ECHO IDAHO:
K12 Substance Use Prevention & Treatment 101

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.

Anatomy of an ECHO

- Zoom in to join!

- Announcements/Intros

- Didactic (AKA: "Knowledge Burst")

- Case-based learning and consultation

- Continuing education opportunities
  - Information will be in the chat at the end of the session

How to Claim Continuing Education and Professional Development Credits

- **Dual-licensed professionals seeking Continuing Education (CE/CME):**

  For participants seeking credits to apply to their healthcare license refer to [ECHO Idaho's Continuing Education](#) page for additional information regarding CE/CME credits by profession. Claim credit for attending any of ECHO Idaho's sessions.

- **Professional Development (PD) Credit for Educators:**

  Participation in 15 live and/or asynchronous sessions is equivalent to one (1) semester credit hour. Participants will have the opportunity to earn two (2) semester credit hours by attending 15 sessions. Credits are offered in partnership with the College of Education, Health and Human Sciences and will be transcribed through the University of Idaho.

https://cme.wwami.uidaho.edu/sites/default/files/media/2024-08/24-25_ECHO_K12_Education_Instructions_for_Claiming_Credit.pdf

K12 Education Series

ECHO K12 Education: Substance Use Prevention and Treatment

ECHO K12 Education: Behavioral Health in the Classroom

ECHO K12 Education: School Nurses

ECHO K12 Education: Supporting Students with Autism

Learn more: https://cme.wwami.uidaho.edu/echo-idaho/group/echo-idaho

Student Cases

PROCESS:

- 1 student case per session

- $100 compensation for presenting case

- Email Lynsey if you are interested in presenting a case (lwintersjuel@uidaho.edu)

- Date must be locked in 3 weeks prior to case presentation to receive payment

- [Complete online form](#) one week prior to presentation

STUDENT PRIVACY:

- Adhere to privacy rules in our discussions. It is our responsibility to protect students by not sharing identifiable information.

- Comply with FERPA, protecting student education records, and HIPAA, safeguarding patient health information.

- Make sure, when possible, to use broad terms, fictitious names, and only share necessary information for group development.

- Effort should be made to anonymize descriptions of family members/social context and refrain from mentioning specific family/household composition, race or ethnicity, occupation, neighborhood, criminal record or incarcerated status, or other characteristics that might be unique to a particular student's family.

ECHO K12 Substance Use Prevention & Treatment Case Form

Start ○   ○ Complete

Welcome to ECHO Idaho's K12 Education: Substance Use Prevention & Treatment Case Submission Form.

Case Study Discussion Guidelines
As part of our training, we will be engaging in discussions about student case studies. This is a wonderful opportunity to learn from each other, share experiences, and explore solutions collaboratively. Please provide your contact information. We will not share this information.

Presenter first and last name *

School role/title and/or credentials *

Email *

Phone number *

Name of school and/or district *

K12 Substance Use & Prevention Sessions 2024-2025

ECHO K12 Substance Use: Promoting Positive Influences and Understanding Risk Factors of Substance Use - 09/03/2024

ECHO K12 Substance Use: Fentanyl Use in Idaho: New laws, outreach, training, and age-specific resources - 10/1/2024

ECHO K12 Substance Use: Understanding Youth Substance Use: Key indicators and warning signs - 11/05/2024

ECHO K12 Substance Use: Youth Substance Use Prevention Programs and Curriculum Integration - 12/03/2024

ECHO K12 Substance Use: Engaging Community Partners and Overcoming Limited Resources - 01/07/2025

ECHO K12 Substance Use: Effective Communication Strategies for Short, Impactful Conversations with Counselors and School Administrators - 02/04/2025

ECHO K12 Substance Use: The Questions You May Not Be Asking: How to bridge the gap between access and prevent exploitation of youth - 03/04/2025

ECHO K12 Substance Use: Working with Families to Support a Student's Recovery Journey - 04/01/2025

ECHO K12 Substance Use: Promoting Collaboration with Juvenile Probation and Diversion - 05/06/2025

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Session Resources

Will add video, case recs and session resources!

We want you live! But if needed… How to Access Asynchronous Sessions

https://cme.wwami.uidaho.edu/echo-idaho/group/echo-idaho

Reach out with questions!

ECHO IDAHO:
K12 Substance Use Prevention & Treatment

Promoting Positive Influences and Understanding Risk Factors of Substance Use

9/3/2024

Katie Francis, EdS

Trauma and Resilience Educator/Trainer

Learning Objectives

- Learners will understand the correlation between substance use and environmental risk factors.

- Learners will identify strategies for increasing school connectedness to reduce frequency of substance use and other maladaptive coping strategies.

ACEs and Substance Use
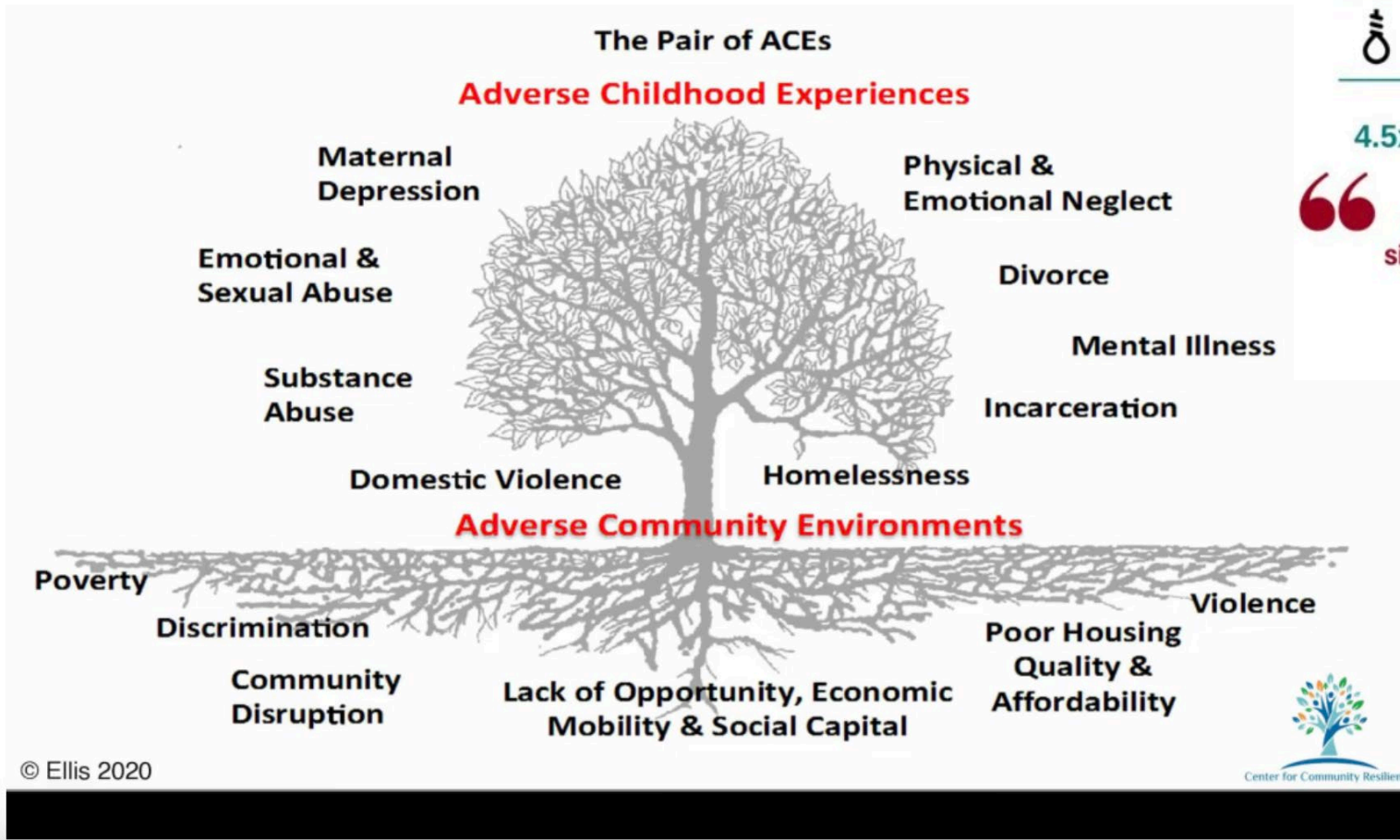
Risk Factors for Substance Use

Family history of substance use.	Association with delinquent or substance using peers.
Favorable parental attitude toward the substance use.	==Lack of school connectedness.==
==Poor parental monitoring.==	==Low academic achievement.==
Parental substance use.	Childhood sexual abuse.
Family rejection of sexual orientation or gender identity.	==Mental health issues.==

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Focus on Resilience

Start by incorporating trauma-informed and resilience-focused strategies to the overall structure of your setting and decision making.

- Shifting the systematic approach away from law and order to a growth/learning model.
- Create targeted, real-time interventions to improve emotional regulation and learn new coping skills.
- Shift the questions from what is wrong with you to what happened or is happening to you?
- Utilizing a "Life Events Checklist" to monitor knowledge of students. Using a Resilience Assessment to highlight what is going right for a student and what supports are in place.

Home

- ❏ Death of a family member
- ❏ Domestic violence
- ❏ Abuse
- ❏ Neglect
- ❏ Separation/divorce
- ❏ Incarceration of a parent or sibling
- ❏ Neighborhood violence
- ❏ Robbery or theft
- ❏ Abuse of drugs or alcohol by parent/guardian/sibling
- ❏ Illness of family member
- ❏ Fight with parent/guardian/sibling
- ❏ Utilities turned off
- ❏ Other:

School

- ❏ Behavior problem
- ❏ Failing grade
- ❏ Fight/bullying
- ❏ Victim of bullying
- ❏ Use of drugs or alcohol
- ❏ Skipped school or a class
- ❏ Death of a teacher or classmate
- ❏ Illness of a teacher or classmate
- ❏ Conflict with a teacher
- ❏ Conflict with a classmate
- ❏ Other:

Personal

- ❏ Family treatment
- ❏ Psychotropic medication
- ❏ Illness
- ❏ Cutting/self abuse
- ❏ Use of drugs or alcohol
- ❏ Eating disordered behavior
- ❏ Suicidal ideation
- ❏ Intense sadness
- ❏ Intense hopelessness
- ❏ Intense anger leading to harming someone else
- ❏ Other:

Social

- ❏ Argument with friend
- ❏ Use of drugs or alcohol
- ❏ Car accident
- ❏ Witness to fight
- ❏ Witness to violence
- ❏ Trouble making friends
- ❏ Does not get along well with others
- ❏ Other:

8. Someone in my family cared about how I was doing in school.

Definitely true   Probably true   Not sure   Probably not true   Definitely not true

9. My family, neighbors and friends talked often about making our lives better.

Definitely true   Probably true   Not sure   Probably not true   Definitely not true

10. We had rules in our house and were expected to keep them.

Definitely true   Probably true   Not sure   Probably not true   Definitely not true

11. When I felt really bad, I could almost always find someone I trusted to talk to.

Definitely true   Probably true   Not sure   Probably not true   Definitely not true

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School Connectedness

- Students who feel connected and engaged at school are less likely to report risky behaviors (such as early sexual initiation, substance use, violence, and suicide) and have more positive academic outcomes.
  - Connections Assessment
  - Create a Reset Room space for all students
  - Educate ALL staff and decision makers

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Resources

Don't Suspend Me! An Alternative Discipline Toolkit
Jessica Djabrayan Hannigan
John E. Hannigan

Connections Over Compliance: Rewiring Our Perceptions of Discipline
Lori L. Desautels, Ph.D.

the deepest well
HEALING the LONG-TERM EFFECTS of CHILDHOOD ADVERSITY
NADINE BURKE HARRIS, M.D.

10 Steps to Create a Trauma-Informed Resilient School
FOR CLASSROOMS, SCHOOLS, AND DISTRICTS