



**ECHO Session Date:** 1/7/25

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.

**Summary:**

The case involves a high school student living with their grandmother in motel/homeless housing, who has a history of substance use and involvement with the juvenile justice system. Recently, the student has exhibited concerning behaviors, such as making provocative drug-related comments when taking their medication (Concerta) at school and showing aggressive and defiant behavior at home. The grandmother has expressed frustration with the student's escalating behavior, including staying out late and bringing drug paraphernalia into their living space. Previous interventions include participation in the school's EXCEL program and a positive relationship with the school psychiatrist and resource officer. The grandmother hopes to achieve the student's sobriety, respectful behavior, and continued school attendance, and seeks guidance on addressing the student's focus on drugs and related behaviors.

**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:**

**Establish regular medical and behavioral health care:**

- Engage a primary care provider who can collaborate with an addiction medicine specialist.
- Consider evaluations for comorbid mental health diagnoses and substance use severity.
- Reassess the appropriateness of current medications like Concerta, considering potential alternative treatments.
- Evaluate the student's behavior on "medication holidays" (e.g., weekends) and adjust treatment accordingly.
- Conduct evaluations to determine the level of care (e.g., outpatient, intensive outpatient, or inpatient treatment).
- Address mental health diagnoses alongside addiction treatment.

**Family involvement:**

- Engage in therapeutic interventions to strengthen relationships between the student and the grandmother.
- Ensure guardians are aware of risks and safety measures, such as keeping Narcan on hand.

**SRO collaboration:**

- Law enforcement involvement: The grandmother can choose to take a hardline stance by inviting law enforcement or the SRO to conduct a consent search at home or coordinate with the school for backpack checks, understanding the potential legal consequences and diversion options.
- Direct and open communication: The SRO suggests building trust through direct questions about substance use and its sources, helping to assess risks and ensuring the student feels they have a trusted adult to turn to for support.
- Building a supportive relationship: Emphasize maintaining a positive relationship with the student, leveraging the SRO's connection to reinforce accountability and readiness to provide resources when the student seeks help.



**Funding support options:**

- Explore options for funding treatment through programs like Medicaid or juvenile probation/diversion if applicable.

**Community support:**

- Involve the student in community recovery groups for youth, such as 12-step programs or similar peer-led initiatives.
- Provide opportunities for clean and sober recreation to foster positive social connections.

**Long-term solutions:**

- Consider partial hospitalization programs combining education and substance use treatment.
- Identify and address underlying factors contributing to behavioral issues.

**Resources**

- BPA: <https://www.bpahealth.com/community-behavioral-health/>
- Terry Reilly
- Trivium Life Services