

Prevention Research Sub-Committee Meeting
Wednesday, September 22, 2021, 10:00 am – 1:30pm
Location: Zoom
Agenda & Notes

Theme: Prevention in Schools

Agenda

Time	Agenda Item
10:00 -10:15	Introductions
10:15-10:30	Impromptu Networking •
10:30 – 11:00	COVID-19 Student Survey Findings Jason Kilmer , Ph.D., University of Washington Contact: jkilmer@uw.edu Tyler Watson , Ph.D., Division of Behavioral Health & Recovery Contact: tyler.watson@hca.wa.gov
11:00 – 11:30	School-Based SBIRT in King County Margaret Soukup , King County Public Health Contact: Margaret.Soukup@kingcounty.gov
11:30-12:00	Lunch Break
12:00 - 12:15	DBHR Update & Research Brief Workgroup
12:15-12:45	Forefront in the Schools Phoebe Terhaar , CDP, Forefront Suicide Prevention Contact: terhaarp@uw.edu intheforefront.org
12:45 – 1:20	Round Robin
1:20 – 1:30	Next Meeting: Topics and Dates

Notes:

Introductions

- **WSU:** Brittany Cooper, Laura Hill, Louise Parker, Elizabeth Weybright, Gitanjali Shrestha, Clara Hill, Kelley Pascoe, Jordan Newburg, Kate Hampilos, Danna Moore,

Taylor Larkin, Jen Duckworth, Jennifer Leach, Ramona Leber, Kyle Murphy, Kat Bruzios, Sabrina DiGennaro

- **UW:** Kevin Haggerty, Blair BW, Nicole Eisenberg, Sarah Cusworth Walker, Jason Kilmer, Jennifer Bailey, Beatriz Carlini, Margaret Kuklinski, Sarah Ross-Viles, Phoebe Terhaar
- **DBHR:** Tyler Watson, Miranda Pollock, Alicia Hughes, Sarah Mariani, Christine Steele, Cesar Zatarain, Lauren Bendall, Sandy Salivaras, Gilda Yruretagoyena, Jenn Hogge
- **OSPI:** Emily Maughan
- **WA DOH:** Jacob Delridge, Julia Dilley
- **WA DSHS RDA:** Grace Hong
- **WA LCB:** Mary Segawa, Sara Cooley Broschart
- **King County Public Health Dept of Community and Human Services:** Margaret Soukup
- **WASAVP:** Liz Wilhelm, Ramona Leber
- **Other:** Sharon Liu (CO Office of Behavioral Health), Claudia Zundel (CO CDHS), Debby (Wasco)

Falling for fall (PRSC favorites):

- Heartier foods like beef stew and gingerbread
- Hoodies
- Larch changing colors; larches; hiking among golden larches
- Leaf peeping; smelling leaves; crispy leaf sounds when walking through; changing colors; running in the leaves
- Football season
- Apple Crisp with ice cream; apple crisp; baking; apple fritters; apple pie; baking desserts; anything baked and warm
- Eating anything that has pumpkin flavoring; pumpkin spice latte; everything pumpkin spice; Trader Joe's pumpkin; pumpkin empanadas
- Riding horses in fall colors
- Fall/Halloween decorations
- Corn mazes
- Harvest Festivals
- Pumpkin patches
- Celebrating Oct birthdays
- Kids in costumes

Impromptu Networking (breakout rooms)

COVID-19 Student Survey Findings, Jason Kilmer and Tyler Watson (see slides attached)

- Goal was to conduct a wellbeing survey to assess how students are doing, what's going well and what potential needs are. Web-based. Lots of testing on presentation. Registration opened late Feb/Launched March 8
- Got over 65,000 valid participants. Participants opted in, so it wasn't a random sample, rather a needs assessment.

- A copy of the Press Release and links to the statewide results and topic summaries can all be found here: <https://www.k12.wa.us/student-success/health-safety/covid-19-student-survey>
- COVID-19 Student Survey website: <https://csswashington.org/>
- Tyler: This was an on-line and remote survey!
 - Adaptations – asked students if they were in a private space and could answer questions honestly. If they couldn't, were opted out of doing the survey.
- Good breakdown across grades and race/ethnicity
 - Some parents were not happy with this (most were fine, just a handful of parents who didn't understand reason for asking about gender identity and sexual orientation, asked sex at birth separately from gender identify).
- Proxy for SES is free/reduced lunch in last school year prior pandemic
- Results (see slides for more details)
 - How worried are you about falling behind on your school work?
 - Consistently about 50-55% of them were worried/pretty worried
 - More common among females, LGBTQ+, disability status
 - Why were male respondents less worried about falling behind?
 - Tyler: Couldn't match to this level of specificity in the open-ended questions. Still working way through those open-ended responses.
 - Look for Topic Summaries in the report
 - Looked for loneliness broken out by gender identity, sexual orientation, disability status
 - Tyler: Cross-tabs were attempting to highlight disparities and hope to continue investigating these disparities in other youth survey results as well. Go ahead and look at the topic summaries.
 - Tyler re open-ended responses: Isolation and concerns re school really does come through in the open-ended responses; will have more on this in near future
 - Also, esp. students identifying as gay or transgender, and disability status answered they "Feel safer from bullying" when school is on-line.
 - Mental health data were sobering. It's difficult seeing anonymous data when can't follow up to direct to resources/support.
 - 60% of seniors felt depressed/sad on most days in past year, even if felt OK sometimes.
 - Differences as function of gender identity, sexual orientation, disability, migratory working families
 - Suicide: 3 questions. If kids endorsed any of these, list of 6 resources popped up immediately (see list in slides)
 - See data – very high levels of yes to these 3 questions.
 - Dramatic differences for students identified as trans, LBGTQ, disability status, migratory working status
 - Did you try to get help? Older students more likely to ask for help; 70% said they got the help.

- Tyler: trend of worsening mental health among adolescents is on-going in WA state (and beyond). These results provide additional context that during the pandemic it was worse. Highlights need to get students support.
- Substance use: lower rates
- Hopefulness and optimism (hope scale items)
 - Most kids are slightly if not more hopeful.
 - https://www.k12.wa.us/sites/default/files/public/ossi/k12supports/healthyouthsurvey/pubdocs/HopeScale_HYS.pdf
- Discussion/Chat:
 - Jennifer Leach: Has this information been shared with school superintendents? It is good information...as school boards and superintendents get a lot of push back on the COVID situation and student wellbeing.
 - Emily Maughan: Yes, the School level reports were emailed to Principals and Superintendents on June 4th. Then I emailed them all 2 weeks ago to let them know that Topic Summary reports were posted on the COVID-19 Student Survey webpage for state level data and asked if they needed the report again to let me know. I also followed up with districts whose Principals and Superintendents changed after July 1.
 - JL: Is the data drilled down to district level with the reports?
 - EM: In the reports the districts got, they are by school building. Further district reports are being created by OSPI and districts will have access to those once they are releases in the next few weeks.
 - BC: Do you have any sense yet of how schools are using these data -- perhaps to inform school reopening, programming, etc.?
 - EM: The goal was to have the schools use this data for their reopening plans they had to submit to the state. I do not know any specifics about how a school has used the data. I just know one school said they got all the data they need from the COVID survey and so they will not be doing the Healthy Youth Survey.
 - Nicole Eisenberg: The "enjoy school" question is asked in the CTC youth survey with very similar response options. Lots of states use the CTCYS. Wonder if it would be possible to compare to some historical data?
 - EM: A lot of the CTCYS questions are also asked word for word on HYS.
 - Lauren Bendall: Was there any way to track how many students who selected the hyperlinks to support? If so, was it tracked?
 - EM: I do not know if we tracked who picked the hyperlink, I do not think we did
 - Laura Hill: Jason and Tyler -- amazing presentation and thank you so much. It is a stark reminder of how hard it is, and how differentially hard, for young people. Thank you so much.
 - And thank you to Emily who has been the face of this project with all the schools!
 - KH: Great to see the hope scale data as a way to wrap this up.

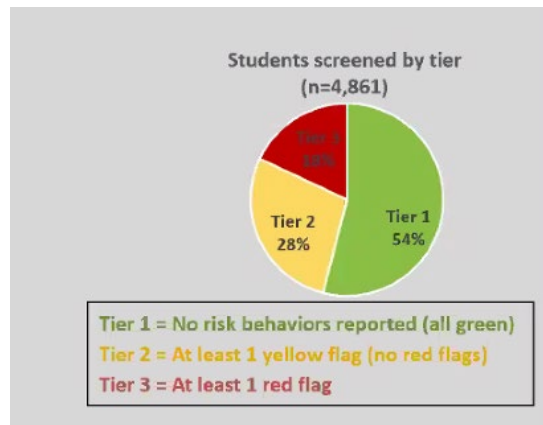
School-Based SBIRT in King County, Margaret Soukup (see attached slides)

SBIRT is the opportunity to follow up with students who express concerning mental health/substance use issues, including depression, anxiety, suicide ideation, and addresses connections, resiliency and coping mechanisms as well as substance use

- Over 15,000 students screened in 3 years of implementing SBIRT in schools
- Year 1: working thru logistics so lower participation. Confidentiality, voluntary, parents/students can opt out.
- Year 2: many more students screened
- Year 3: had to take protocols to remote settings but still able to screen 4,861 students.
- Screen used: 'check yourself' thru Seattle Children's Hospital. Will launch in high schools this year.
- Have planning grants funded through Forefront to help some school districts that are still not quite up to speed
- Looking ahead to Year 4:
 - Will complete the outcome evaluation (stalled during COVID)
 - Continue student, caregiver and staff surveys
 - Reflection events on data findings from those same groups
 - Hearing from this group and districts on what to look at next

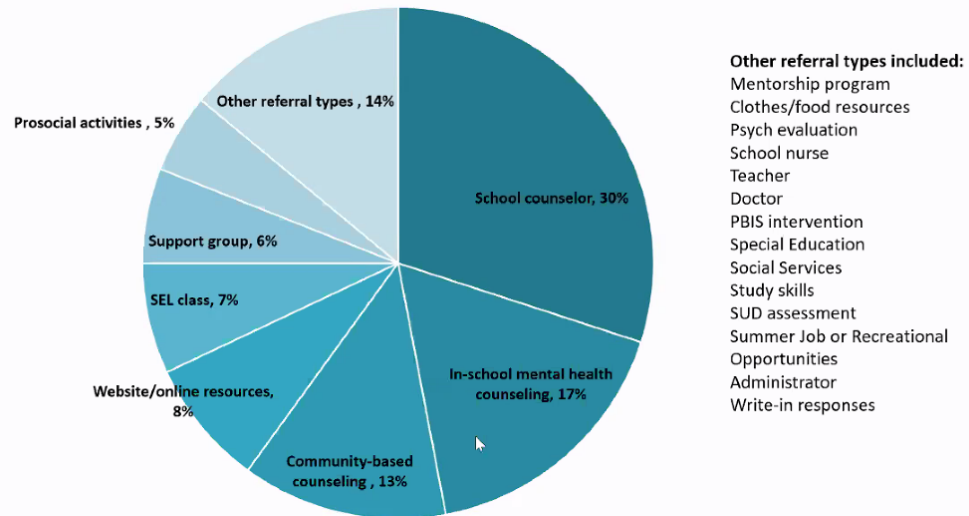
Started with selective screening, then moved into universal screening (classroom by classroom based on ability to respond)

- Schools got to choose which grades to screen – many schools picked 7th grade (they don't get HYS)
- Year 3 participation by ethnicity (white respondents went up). Working on 'de-colonizing' the data. Want to note the categories of American indicant, middle eastern so don't
- Gender: questioning, trans, non-binary, something else. This was the area of most public records requests. "why asking these questions?" It's essential to ask, it's non-negotiable and from the data we can see clearly the vulnerability levels in gender-questioning students
- In remote: students were in breakout rooms and counselors could look at responses, so they can respond immediately.
- Three categories/tiers of responses:
 - For Tier 3 type responses (red flag): Initially a conversation, brief intervention, before deciding on next steps or possible referrals.
 - Tier 1 questions: no risk
 - Tier 2: some risk but not immediately concerning
- The Data! (see slides for more info)
 - SB-SBIRT Year 3 data summary
 - Thanks to Cari McCarty (+Maria Mullaney)



- Students with risk behaviors get follow-up/referral
 - There were fewer students in tier 2 and tier 3 during COVID-19 pandemic
 - Student protective factors
 - Most students endorsed student protective factors (63-74% depending on metric)
 - 2,283 students received brief intervention (47% of all students screened)
 - 98% of tier 3 and 89% of tier 2 students received brief intervention (BI)
 - 78% received 1 BI meeting; 16% received 2-3; 4% received more
 - 55% of students who received BI also received some type of caregiver engagement
 - Year 3 was harder with Tier 2 (Zoom fatigue)
 - There were also new student needs identified during school-based SBIRT
 - Anxiety, depression, self-harm, suicidal ideation, bullying
 - 1,057 students had a new need identified
- Who got the brief intervention by student risk factors?
 - Lowest follow up: substance use/intentions to use (less use in general during COVID)
 - Highest follow up: safety at risk/self-harm/suicide ideation
 - Brief meetings, 16% received 2-3 meetings, (see slides)
 - Caregiver engagement: a challenge throughout the entire project. Even so, 55% of students who received a BI also received some type of caregiver engagement (email, post card, phone call, etc.)
 - Caregiver engagement was highest where there was a safety use, also marijuana use (higher than alcohol use)
 - Broke down by student race/ethnicity and continuing to provide these data broken out this way to further explore in community
 - 3% of students who should have received a BI didn't get to (either couldn't do remotely or refused)
- New student needs identified during SBIRT: see top five risk factors
 - Anxiety, depressive symptoms, self-harm, etc.
 - 1,300 referrals provided to 800 students
 - Top barriers: long wait lists and lack of family support/access

- 1,306 referrals provided to 820 students in Year 3
 - A higher proportion of students screened (17% were provided with 1+ referrals in Y3 vs Y1 or Y2)
 - Types of referrals



- Discussion
 - Emily Maugham: Can you remind me who takes these surveys and who administers them?
 - 3-year data from middle schools: 19 school districts in King County, implemented in 11 middle schools. We prioritized respecting the community & culture of each school district, school, and building.
 - Who administers? In some schools, student assistance specialists.
 - Debby: who conducts the initial screening? Do students complete the form on their own or is it guided with an adult?
 - MS: Web screening that is timed and is only open for an hour. Delivered by email.
 - Emily Maugham: Student Assistance Specialists (SAPs) in Community Prevention Wellness Initiative (CPWI) schools?
 - MS: Yes! Some of the SAPs are doing this in the schools, however, i because of FERPA someone else might be doing the screen in other schools, but the SAP is the referral.
 - Miranda Pollock: I really appreciate the approach to having non-negotiable sexual orientation/gender ID questions included. Could you share a bit about how that decision was made, and how you've dealt with any pushback?
 - MS: can see that mental health concerns are higher in these groups so can support the provision of different resources to be built into the schools so that LGBTQ+ students feel seen and heard without being otherized. Still getting feedback from students on different ways to identify gender.
- Sarah Ross-Viles (King County): Margaret, thank you so much for the presentation! As goes with the question above on the sexual orientation and gender questions - have you

or are you going to look at data by those identities for risk and protective factors and intervention?

- MS: We have done that, and it is around gender and race. Digging into whether the intervention is reaching everyone equitably and it looks like it is around race. Would like to dig into whether males are receiving intervention equal to females.
- Good to see a context piece – what is % of schools that have a school-based counselor? Answer: All schools have some type of school-based counselors. However, they are overwhelmed, and some have used the grant money to hire someone to do this work.
- Kevin: so good to hear this is happening on a universal basis in school districts. Big diagnostic tool that is shared with schools and can be followed up on.

Lunch Break

DBHR Update & Research Brief Workgroup

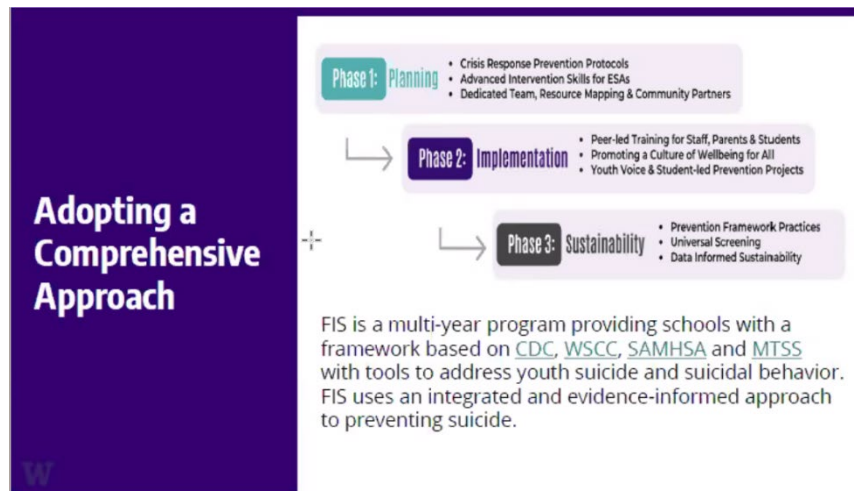
Sarah Mariani: Would like to create the opportunity to capture prevention research in a meaningful way so that state agencies, researchers and communities can communicate priorities to policymakers.

- This was catalyzed by recent bills that have come to HCA during legislative sessions. The legislature asks agencies to analyze bills quickly and respond with feasibility, research and resources.
 - This last session there was a citation request to support prevention research and constituent statements. DBHR was able to tap into the PRSC community and deliver those citations. This request also provided the opportunity to reflect and ask what a tool could look like that could help in examining environmental policy pieces.
 - Research briefs could share different environmental components in prevention that could be used as a communication tool moving forward.
- Ask:
 - Seven research briefs (2 pages each) in the next 18-months.
 - 3 research briefs between now and December
 - Four research briefs in 2022
 - Three topics:
 - Access and Availability
 - Density, Marketing and Promotion
 - Cost-effectiveness of Prevention
 - Project management:
 - Lead: Kevin and Brittany
 - Coordination: Miranda Pollock
 - Support: Sarah and Alicia
 - Volunteers:
 - Sarah Ross-Viles (Density, Marketing, Promotion)
 - Margaret Kuklinski (Cost-effectiveness of Prevention)
 - Elizabeth Weybright (review capacity)
 - Gitanjali Shrestha (environmental strategies background)

- Jennifer Bailey (density, promotion, marketing)
 - Lauren Bendall
 - Bia Carlini (review capacity, feedback, devil’s advocate, strengthening arguments)
 - Gilda Yruretagoyena
 - Cesar Zatarain
- Kevin shared that the LCB is having a webinar on this legislation next week on Monday (9:00-10:30am).
 - Sarah referenced a CA State Fair Cannabis Awards - <https://castatefaircannabisawards.com/competition/>
- Next steps on this work: organize 3 groups, get a lead for each one, articulate the question, then look at literature
 - Kickoff meeting to get clear on purpose, timelines, structure.
 - Need drafts done by mid-November
 - Honorarium for folks who take lead?
 - We have to follow their template (PTTC has a great one)
 - <https://www.tpchd.org/home/showpublisheddocument/8621/637490659645430000>
 - WASAPV did one on access – could update this one
 - Kevin will take first follow up step: work on calling first meeting, get Tori to help

Forefront in the Schools, Phoebe Terhaar, UW SSW Forefront (see slides)

- Working to establish a long-term collaboration between schools and UW with the goal of developing a comprehensive approach to suicide prevention.
- Phased approach:



- Currently in Phase 1
 - Schools vary in their level of response and resources
 - Ideally this would help build a readiness that results in an overall comprehensive plan.

- Would like to incorporate the entire community, not just school counselors or mental health staff.
 - Forefront will provide TTA to schools
 - Response to legislative bills and HB successes
 - Acknowledgement that this will be a large lift for schools, especially with COVID and all other educational and prevention programming.
 - Training young people in the LEARN approach: (like CPR for suicide danger) training including skill development/practice
 1. **L**ooking for signs
 2. **E**mpathize and listen
 3. **A**sk the question
 4. **R**educe the danger, safer means
 5. **N**ext steps
 - Of students assessed for suicide 247 in 2019-20; 547 in 2020-21
 - Large increase in number of outside referrals – seemed to be inspired by the program
 - Student LEARN training not done virtually in 2020-21 (can't guarantee safety/confidentiality)
- Questions/Discussion:
 - KH: have you been able to track whether or not there is a different trajectory between HYS and the schools Forefront is working with?
 - PT: We only got data access recently but have not previously cross walked that data.
 - KH: haven't seen a large statewide movement in 10th grade data. Would hope that we'd see movement within the schools that are partnered with Forefront.
 - BC: Curious the primary reasons/impetus for schools choosing and adopting the Forefront model?
 - PT: We don't advertise. Schools approach Forefront and have found that most schools have been jumping at the chance. Schools also hear from other schools. We are also often contacted by schools who have experienced a student death and as a result can often feel quite lost, so this approach can help them feel more confident in addressing this process.
 - KH: There could be overlap with CPWI communities who identify substance use, mental health promotion and suicide as areas of focus.
 - PT: Currently the counselor to student ratio is 3:400 in many WA schools.
 - DM: Is the safety plan crisis template available?

- PT: you'll be able to download it from the Forefront in Schools page (not quite yet). It should be under resources and will be accessible to everyone.
- Checklist is also available to any school who requests it.

Round Robin

- KH: stepped down as the director of the SDRG. New director is Margaret Kuklinski. KH will be semi-retired at the end of the calendar year and then full retirement after February. KH will stay involved with NW PTTC and PRSC.
 - Will also remain active on two projects: 1) Friends of the Children, and 2) a study preventing opioid use among juvenile justice involved youth leaving institutions
- BC: is on sabbatical this year. Grateful for time to think! Call for papers for SPR just came out. SPR will be held in Seattle this year. Highlighted subtheme for this group - multisector coordinated efforts to disseminate prevention science.
 - BC also registered for a [Media and Medicine certificate program](#) through Harvard's Medical School. Power of storytelling to influence public health. One of the main directors is [Neil Bare](#).
- KH/BC: David Fankule presenting October 27th webinar at NW PTTC - storytelling for prevention science/advocacy.
 - Dr. David Fakunle - The Role of Storytelling in Prevention Advocacy Webinar for Northwest PTTC on Oct 27 11-12:30 - stay tuned for registration details.
- Alicia: DBHR px section
 - Lots of prevention positions open on the DBHR team and in the field (100 C7 CPWI sites and coordinator positions)
 - DBHR also has treatment and recovery positions open as well.
 - Prevention Summit on November 2-3rd
 - Registration: <http://preventionsummit.org/registration/>
 - DBHR strategic plan (5 year) is coming up
 - Prevention section is also working through identifying a new vendor and management system - modeling after state logic model and state strategic prevention framework
- Miranda: HYS
 - DBHR will be going out to bid for an RFP process for a new contract for the HYS next month. Work with a contract vendor to push the survey out into the world.
 - Reach out to MP if you have questions or would like more information. Miranda.pollock@hca.wa.gov
 - Focus on LGBTQ+ youth and disparities in data
 - There will be a group looking at sexual orientation and gender identity questions as well as violence data survey questions and process.
- Margaret K: wanted to say hello as the new director as SDRG. I think so much of the work that this group does. I think that more people need to know how people come together for prevention.
- Sarah Ross-Viles: Help lead the youth marijuana px work at Seattle-PH/KC. Sharing two projects of interest:

- Public health broadly tried to get involved with rule making with LCB around product and packaging cannabis items; however, the evidence was discarded and not included in the final rules. Process was a big wakeup call that we have very little evidence that comes from youth themselves. We are missing the youth voice and experience. Currently working with ADAI. They have been conducting initial stakeholder interviews and have been in touch with WSU College of Communication exploring how packaging and labeling impact youth use. Would like to get feedback on various options.
- Novel THC compounds that are coming into the non-regulated market (Delta-8). Surveillance tools from other states and adapting it to mobile delivery. We want the data - where are they being sold - but also an education tool to help folks learn about alternative products. If anyone wants to use or share the instrument, then she would be more than happy to share that too.
 - SRV contact: srossviles@kingcounty.gov - let Sarah know if you are interested in Delta-8 market surveillance or in research on youth perspectives on product, packaging and labeling for cannabis
- Clara Hill: IMPACT lab has funding to distribute the FYAH handbook to first year college students throughout colleges in WA. The first dissemination will be to WWU.
 - <https://hd.wsu.edu/first-years-away-from-home/>
 - KH summary: FYAH is a short, values based, interactive handbook that parents and freshman complete together. The handbook focuses less on the negatives and more on how you are living in accordance with the values that we share together. Pretty good uptake and with coaching. Text message reminders to boost the information.
 - Students reported lower initiation of alcohol and cannabis use and cause and initiation for those who have not started vs. those that did not receive the intervention.
 - Funded by DBHR.
 - Transition parts of the handbook online to ease dissemination and use.
 - Contact: clara.hill@wsu.edu
- Liz Wilhelm: WASVAP - once again asking people to become members within the association - statewide advocacy organization. Big challenge: Seth Dawson is retiring. Huge blow to the prevention field. Seth's outreach to the prevention field has been outstanding. WASVAP is looking for someone who is comfortable with prevention science and advocating.
 - Link to WASVAP: <https://wasavp.org/join>
 - Recommendation that December meeting focuses on advocacy.
 - Other recommendations:
 - Megan Moore & Prevention voices.
 - Julie & Healthy Gen Newsletter

Next Meeting: Topics and Dates

- Next meeting: Thursday, December 2nd, 2021
- Topics:

- Prevention Voices and WASAVP
- How to be a resource for decision makers
- Prevention with youth (juvenile justice, foster care, at high risk, youth going into FYAH)
 - Could be a good March meeting topic
- December focus: advocacy
- March focus: selected prevention
 - JK: Scott Graupensperger and Christine Lee could present on statewide findings (CDC household pulse survey; 18-19-year-olds have been reporting challenges/struggles)