❑ Substance Use Screening Tools for Adolescents
- ❑ Brief Intervention for Adolescents Part I: BNI Using MI Strategies
- ❑ Brief Intervention for Adolescents Part II: BNI Using MI and CBT Strategies
- ❑ Discussing Options and Referring Adolescents to Treatment

<https://sbirt.webs.com/webinars>