



**ECHO Session Date:** 9/3/24

**Presenter Credential:** MEd, LCPC

Thank you for presenting your student at ECHO Idaho – K12 Substance Use Prevention and Treatment session. Please keep in mind that your School District policies and Health Services procedures, medication administration protocols, process guidelines, remain the guiding principles to your practice.

After review of the case presentation and discussion of this student’s case among the ECHO Community of Practice, the following suggestions have been made:

**Summary:** 13-year-old female client engaging in substance use (Cannabis: THC, Alcohol) and is reported to be at risk for putting herself in unsafe situations. First use age 7. Client struggles greatly with anger and can act out violently, multiple battery charges to date. History of HI/SI; none current. Mental health history includes Conduct D/O, Adolescent onset. ADHD. She is considered provisional for Major Depression. Client is reported to have "therapy-interfering" behaviors including triangulation between her provider, probation officer, and her school. JPO describes her as "street-smart; does not look or act age 13." Specific concerns are the lack of motivation to engage in treatment, lack of support at home, continued use, and continued battery charges.

**Questions:**

- What are some approaches to help engage the family in this client's treatment?
- How can we avoid the identified triangulation between provider, probation, and school?
- Are there any online programs this client could engage in for additional support (i.e. Mental Health, SUDS, peer support, abstinence, social norms)?
- Are there any interventions geared specifically towards the middle school years? (Grade 7)

*Thank you for kicking off our ECHO with such a great case study.*

**RECOMMENDATIONS:**

**Engage with Her Family**

- Engage with the parents and family of the student who is working hard to improve her situation.
- It could be beneficial if the probation officer could connect with the parents and possibly the sister to inform them of this student’s efforts.
- Even a small gesture, like a letter or email from the family expressing pride and encouragement, could have a significant positive impact. It might be challenging to get this letter/email/gesture, but likely it is worth the effort. Consider going through the probation officer or other connections to secure this letter/email/gesture.



### **Engage with a PCP and (child) Psychiatrist**

- Recommend ensuring the child has a primary care provider for a medical evaluation
  - Include in medical evaluation asking about sexual activity and need for birth control
- Recommend this student has a psychiatrist one who can manage medications, given the provisional diagnosis of depression.
  - It is difficult to cope with life challenges like PTSD and depression – so it is important that she have a thorough medical evaluation and medical team to help reduce her anxiety and depression symptoms.

### **Connection**

- Anyone struggling with substance use, including adolescents and adults, can benefit from participating in a community recovery group, such as a 12-step group. Being part of a safe community with others who are working toward similar goals can be an important part of the recovery process.
- Consider reaching out to the Youth Crisis Center for resources
- Consider the [Jae Foundation Boot Check](#): Organization in Twin Falls offering a free safe place for teens, summer retreat
- Do a connection assessment with the client for school connectedness ([see session PPT and recording to learn more](#))
- Check on bus transportation or options to secure a bike to ensure she is able to access outside groups

### **School Environment**

- Consider utilizing/establishing a "reset room" where she can go during school hours when she's overwhelmed and tends towards acting out physically

### **Family Support**

- Refer to [Simply Hope](#) (support families).

### **SRO Involvement**

- There is a real concern for the safety of this student, specifically the likely risk of sexual exploitation; focus on safety first.
  - It is highly likely this student may have exchanged sexual favors for drugs and that other juveniles may also be involved in similar situations.
  - Ask the right questions to identify if the student is unknowingly trafficking others or exposing them to dangerous situations.
  - Honest conversations are important- explaining what rape actually means and how sexual predators target young people.
  - Check in on client's younger sister for safety.
- Explore who is in the client's friend/girl group to consider others who might be at risk
- Building relationships with the student and her family
  - Helping the student and her family will likely take time, especially given the family's mistrust of law enforcement and other resources. While not every school has access to school resource officers or other supportive officers, it can pay dividends to build strong relationships with the students.
  - When talking to parents who themselves are affiliated with gangs, Morgan has found that every parent does not want their child going down the same path. Again, it takes a long time to build a trusting relationship, but it is worth the efforts.



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## **K12 Substance Use Treatment and Prevention STUDENT CASE RECOMMENDATION FORM**

**Resources:**

[Jae Foundation Boot Check](#)

[Simply Hope](#)