

SAP COUNTY COORDINATION UPDATE

April, 2016



Prepared by: PA Network for Student Assistance Services (PNSAS)

www.pnsas.org

PENNSYLVANIA NETWORK FOR STUDENT ASSISTANCE SERVICES INTERAGENCY UPDATE

SAP Documents Now Available in Spanish

Three SAP documents are now available in Spanish: Parent Consent form, Parent-Guardian brochure, and the Screening Consent form via TransACT. TransACT is managed by PDE and there is no cost to schools.

There are three easy steps for accessing these forms. Go to TransACT at www.transact.com. Select login/register to create an account using your school email address. (In some cases your school may already have an account established.) Select the following links: ALL DOCUMENTS, GenED Translation e-Library, ELL and SPECIAL SERVICES, and Student Assistance Program. These instructions are also available via the scrolling News and Events at the bottom of the home page at www.pnsas.org.

The TransACT tool capabilities include:

- A toggle option from an English to a Spanish version of the documents
- An option to fill-in and print the documents
- An option to view and print the documents
- An option to add the documents to the viewer's favorites file

SAP BACK TO BASICS

Another New Program? But We Have SAP, How Do We Work Together?

It seems like every time we turn around there is another new program, a new approach, new initiative, or a slight twist and name change for an old program. With these new programs and approaches it can be a challenge to figure out how to incorporate and implement the new program and yet continue to do all the other programs and mandates that are already in place. Schools today continue to do an outstanding job coordinating services for their students as well as attempting to fit in all the new programs, approaches and initiatives that become a part of the daily jobs.

Whether it is School-Wide Positive Behavior Intervention and Support (SWPBIS), Mental Health First Aid (MHFA), Response to Intervention (RTI), Multi-Tiered System of Support (MTSS), etc. schools in the Commonwealth are mandated by federal law and Pennsylvania school code to provide Student Assistance Program services. School districts may be required to implement new initiatives or programs that come to their school, but SAP is mandated and therefore can be the "cornerstone" for integration of various initiatives.

The Student Assistance Program began in 1984 and has been implemented in all of Pennsylvania's public schools. It continues today in not only our public schools, but in career and technical centers, alternative education settings, charter schools, and even cyber schools. The program has changed some over the thirty plus years, but its purpose and strength comes from all the dedicated community and school personnel who devote numerous hours on behalf of the students in Pennsylvania in need of extra support and care.

Each year we ask our SAP teams to complete a survey where they indicate who is on their SAP teams and contact information. We also ask a few questions regarding training needs, team maintenance, and this year for the first time we asked, "What is your team's greatest challenge?"

In numerous forms that were submitted, the number one response was "time" -- time needed to implement components of the program, to contact parents and agencies, to simply do the best possible job, and time to provide students who are referred to the team the best possible assistance.

For years the Commonwealth's Student Assistance Program has had an infrastructure where individuals are assigned to provide technical assistance to schools concerning SAP and its implementation. These eleven individuals are Regional Coordinators and you can locate your coordinator on the state map located on the SAP website at <http://pnsas.org/PNSAS>. Your coordinator can advise you in implementing new programs, approaches, and initiatives in your school around the Student Assistance Program.

If you are at a loss as to where to begin, here are some questions to get you started:

First:

- What are the components of this new program?
- What are we currently doing that is similar to what is being asked of us with this new initiative or program? Are there things that are required of both programs that we can combine? For example, SAP requires that a core team of school personnel be trained and be a part of a problem solving team. Does this new initiative require a team approach? Can these teams be one in the same with two different functions and is there a way to make sure these functions are met?
- What staff needs to be involved?

Second:

- What resources exist to help implement the initiative?
- Has guidance for this been developed?
- If guidance is written where can I locate it?
- Whom can I contact for help?

There are many ways to approach new programs and initiatives. Check out your resources, pull in people to assist you, make a plan, and revise it as needed. With time being at a premium for implementing new programs, approaches and initiatives, it's vital we coordinate our efforts and ensure we work together more efficiently. Remember that the success of our students depends on it.

RESOURCES

Alcohol Awareness Month

Each April since 1987, the National Council on Alcoholism and Drug Dependence, Inc. (NCADD) has sponsored Alcohol Awareness Month to increase public awareness and understanding, reduce stigma and encourage local communities to focus on alcoholism and alcohol-related issues.

With this year's theme, "Talk Early, Talk Often: Parents Can Make a Difference in Teen Alcohol Use," the month of April will be filled with local, state, and national events aimed at educating people about the treatment and prevention of alcoholism, particularly among our youth, and the important role that parents can play in giving kids a better understanding of the impact that alcohol can have on their lives. Local NCADD Affiliates as well as schools, colleges, churches, and countless other community organizations will sponsor a host of activities that create awareness and encourage individuals and families to get help for alcohol-related problems. Download the Alcohol Awareness Month's Organizer's Guide [here](#).

Human Trafficking Video Series

The Office for Victims of Crime has released the "Faces of Human Trafficking," a nine-part video series to help service providers, law enforcement, prosecutors, and communities raise awareness of human trafficking. The "Faces of Human Trafficking" videos are entitled the following: (1) An Introduction (2) An Introduction to Sex Trafficking; (3) An Introduction to Labor Trafficking; (4) A Multidisciplinary Approach; (5) Effective Victim Services; (6) Focus on Youth; (7) Legal Needs and Rights of the Victims; (8) The Victim-Centered Case; (9) Now That We Are Free. The video series includes a discussion guide, fact sheets, and posters—all available to download. Click [here](#) to access the free series.

New SAMHSA Publication

Addressing the Needs of Women and Girls: Developing core competencies for mental health and substance abuse service professionals is a resource from the U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration (HHS, SAMHSA). Go [here](#) to download a free copy.

Webinar: What Do You Want to Know about Self-Injury?

Screening for Mental Health hosted a webinar in March that addressed many of the concerns and questions that school staff has about self-injury among middle school and high school students. Janis Whitlock, director of the Cornell Research Program on Self-Injury and Recovery, presented basic information on self-injury and then responded to the most frequently asked questions that participants included on their registration form. Go [here](#) to view the archived webinar.

Strengthening Our Future: Key Elements to Developing a Trauma-Informed Juvenile Justice Diversion Program for Youth with Behavioral Health Conditions

The report "Strengthening Our Future: Key Elements to Developing a Trauma-Informed Juvenile Justice Diversion Program for Youth with Behavioral Health Conditions" offers a description of a trauma-informed juvenile justice diversion approach with examples of how some states are implementing trauma-informed systems of care for youth and their families. Developed by the National Center for Mental Health and Juvenile Justice (NCMHJJ) and the Technical Assistance Collaborative, Inc., as part of the 2014-15 Policy Academy-Action Network Initiative, the report (1) presents the current understanding of child trauma in the context of juvenile justice; (2) identifies 9 implementation domains essential to achieving a trauma-informed juvenile justice diversion approach; and (3) highlights case examples from each state involved in the initiative (Georgia, Indiana, Massachusetts, and Tennessee). Download the report [here](#).

TRAINING OPPORTUNITIES

Disaster Crisis Outreach and Referral Teams (DCORT) Training

Pennsylvania Emergency Behavioral Health Program

April 20, 2016

8:00 AM – 4:30 PM (Registration at 7:45 AM)

THERE IS NO CHARGE FOR THIS PROGRAM.

Berks County, Wernersville State Hospital

Hill Hall (BLDG #31, Classroom Studio)

160 Main Street, (Route 422), Wernersville, PA 19565

Prerequisites:

Participants MUST have taken and passed the National Incident Management System (NIMS) IS100 and IS700 courses online at <http://training.fema.gov/IS/NIMS.asp> before attending this course. Certificates of completion for these courses are issued immediately by FEMA upon successfully completing the courses.

Who Should Take This Course:

This course is for individuals who are new to DCORT teams or who have NOT completed both the Basic and Advanced DCORT training. Also, available for those wanting to refresh and update response skills.

Program Description:

The Disaster Crisis Outreach and Referral Team (DCORT) one (1) day training is based on SAMHSA and FEMA best practice. Topics covered include an emphasis on crisis counseling in Disaster Recovery Centers (DRCs), crisis counseling program concepts, the psychosocial needs of isolated/quarantined individuals and the impact of pandemic influenza, review of the concepts of National Incident Management System (NIMS). In addition, the psychological impact of the following events is discussed: mass casualties/mass fatalities, economic crisis, and pandemic. This course covers potential drug and alcohol abuse issues after a disaster, children's needs following a disaster, personal and community resiliency, and also the National Bio defense Science Board recommendations to the Department of Health and Human Services.

No Continuing Education Credits are approved for this training program.

Registration:

Register by April 15 2016 at https://www.centrelearn.com/login_pa.asp. To register for the course once you have a Learning Management System account: www.paprepared.net.

Youth Mental Health First Aid

The Pennsylvania Department of Education, Bureau of Special Education is pleased to announce this training opportunity at:

PaTTAN Pittsburgh – May 2 & 3, 2016 (9 a.m.-1:30 p.m.)

Hershey Lodge and Convention Center – May 4, 2016 (8 a.m.-5:30 p.m.)

PaTTAN King of Prussia – May 11, 2016 (8 a.m.-5 p.m.)

PaTTAN Harrisburg – May 24 & 25, 2016 (9 a.m.-1:30 p.m.)

Youth Mental Health First Aid is an 8 hour, introductory training designed to teach school teams the early-warning signs and symptoms of possible mental health issues of youth ages 12-18. This training event is being offered to school teams consisting of five members to ensure ample support is available to students. Suggested team members are listed below. Please note: You must register as a school team, individual registration is not available.

Target Audience:

This training is only open to LEA school-based teams consisting of FIVE members. LEAs are public, private, approved private and charter schools. The five team members must include one or more of the following: classroom teachers, coaches, administrators, social services staff, bus drivers, volunteers, paraprofessional and/or family members.

Registration is NOT available on-line. To register, interested participants should contact:

- Pittsburgh - Kristen Olszyk, 800-446-5607 ext. 6848 or kolszyk@pattan.net or Dona Alvino, 800-446-5607 ext. 6870 or dalvino@pattan.net
- Harrisburg - Wendy Weary, 717-901-2273, wweary@pattan.net or Nikole Hollins, 717-901-2283 or nhollins@pattan.net
- King of Prussia – Debra Jordan, 800-441-3215 ext. 7224 or djordan@pattan.net or Amy Smith, 610-265-7321 ext. 7262 or asmith@pattan.net

PA Positive Behavior Support Implementers Forum, “Keys to a Successful PBIS Framework”

May 5-6, 2016

Hershey Lodge and Convention Center

Hershey, PA

Click [here](#) for more information and to register.

Services for Teens at Risk (STAR-Center) Conference

“Preventing Teen Suicide: Promise and Practice”

Friday, May 6, 2016

William Pitt Union, University of Pittsburgh Campus

Pittsburgh, PA

Go [here](#) for more information and to register.

Identifying Peer Abuse and Clearing the Haze: Eliminating Hazing from Our Schools Webinar

Center for Safe Schools

May 19, 2016 from 3:00-4:15 PM

Presented by Dr. Brian Crow, Professor, Sports Management, Slippery Rock University.

In this session participants will also be provided with a clear definition of hazing and identify how it is different from bullying. While most research on hazing has been conducted among college students, more recent studies have focused on hazing at the high school level. Strategies for teachers, administrators, coaches, students, and parents to recognize and eliminate hazing from schools will also be discussed. [Register now](#)

SAVE THE DATE

PASAP-PAMLE Annual Conference

February 26, 2017-February 28, 2017

Penn Stater Conference Center Hotel

State College, PA

FUNDING OPPORTUNITIES

A Little Hope Announces Youth Bereavement Support Services Grants

[A Little Hope](#) supports organizations that provide bereavement support services and grief counseling to children and teens who have experienced the death of a parent, sibling, or loved one, regardless of the circumstances of the death.

To be considered, applicants must e-mail (no telephone calls) the name of their program, website address, names of the executive director and program director, and the location of the program. No other information is needed or

will be processed. Strong preference will be given to applicants who demonstrate a commitment to the use of community trained volunteers.

Grant award amounts are based on the scope and budget of the project. Introductory emails are accepted year-round. Upon review, selected applicants will be invited to submit a complete application. Visit [A Little Hope](#) website for complete program guidelines, information about past grant recipients, and application instructions.

Capacity Building Initiative for Substance Abuse and HIV Prevention

The Substance Abuse and Mental Health Services Administration (SAMHSA) is accepting applications for the capacity building initiative for substance abuse and HIV prevention for at-risk racial/ethnic minority youth and young adults over the course of five years.

The purpose of this program is to support an array of activities to assist grantees in building a solid foundation for delivering and sustaining quality and accessible state-of-the-science substance abuse and HIV prevention services. SAMHSA expects to fund as many as 19 grantees with up to \$257,000 per year for up to five years. The actual award amount may vary, depending on the availability of funds.

Who Can Apply: Eligible applicants are community-level domestic public and private nonprofit entities, federally recognized American Indian/Alaska Native Tribes (AI/AN) and tribal organizations, and urban Indian organizations. For example, non-profit community-based organizations, faith-based organizations, middle and high schools, colleges and universities, health care delivery organizations, territories, and local governments are eligible to apply. See Section III-I of the FOA for complete eligibility information.

How to Apply: You must go to both <http://www.grants.gov> and the SAMHSA website <http://www.samhsa.gov/grants/applying> to download the required documents you will need to apply for this SAMHSA grant. Your application must be submitted through <http://www.Grants.gov>. Please refer to Appendix B – Guidance for Electronic Submission of Applications, PART II.

Application Due Date: April 19, 2016 by 11:59 pm (Eastern Time). Applications must be received by the due date and time to be considered for review. Please see Part II, Section I of the application announcement for submission requirements.

Additional Information: Applicants with questions about program issues should contact Judith Ellis at (240) 276-2567 or Judith.Ellis@samhsa.hhs.gov. For questions on grants management issues contact Eileen Bermudez at (240) 276-1412 or FOACSAP@samhsa.hhs.gov. For more information, contact the SAMHSA Press Office at 240-276-2130.

National Child Traumatic Stress Initiative (NCTSI) - Category II, Treatment and Service Adaptation (TSA) Centers

The Substance Abuse and Mental Health Services Administration (SAMHSA), Center for Mental Health Services (CMHS), is accepting applications for fiscal year (FY) 2016 National Child Traumatic Stress Initiative (NCTSI) - Category II, Treatment and Service Adaptation (TSA) Centers grants. The purpose of the Category II, TSA Centers is to provide national expertise for specific types of traumatic events, population groups and service systems, and support the specialized adaptation of effective evidence-based treatment and service approaches for communities across the nation.

Eligibility

Eligible applicants are domestic public and private nonprofit entities. For example:

- State and local governments
- Federally recognized American Indian/Alaska Native (AI/AN) tribes and tribal organizations

- Urban Indian organizations
- Public or private universities and colleges
- Community- and faith-based organizations.

Application Due Date: Wednesday, May 11, 2016. Click [here](#) for more information.

NEWS

CDC Issues Tough New Guidelines on Use of Prescription Painkillers

Hoping to stem an epidemic of drug abuse tied to prescription narcotic painkillers such as Oxycontin, Percocet and Vicodin, federal officials in March issued tough new prescribing guidelines to the nation's doctors. The new advisory, from the U.S. Centers for Disease Control and Prevention, stresses that doctors -- especially primary care physicians -- should try to avoid these addictive "opioid" painkillers whenever possible for patients with most forms of chronic pain.

Besides calling for physicians to try non-narcotic options first for pain relief, the CDC advisory also laid out other steps to curb the abuse of opioid painkillers. Whenever these painkillers *are* prescribed, "the lowest possible effective dosage" should be used, the CDC said. The CDC said it is aiming the new guidelines at primary care physicians, because those doctors currently write nearly half of all prescriptions for narcotic painkillers.

Recent reports have sounded alarm bells about the mounting death toll from narcotic painkiller abuse. In December, the CDC announced that fatal drug overdoses had reached record highs in the United States -- driven largely by the abuse of prescription painkillers and another opioid, heroin. According to the December report, more than 47,000 Americans lost their lives to drug overdose in 2014, a 14 percent jump from the previous year.

Reacting to the crisis last October, President Barack Obama noted that the daily death toll from drug overdoses now exceeds that of car crashes. At the time, the White House announced a major initiative aimed at combatting the trend. The CDC advisory is a part of that effort. Read more [here](#).

Note: In 2014 and 2015, the Safe and Effective Prescribing Practices and Pain Management Task Force, under the leadership of the Pennsylvania Departments of Health and Drug and Alcohol Programs developed voluntary opioid prescribing guidelines. There are six sets of prescribing guidelines that can be accessed via the PA Medical Society website at <http://www.pamedsoc.org/opioidguidelines>.

Some E-Cigarettes Contain Enough Alcohol to Affect Motor Skills, Study Finds

Some types of e-cigarettes contain enough alcohol to affect motor skills, a new study concludes. E-cigarettes deliver nicotine by vaporizing liquids, which may contain alcohol and other chemicals. Yale University researchers tested people who used two commercially available e-cigarettes with either high or low amounts of alcohol. Neither group said they felt differently after they inhaled the vapor. But those who used e-cigarettes with high alcohol levels performed more poorly on psychomotor tests. In some cases, they had detectable levels of alcohol in their urine.

About three-quarters of the commercial e-cigarette liquids tested contained less than 1 percent alcohol. Some e-cigarette users create their own liquids with high alcohol content, the researchers note in the journal *Drug and Alcohol Dependence*. Almost nothing is known about the prevalence of using e-liquids that contain alcohol, they

said. Lead researcher Dr. Mehmet Sofuoglu said the findings are worrisome, especially in light of a [recent government report](#) that found e-cigarette use among teens tripled from 2013 to 2014. An estimated 13 percent of high school students used e-cigarettes in 2014—compared with 9 percent who smoked traditional cigarettes. Go [here](#) to read more.

New Study Finds Brain Chemistry Altered From a First Drink

Binge drinking at an early age may encourage dangerous habits in the future, according to a study published in the [Journal of Neuroscience](#). Although youth drink less frequently than adults, the practice of binge drinking means that when they do drink, they consume more. Youth consume more than 90 percent of their alcohol during binge-drinking sessions, according to the study.

A research team at the University of California San Francisco, examined whether a single exposure to alcohol, that “first drink,” can induce memory and behavioral changes that could promote future drinking. Their data suggest that the perceived benefits of alcohol are registered and stored in memory from the first encounter.

Much of the attraction of alcohol, cocaine and other widely abused drugs lies in the perceived, euphoric “high” that they induce. Research has associated this with activation neurons in the dopamine pathways that are related to goal-oriented and reward-based behaviors, and studies have shown that dopamine receptor *D1* neurons play a key role in alcohol learning and reinforcement. Read more [here](#).

Research Pinpoints Devastating Impacts of Fetal Alcohol Syndrome

Children with fetal alcohol spectrum disorders are affected by a range of problems, including anxiety, depression, aggression, delinquency and diminished learning capacity a new review of evidence reveals.

Published in the journal *Pediatrics*, the research is the first to comprehensively describe behaviors in children with fetal alcohol spectrum disorders (FASD) observed by teachers and parents using an empirically based assessment system.

"The finding highlights the need for strategies for early intervention, both to help children with self-regulation and to support teachers and caregivers in managing behavior at school and at home," said the University of Sydney's Professor Elizabeth Elliott, a study co-author.

Researchers noted three main kinds of behavioral problems in children with FASD:

- "Internalizing" behaviors such as, anxiety, withdrawal or depression
- "Externalizing" behaviors, such as aggression, delinquency
- Other problems, such as problems with social skills, thought processing and attention.

"FASD is the tragic result of alcohol use in pregnancy and is characterized by birth defects and neurodevelopmental problems," said Professor Elliott. "Worldwide, including in Australia, FASD is increasingly recognized by health professionals, teachers and the criminal justice system as a cause of difficult behavior, learning problems, and contact with the justice system."

"Behaviors seen in FASD impair social interactions, academic performance, and mental health. Without appropriate assessment and treatment, these children experience lifelong difficulties with mental ill health, substance abuse and unemployment and many are unable to live independently." Read more about the study [here](#).