

# SAP COUNTY COORDINATION UPDATE

## April, 2018



Prepared by: PA Network for Student Assistance Services (PNSAS)  
[www.pnsas.org](http://www.pnsas.org)

### PENNSYLVANIA NETWORK FOR STUDENT ASSISTANCE SERVICES INTERAGENCY UPDATE

#### **New SAP Flow Chart**

The SAP Flow Chart was revised (1/16/18) and can be accessed on the News and Events section of the [SAP website](#).

#### **State Joint Quarterly Report System (JQRS) Report**

This report provides a statistical profile of the FY 2016-17 PNSAS SAP screening, assessment, consultation, and treatment services delivered by PA Department of Human Services (DHS)-Office of Mental Health and Substance Abuse Services (OMHSAS), and Department of Drug and Alcohol Programs (DDAP)-Division of Prevention and Intervention through its network of 48 County Mental Health /Intellectual Disabilities Programs, 47 Single County Authorities (SCAs) and contracted providers. Click [here](#) to view the report.

#### **Pennsylvania State Epidemiological Outcomes Workgroup (SEOW)**

The SEOW recently completed a data brief on alcohol access and use among youth in PA. The purpose of this brief is to present baseline data on alcohol-related indicators prior to Act 39 of 2016, which expanded the availability of alcohol. The report includes data on alcohol outlets from the PA Liquor Control Board, data on youth alcohol use from the Pennsylvania Youth Survey (PAYS) and the National Survey on Drug Use and Health (NSDUH) as well as data on alcohol-related school infractions, arrests and crashes among youth. Findings in the report indicate gradual declines in past 30-day use and alcohol related school offenses, arrests, and car crashes. SEOW hopes to produce a similar data brief in the future to see if these trends continue or change.

The [report](#) and [press release](#) can be found on the PA Department of Drug and Alcohol Programs website.

### **SAP BACK TO BASICS**

The Pennsylvania Association of Student Assistance Professionals ([PASAP](#)), a non-profit organization that has been in existence since 1990, is the professional organization for Student Assistance Program (SAP) teams and related support agencies in our Commonwealth. PASAP's core mission is to support schools and agencies in meeting the needs of Pennsylvania youth in the areas of education, prevention, intervention, referral, and support services as well as encourage the advancement and improvement of practices and services as a means to remove barriers to learning and promote success/achievement in school and in life.

Please feel free to share the article to follow with your school board, school/agency administration, teachers and staff, parents and community.

February 18, 2018

In the aftermath of the recent school shooting in Parkland, Florida, we are compelled to inform the public about Pennsylvania's Student Assistance Program (SAP), which was first developed in Pennsylvania in 1984-85.

SAP is a mandated kindergarten-grade 12 program for all Pennsylvania schools as per Act 211 of 1990 and Chapter 12 of the Pennsylvania School Code.

Oversight of SAP in Pennsylvania is provided by the PA Network for Student Assistance Services (PNSAS) Interagency and Regional Coordinators' team; comprised of representation from the PA Departments of Education (Safe Schools Office), Drug and Alcohol Programs (Division of Prevention and Intervention) and Human Services (Office of Mental Health and Substance Abuse Services).

The Pennsylvania Student Assistance Program (SAP) is a systematic team process used to mobilize school resources to remove barriers to learning. SAP is designed to assist school personnel in identifying issues including the use of alcohol, tobacco, or other drugs, mental health related concerns, or other issues that pose a barrier to a student's learning and/or school and life success. The behaviors that might indicate a problem are often seen in school and they may not mimic behaviors seen outside the school. The primary goal of SAP is to help students overcome these barriers in order that they may achieve, remain in school, and advance.

While Student Assistance Programs exist in other areas of the country, the structure and operation of the program in Pennsylvania is a unique and integrated model serving the needs of Pennsylvania families and students.

SAP team members are trained to identify concerns, gather data, and make recommendations to assist the student and the parent(s). It is a support program, not disciplinary or punitive. The core of the program is a professionally-trained team. Team members include school administrators, school staff, and liaisons from community agencies.

When the problem lies beyond the scope of the school, the SAP team will assist the parent(s) and student so they may access services within the community. The Student Assistance Program team members do not diagnose, treat, or refer to treatment; but they may refer a student to a liaison who may screen or assess for further community based services and support.

The importance of this established school-wide team approach to identifying at-risk behaviors cannot be emphasized enough. It is imperative that school boards and administration assure implementation of the SAP team process with fidelity to include regular education of all staff and students related to the program, importance of making appropriate and timely referrals, sufficient time for team planning, and encouraging planning for prevention, intervention, and follow-up to assist in the activation of these needed supports. SAP should be the gatekeeper for students dealing with at-risk issues impacting school performance/success.

The ultimate goal of the SAP team is to reduce the possibility of a student falling between the cracks and potentially causing harm to self or others.

SAP is voluntary and, in accordance with laws of confidentiality, requires written permission to participate. Involvement of parents in all phases of the Student Assistance Program underscores the parents' role and responsibility in the decision-making process affecting their child's education and is key to the successful intervention and possible resolution of concerns.

A Student Assistance Program (SAP) can be a significant resource for parents and students and, when properly implemented, could possibly save the life of a troubled student and others.

We encourage you to contact your local school administrators to learn more about their SAP Program.

Terry L. Kerr, Executive Director                      Lisa Sviben Miller, President  
Pennsylvania Association of Student Assistance Professionals ([PASAP](#))

## **RESOURCES**

### **Responding to Student Protests and Demonstrations in Schools and School Districts**

Classrooms are often the first settings in which students learn what it means to be civically engaged; and when students choose to use demonstrations and protests as a tool for civic engagement, school buildings, grounds, and communities are often selected as the setting. The response of students across the country to the February 14, 2018, active shooter situation at Marjory Stoneman Douglas High School in Parkland, Florida, has drawn attention to one type of student demonstration and protest in particular—school walkouts—and the need for education agencies to prepare and respond.

On March 14 and April 20, 2018 and on various other dates during the spring semester, students across the country plan to leave their classrooms and school buildings to protest gun violence in honor of the students and staff members who lost their lives last month, and to commemorate the anniversary of the Columbine High School shooting.

Our research has shown that the response from education agencies to these planned walkouts has been varied. Some school districts are using these events as opportunities to teach and host discussions with students and the whole school community about violence and other key topics in school safety and emergency prevention, protection, mitigation, response, and recovery. Others may be exploring how to handle lost instructional time and disciplinary issues that may result from the demonstrations. Many education agencies are likely working with community partners to balance the need to ensure continuity of learning and operations, as well as whole school community safety and security, while still encouraging the interest among youth in civic engagement and school safety.

Demonstrations and protests like school walkouts impact the entire school community, including students, teachers, staff, and families. From safety and mental and behavioral health to continuity of learning and operations, schools (public and nonpublic) and school districts may have to address and support students and staff in a variety of areas when responding to planned demonstrations and protests. For school administrators and emergency planning teams, this can seem daunting. However, pre-planning—especially with community partners—using the six-step planning process outlined in the [Guide for Developing High-Quality School Emergency Operations Plans \(School Guide\)](#) can help ensure the whole community stays safe. [Download our NEW fact sheet](#) to get recommendations on incorporating plans to respond to student demonstrations in school emergency operations plans. If you have questions or need additional assistance call 855-781-REMS (7367)

### **School-Based Suicide Prevention: A Framework for Evidence-Based Practice**

By Jonathan B. Singer, Terri A. Erbacher, and Perri Rosen

The article, “School-based Suicide Prevention: A Framework for Evidence-based Practice” was a collaboration between authors involved in school-based suicide prevention. The purpose of the article was to review existing school suicide prevention programs, summarize the findings on the outcomes of these programs, and offer recommendations to the field regarding existing programs, implementation approaches, and gaps/needs. Findings are organized and summarized using both SAMHSA’s model for suicide prevention in schools, focusing on staff training, screening, and student education, as well as from a multi-tiered framework that considers interventions at the universal, secondary, and tertiary levels. Given that there are only two evidence-based programs for youth, one of which is not considered to be a suicide prevention program (i.e., Good Behavior Game), the authors concluded that there is a need for additional evaluation of existing programs specifically directed toward students. The authors also emphasize the need for greater focus on “upstream approaches” to suicide prevention in schools, which includes initiatives to reduce risk factors (e.g., bullying, trauma, substance use) and increase protective factors (e.g., school climate, school connectedness). Considering upstream approaches may lead schools to broaden current understanding of what school-based suicide prevention may entail, making their approach more comprehensive and aligned with existing efforts.

The article can be read online by clicking [here](#), (it is not available for downloading).

## Partnership Toolbox for Prescription Drug Take Back

Removing unwanted or expired medications from the medicine cabinet is an easy and concrete step that everyone can take to make a difference in the opioid epidemic. The Drug Enforcement Agency (DEA) created a new partnership toolbox of materials for promoting [National Prescription Drug Take Back Day](#) on April 28, 2018.

The new toolbox includes:

- Posters
- Pamphlets
- Digital billboards
- Print billboards
- Bus ads
- Site location banners
- Web button

Promoting the DEA's **Take Back Day** provides an opportunity for people from across the country to clean out their medicine cabinets and to safely and anonymously turn in prescription drugs. Click [here](#) to access the toolbox.

## Pennsylvania State Police - [www.psp.pa.gov](http://www.psp.pa.gov)

The Pennsylvania State Police (PSP) works with parents, students, and school staff to keep school districts safe and secure. Below are several popular programs and resources offered at no cost by PSP.

- Active Shooter Preparedness Training, "Run, Hide, Fight"
- Cyberbullying and other safety presentations for students
- Pennsylvania State Police Risk and Vulnerability Assessment Team (RVAT)

For more information on these trainings click [here](#).

To access your local PA State Police Public Information Officers list click [here](#).

## Pennsylvania Department of Education - Safe Schools

The Office for Safe Schools coordinates school safety and security programs, collection of the annual school violence statistics, coordination of antiviolence efforts, and development of policies and strategies to combat school violence. There have been recent updates to the webpage with information regarding Emergency Management Planning.

Go to [Office for Safe Schools](#) for more information on the [All Hazards School Safety Toolkit \(PEMA\)](#) and the [Readiness and Emergency Management for Schools Toolkit \(USDE\)](#), along with other resources. Feel free to contact your local Safe Schools Regional Coordinator listed in the table below.

### Safe Schools Intermediate Unit Regional Coordinators

Region 1	Ron Rolon, Bucks County IU	<a href="mailto:rrolon@bucksiu.org">rrolon@bucksiu.org</a>
Region 2	Dr. Diane Best, IU 29	<a href="mailto:bestd@iu29.org">bestd@iu29.org</a>
Region 3	Regina Myers, IU 19	<a href="mailto:rmyers@iu19.org">rmyers@iu19.org</a>
Region 4	Bethann Dudley-McCain, CSIU	<a href="mailto:bmccain@csiu.org">bmccain@csiu.org</a>
Region 5	John Baker, IU 13	<a href="mailto:johnr_baker@iu13.org">johnr_baker@iu13.org</a>
Region 6	Dr. Shawn Kovac, TIU 11	<a href="mailto:skovac@tiu11.org">skovac@tiu11.org</a>
Region 7	Katherine Monko, IU 28	<a href="mailto:kmonko@iu28.org">kmonko@iu28.org</a>
Region 8	Melissa Wyllie, MIU 4	<a href="mailto:melissa.wyllie@miu4.org">melissa.wyllie@miu4.org</a>
Region 9	Dr. Eric Rosendale, BVIU	<a href="mailto:egr@bviu.org">egr@bviu.org</a>

## **TRAINING OPPORTUNITIES**

### **PASAP Webinar: "SAP and PBIS Integration"**

April 11, 2018 from 2:30-3:30 PM

Speakers: Susan Tarasevich and Marie Bozelli

Webinar Description: This webinar is designed to provide guidance on the integration of Student Assistance Program (SAP) and school-wide Positive Behavior Interventions and Supports (PBIS) for team members at the local school level, as well as SAP Commonwealth Approved Trainers (CATS), SAP Liaisons, and school-wide PBIS Facilitators who work with schools that operate both SAP and PBIS Advanced Tier teams. For more information and to register click [here](#).

### **PA SAP Liaisons and SAP Trainers Webinar- "Overview of the Prevent Suicide PA's Online Learning Center"**

April 24, 2018 from 2:00-4:00 PM

Speaker: Perri Rosen, Project Director of the Garrett Lee Smith Youth Suicide Prevention Grant

Sponsored by Pennsylvania Network for Student Assistance Services (PNSAS) for SAP liaisons and Commonwealth Approved Trainers. The webinar is designed to highlight current and evidence-based information to assist with individuals struggling with suicidal thoughts and behaviors, including educators, mental health professionals, medical professionals, and the general community. If you are a SAP liaison, contact your [SAP Regional Coordinator](#) for more information on registration.

### **20th Children's Interagency Conference**

April 30-May 3, 2018

Penn Stater Conference Center Hotel, State College, PA

Sponsored by Office of Mental Health and Substance Abuse Services, Bureau of Children's Behavioral Health Services PA System of Care Partners, and the PA Child Welfare Resource Center

Conference focus: The 20th Children's Interagency Conference will bring together Pennsylvania's Child and Adolescent Service System Program (CASSP) and System of Care (SOC) partners providing behavioral health services to children, youth, and young adult's ages 0-26 and their families. Target Audiences: Youth, young adults, and families receiving behavioral health services; service providers, supervisors, and advocates; program directors, county planners, and behavioral health managed care organizations; and partners from all the child-serving systems, including behavioral health, children and youth, developmental disabilities, drug and alcohol, early intervention, education, health, juvenile justice, and vocational rehabilitation. Areas of emphasis: Prevention, resilience, and advocacy; preschool intervention; clinical skill development; administrative leadership and policy and program development; workshops for high-schoolers.

For more information contact: [ra-pwinteragencyconf@pa.gov](mailto:ra-pwinteragencyconf@pa.gov). Website: <http://pasocpartnership.org/>. To register click [here](#).

### **STAR-Center Outreach Conference**

**"Modern Times: Assessing, Supporting, and Engaging Youth at Risk for Suicide in a Digital Era."**

May 4, 2018

William Pitt Union (University of Pittsburgh Campus)

3959 Fifth Avenue

Pittsburgh, PA 15260

The full conference program, as well as information about cost, CEUs, etc. can be found on the web site at <http://www.starcenter.pitt.edu/>. Please contact Jamey Covalleski at 412-864-3346 or [covaleskij@upmc.edu](mailto:covaleskij@upmc.edu) with general conference questions.

**PASAP North Central Region Workshop**

May 8, 2018

Central PA Convention and Visitors Bureau

800 E. Park Avenue

State College, PA 16803

Speakers: Dr. Chatters-Smith, Officer Adam Salyards, and Marisa Vicere

For more information and to register click [here](#).

**2018 Pennsylvania Suicide Prevention Conference**

**“Suicide Prevention: Reaching Out Across the Lifespan”**

May 10-11, 2018

Best Western Premier Hotel

800 E Park Drive

Harrisburg, PA 17111

Click [here](#) for more information.

**Youth Mental Health First Aid**

May 21, 2018

8:30 AM - 5:30 PM

Hershey Lodge and Convention Center, Hershey, PA

The Pennsylvania Department of Education, Bureau of Special Education is pleased to announce the availability of Mental Health First Aid Training. Mental health problems are more common than heart disease, lung disease, and cancer combined. In fact, 1 in 5 Americans is estimated to have a diagnosable mental disorder such as depression, anxiety or substance abuse in any given year, including 13.7 million children. Of those children only a third gets help from formal mental health or substance abuse services.

Target Audience:

School and/or agency professionals which may include: educators, administrators, social services staff, paraprofessionals, volunteers, substance abuse professionals, social workers, school psychologists, school counselors, counselors, family members, college/university leaders, nurses, physician assistants, primary care workers, policymakers

Presenters: McDowell Institute - Bloomsburg University

Registration Fee: \$30.00 Please register online by visiting the [PaTTAN website](#)

For registration questions contact: Kristen Olszyk, [kolszyk@pattan.net](mailto:kolszyk@pattan.net), 412-826-6848.

For questions regarding content, contact: Elaine Neugebauer, [eneugebauer@pattan.net](mailto:eneugebauer@pattan.net), 412-826-6867

**Center for Schools and Communities**

**“Social and Emotional Learning Conference: Building Skills for Lifelong Success”**

May 9-10, 2018

Hilton Harrisburg

Harrisburg, PA

Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions ([www.CASEL.org](http://www.CASEL.org)). Several hundred well-designed studies have documented that well-planned and well-implemented SEL programming can positively affect a broad range of student social, health, behavioral and academic outcomes.

This conference is designed to provide quality professional development opportunities for school administrators, teachers, school psychologists, school counselors, social workers, youth development workers, early childhood professionals, student support specialists, staff who serve on SAP teams, alternative education teachers, homeless liaisons, foster care points of contact and other professionals who work on behalf of children and youth.

Center for the Promotion of Social and Emotional Learning (CPSEL) was created to promote social and emotional learning in preK-12 formal and informal education settings by providing resources, training, coaching and technical assistance to educators and practitioners. Our vision is to support learning environments that produce well-rounded young people who are not only equipped with the academic skills to succeed in life, but the skills that allow them to be men and women of integrity who contribute positively to their communities.

For more information and to register click [here](#).

### **2018 PA PBS Implementers' Forum**

May 22-23, 2018

Hershey Lodge and Convention Center, Hershey, PA

The Implementers' Forum addresses seven specialized program strands at the early childhood, elementary, middle, and high school levels:

- Advanced Tiers (Tier 2 and Tier 3)
- Coaching
- Community and Family Partnerships
- Early Childhood
- Secondary
- PBIS: Foundations for Positive Behavior Interventions and Supports
- Universal Supports for Scale Up and Sustainability (Tier 1)

The registration fee is \$75.00. All participants should register for this PaTTAN-sponsored event by visiting their [website](#). Click on the PA PBS Implementers Forum link located on the training tab. If you prefer, you may email the registration form to Kristen Olszyk, [kolszyk@pattan.net](mailto:kolszyk@pattan.net).

#### **Parent Scholarships:**

The Bureau of Special Education and PaTTAN are pleased to offer parent scholarships to Pennsylvania residents who are not employed in a professional capacity by a school entity. Parents of school-age students can apply for either a partial scholarship (registration fee only) or a full scholarship (registration and lodging for those who live beyond 50 miles of Hershey Lodge). All scholarship applications must be email dated or postmarked on or before April 9, 2018. The Parent Scholarship Form can be found on the PaTTAN website. Select the Training Tab, PA PBS Implementers Forum. The form is located on the right side of the page.

For general registration information and questions, please contact:  
Kristen Olszyk, PaTTAN Pittsburgh - 800-446-5607 ext. 6848 or [kolszyk@pattan.net](mailto:kolszyk@pattan.net)

### **SAVE THE DATE**

#### **28th Annual Commonwealth Prevention Alliance Conference**

June 5-8, 2018

Penn Stater Conference Center

State College, PA

Visit the CPA [website](#) for conference details, scholarship information, and registration.

## **11th Annual Pennsylvania Autism Training Conference (PATC) for Professionals: “Delivering Autism Services in Pennsylvania: Practical Strategies & Tools”**

June 5-7, 2018

Eden Resort Inn & Suites

222 Eden Road, Lancaster, PA

This conference is designed to provide professionals with the tools to support individuals with ASD. It will focus on addressing real-life situations faced by those who work directly with children and/or adults with autism. Registration information will be available soon.

## **22nd Annual Safe & Civil Schools National Conference**

July 15-19, 2018

Portland, OR

Building on over 30 years of field experience, Randy Sprick and his associates have refined decades of research on teacher effectiveness and positive behavior supports into practical, easy-to-use principles and procedures. Participants will learn strategies for improving school climate, culture, and instruction. Participants will leave with practical tools to help all students (even the most challenging ones) be successful.

Some sessions are almost full, so be sure to [check for availability](#) before registering. Click [here](#) to register.

## **NEWS**

### **Suicide Risk for Youth Sharply Higher in the Months after Self-Harm**

A study led by Columbia University Irving Medical Center (CUIMC) revealed that young Americans had a sharply higher risk of suicide in the months after surviving a deliberate self-harm attempt. The authors say the findings, published online today in *Pediatrics*, underscore the need to direct clinical interventions toward youth who survive such attempts during this critical period.

"Our latest study shows that time is of the essence in preventing a nonfatal self-harm event from leading to a fatality," said Mark Olfson, MD, MPH, professor of psychiatry at Columbia University Vagelos College of Physicians and Surgeons and lead author of the study. "Although young adults compared to adolescents had a higher risk of suicide over the year after self-harm, adolescents had a particularly high risk during the first few weeks."

Nonfatal self-harm -- meaning self-poisoning or self-injury (e.g., cutting) with or without suicidal intent -- is common among young people. Although around one-third of young people who die of suicide have nonfatal self-harm events in the last three months of life, little is known about which young people with self-harm are at the highest short-term risk of suicide.

The researchers analyzed Medicaid data from 45 states to determine the 1-year suicide risk in 32,395 adolescents and young adults (age 12 to 24 years) who had been clinically diagnosed with deliberate self-harm. The data were linked to the U.S. National Death Index to confirm dates and cause of death. The researchers looked at many risk factors, such as demographic characteristics, recent treatment for a psychiatric disorder, and method of self-harm. They compared among young people with self-harm their risks of repeated nonfatal self-harm and suicide and they compared their risk of suicide in relation to the general population of young people who had similar age and demographic characteristics.

Approximately 17 percent had a repeated nonfatal self-harm episode in the first year, and 0.15% percent died of suicide. Adolescents were 46 times more likely than the controls to die of suicide in the 12 months after a nonfatal self-harm attempt. The risk of suicide was especially high after self-harm events using violent methods such as firearms or hanging. Although only about 4% of young people with non-fatal self-harm used violent methods, they accounted for approximately 40 percent of the suicide deaths. In a previous study, Olfson found that adults also had an elevated risk of suicide in the year after a self-harm episode, especially after self-harm involving violent methods.

"For many people, young and old, the same problems that led them to harm themselves in the first place -- such as depression, substance use, and anxiety disorders -- may continue to put them at risk of suicide," said Olfson.

Following nonfatal self-harm, males were four times more likely to complete suicide than females, and Native Americans were five times more likely than white non-Hispanic individuals. "We suspect that lower use of mental health services among males and Native Americans may partially explain the higher suicide rates in these groups," said Olfson.

The results suggest that clinical priority should be given to ensuring the safety of young people following self-harm. This may include treating underlying psychiatric disorders, restricting access to lethal means of self-harm, strengthening supportive relationships, and close monitoring for emerging suicidal symptoms.

Jeffrey Lieberman, Chair of Columbia Psychiatry and former President of the American Psychiatric Association added that "this report is a wake-up call to a public mental health problem that has been neglected for too long. It's time to act on these results to provide services that can prevent self-inflicted harm to mentally distressed youth."

The study is titled "Suicide following deliberate self-harm in adolescents and young adults."

This research was funded by a grant from the Agency for Healthcare Research and Quality (U19 HS021112).

Other contributors to this paper are Melanie Wall (CUIMC), Shai Wang (CUIMC), Stephen Crystal (Rutgers University, New Brunswick, NJ), Jeff Bridge (Ohio State University, Columbus, OH), Shang-Min Liu (CUIMC), and Carlos Blanco (National Institute on Drug Abuse, Rockville, MD).

Journal Reference:

Mark Olfson, Melanie Wall, Shuai Wang, Stephen Crystal, Jeffrey A. Bridge, Shang-Min Liu, Carlos Blanco. Suicide After Deliberate Self-Harm in Adolescents and Young Adults. *Pediatrics*, 2018; e20173517 DOI: 10.1542/peds.2017-3517