

## SAP COUNTY COORDINATION UPDATE

December, 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

#### SAP Reporting

An **important reminder** for all SAP teams: The 2018-19 PDE 4092 SAP Reporting Form requires a separate “new” form with each student referral, even though the same student might be referred more than once during the school year. In other words, the end-of-year SAP Reporting will focus on the actual number of student SAP referrals. A school SAP team may still wish to organize their own SAP file records by STUDENT, which is permissible.

#### Youth Suicide Prevention PSA Contest School Vote



Prevent Suicide PA and Aavidum are partnering to engage schools in youth suicide prevention and awareness through the PSA Contest School Vote! Schools may cast **one vote** in each of the four PSA categories by completing a survey link that will be open from **Monday, January 7<sup>th</sup>-Friday, February 1<sup>st</sup>**. The votes **must** reflect student voice but should be entered into the survey by a school staff member. Both middle and high schools are encouraged to participate. Schools can decide how they would like to collect the vote and whether they would like to poll the entire student body or engage a select group of students.

Some ideas include the following:

- Create a separate school survey where students cast their votes. The PSA in each category with the highest number of student votes could then be submitted by a designated staff member via the PSA contest survey link that we send out.
- Have teachers poll their classes and submit the results to the designated staff member to rank order and submit the highest ranked submissions to the PSA contest survey.
- A mental health awareness club (e.g., Aavidum club) or other student club in the school engages the students to acquire votes as part of a school-wide suicide prevention awareness activity.
- A mental health or other student club votes at a meeting to decide the highest voted PSAs to submit via the PSA contest survey.
- Other – schools may utilize any other creative approach! The objective is to expose students to positive and hopeful suicide prevention messages and to engage them in the voting process. But the most important mission of this entire contest is to expose as many students as possible to the wonderfully supportive and encouraging messages of their peers, many of which provide valuable resources.

Visit the 2019 Prevent Suicide PA PSA Contest page at <http://psa.preventsuicidepa.org/2019psa/> to view eligible submissions and read more about this year’s new school voting process!

## SAP BACK TO BASICS

### **Supporting Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) Students**

LGBTQ youth are faced with a myriad of issues that may affect how well they are able to function in schools. According to the Youth Risk Behavior Surveillance System (CDC, 2017), LGBTQ youth are more likely than heterosexual peers to have negative health and life effects on their mental health and substances use outcomes. LGBTQ youth are two to seven times more likely to attempt suicide than their heterosexual peers (Youth.gov). They are more likely to suffer from depression and anxiety. Also, up to one third of transgender people reported attempting suicide at least one time, with rates for youth and young adults higher than older adults.

The following statistics according to the Nation School Climate Report (GLSEN, 2015) regarding LGBTQ youth are staggering:

- 59% felt unsafe at school due to their sexual orientation
- 95% heard terms such as “dyke” or “faggot” at school
- 57% reported hearing teachers/school staff make homophobic remarks
- 71% heard negative remarks about gender expression from teachers
- 70% reported being harassed at school
- 29% were physically harassed (pushed or shoved)
- 49% experienced cyber bullying and harassment
- 57% were sexually harassed (unwanted touching or sexual remarks) in past year at school
- 55% were harassed or assaulted at school and did not report incident

The following statistics according to the Human Rights Campaign (2018), regarding LGBTQ youth:

- 95% of LGBTQ youth have trouble sleeping at night.
- LGBTQ youth had higher rates of usage for all substances (tobacco, alcohol and illicit drug use such as marijuana, methamphetamines), than heterosexual peers.
- Lesbian and bisexual girls were 9.7 times more likely than heterosexual girls to smoke cigarettes.
- A quarter of young gay men reported regular binge drinking.
- Transgender youth have a higher rates of substance use and are at greater risk for developing substance dependency issues.

### How Schools Can Help:

According to the CDC (2017) it is important that at-risk LGBTQ youth have access to resources and support to deal with the questions and challenges they face. Positive environments help all youth thrive. Reducing rates of bias, discrimination and victimization at LGBTQ youth experience can reduce substance abuse and reduce depression and suicidal ideation and completion.

It is important to create a supportive community in a school. Educators can set the tone for how our students treat one another. Make sure classrooms and schools are places where all students feel welcome. Download a Gay, Lesbian & Straight Education Network (GLSEN) Safe Space Kit at <https://www.glsen.org/safespace> and look for other resources at <https://www.glsen.org>.

1. Educating yourself is a big part of being supportive. If you stay educated about issues the LGBTQ youth face it can help you become an ally and advocate. Make an effort to use appropriate terminology currently embraced by LGBTQ youth (which continually changes). You can click on the link Queer Dictionary for terms: <https://queerdictionary.blogspot.com>
2. Check your biases. As with any kind of advocacy it is important to understand your own biases. Everyone has learned messages knowing what your earliest messages are important to help identify our own beliefs and biases which will make people stronger allies in helping members of the LGBTQ community.

3. Teach inclusively. Include a variety of gender representations. GLSEN's "Ready, Set, Respect!" toolkit for elementary teachers encourages teachers to make sure that classroom books and materials include diverse families and people whose careers and other life roles don't conform to gender stereotypes. Evaluate your speech and materials for gender normative bias. Include positive representations of LGBTQ people in your curriculum.
4. Be visible. Let your LGBTQ youth know that you are an ally by displaying some visible sign of your support through displaying a symbolic rainbow flag or using resources in the Safe Space Toolkit.
5. Respond to anti-LGBTQ behavior. Take action if a student is harassed in your presence. Let students know when their language is inappropriate and unacceptable. It is important not to just ignore it. See the Safe Space Kit for more ways to help educate youth using "teachable moments". Having student or faculty led groups that champion and empower the LGBTQ community and align them with straight allies can promote advocacy and education for the entire school. It can also provide a social outlet for LGBTQ youth and provide support. It is also helpful to have a mentor at school that can speak to administration on their behalf if needed.
6. Support students who "come out". As you make yourself more visible as an ally, students may be more likely to come out to you. It is important to handle this conversation carefully. The most important thing to do is to listen. Treat each student as an individual since everyone's situation is different. Ask them what they need and how you can help. Give them GLSEN's [Coming Out Resource](#). Remember the student is trusting you with confidential information.
7. Support a Student's Gender, Sexuality Alliance (GSA). GLSEN's research has shown that the existence of a student GSA can improve the school climate for LGBTQ students.
8. Revisit your school policies. Make sure your schools anti-bullying and anti-discrimination policies include language specific to sexual orientation and gender identity. GLSEN has some model [policies](#) to assist you.
9. Educate your colleagues. The Safe Space Toolkit has a sample 20-minute presentation for school staff. You can also ask a local organization to come in and do a presentation for staff. Click below for resources

#### Additional Resources and Websites:

- [Centers for Disease Control and Prevention: Lesbian, Gay, Bisexual, and Transgender Health](#)  
This website from the U.S. Department of Health and Human Services Centers for Disease Control and Prevention (CDC) contains specific health topics for the LGBT community, with specific resources for gay and bisexual men; youth; lesbian and bisexual women; transgender persons; and health services.
- [Centers for Disease Control and Prevention: Lesbian, Gay, Bisexual, and Transgender Health: Youth](#)  
This website from the CDC focuses on information for LGBT youth. The site highlights the experiences that LGBT youth face and provides information for schools and parents related to responding to violence for LGBT students.
- [A Guide for Understanding, Supporting, and Affirming LGBTQI2-S Children, Youth, and Families](#)  
This guide is written by members of the U.S. Department of Health and Human Services' Substance Abuse and Mental Health Services Administration's National Workgroup to Address the Needs of Children and Youth Who Are LGBTQI2-S and Their Families. It provides information for service providers, educators, allies, and community members who seek to support the health and well-being of children and youth who are lesbian, gay, bisexual, transgender, questioning, intersex, or two-spirit (LGBTQI2-S) and their families. This guide can support efforts to promote full and affirming inclusion of LGBTQI2-S youth and families in communities and provider settings (e.g., child welfare, juvenile justice, mental health, schools). Both the National Association of School Psychologists (NASP) and the National Association of Social Workers (NASW) have endorsed the guide. You can access the guide with the NASP and NASW endorsements through the guide link above.

- [Healthy People 2020 Topics & Objectives: Lesbian, Gay, Bisexual, and Transgender Health](#)  
The Healthy People 2020 website has a specific focus to improve the health, safety, and well-being of LGBT individuals. It provides resources and subtopics to address specific health challenges that the LGBT community faces. Moreover, a new Healthy People 2020 LGBT Workgroup was formed recently to help advance efforts to identify LGBT healthcare disparities, needs, and potential ways these needs can be addressed.
- [It Gets Better Project](#)  
This is a non-profit organization with a mission to uplift, empower, and connect lesbian, gay, bisexual, transgender, and queer youth around the globe. Growing up isn't easy, especially when you are trying to affirm and assert your sexual orientation and/or gender identity. It can be a challenging and isolating process-but the good news is no one has to do it alone.
- [GBTQ National Help Center](#)  
They provide a national online peer support chat and hotline phone number 1-800-242-PRIDE (7743). They provide various information including education on terms and other resources for youth and families.
- [Medline Plus: Gay, Lesbian, and Transgender Health](#)  
This website, managed by the U.S. National Library of Medicine, the U.S. Department of Health and Human Services, and the National Institutes of Health, provides resources and information for the specific health issues related to gay, lesbian, bisexual, and transgender individuals.
- [The Movement Advancement Project](#)  
This Project offers key recommendations for talking about suicide in safe and accurate ways with LGBT youth. Learn more about how the mental health system can support LGBT youth.
- [A Practitioner's Resource Guide: Helping Families to Support Their LGBT Children](#)  
This resource from SAMHSA offers information and resources to help practitioners throughout health and social service systems implement best practices in engaging and helping families and caregivers to support their LGBT children.
- [Practice Brief 1: Providing Services and Supports for Youth Who Are Lesbian, Gay, Bisexual, Transgender, Questioning, Intersex, or Two-Spirit](#)  
This practice brief, commissioned by the Council on Coordination and Collaboration of the Child, Adolescent and Family Branch (CAFB), Center for Mental Health Services (CMHS), SAMHSA, outlines key information for working with, and providing culturally and linguistically competent services to LGBTQI2-S youth.
- [A Provider's Introduction to Substance Abuse Treatment for Lesbian, Gay, Bisexual, and Transgender Individuals](#)  
This manual, prepared for the SAMHSA CSAT, seeks to inform administrators and clinicians about appropriate diagnosis and treatment approaches that will help ensure the development or enhancement of effective LGBT-sensitive programs. SAMHSA has also funded the development of a 22-module training curriculum to accompany this publication.
- [Recommended Actions to Improve the Health and Well-Being of Lesbian, Gay, Bisexual, and Transgender Communities](#)  
This statement by the Secretary of the U.S. Department of Health and Human Services addresses the work the Department has engaged in and future recommended actions to address and improve the health and well-being of the lesbian, gay, bisexual, and transgender communities.
- [Suicide and Bullying: Issue Brief](#)  
The Suicide Prevention Resource Center, supported by SAMHSA, includes recommendations for bullying and suicide prevention and targeted facts related to LGBT people's experiences with bullying and risk of suicide.

- [Suicide Risk and Prevention for Lesbian, Gay, Bisexual, and Transgender Youth](#)  
This report, prepared for the SAMHSA CMHS highlights the higher risk of suicidal behavior among LGBT youth and provides recommendations for youth services (e.g., schools, health practices, suicide prevention programs) and funders to promote the health, safety, and inclusion of LGBT youth.
- [National Workgroup to Address the Needs of Children and Youth Who Are LGBTQI2-S and Their Families](#)  
The Child, Adolescent and Family Branch (CAFB), Center for Mental Health Services, supported by SAMHSA, initiated the *National Workgroup to Address the Needs of Children and Youth Who Are LGBTQI2-S and Their Families* to support and enhance services for children and youth who are LGBTQI2-S. The workgroup helps guide CAFB efforts to develop policies, programs, materials, and other products that help address the needs of children and youth who are LGBTQI2-S. The workgroup has developed a system of care toolkit of more than 150 resources from various organizations and has delivered learning events at conferences/meetings and in communities to build capacity to improve services and outcomes for LGBT youth and their families.
- [The Attic](#)  
The Attic Youth Center creates opportunities for LGBTQ youth to develop into healthy, independent, civic-minded adults within a safe and supportive community, and promotes the acceptance of LGBTQ youth in society.
- [The Trevor Project](#)  
The Trevor Project is the leading national organization focused on crisis and suicide prevention services to LGBT and questioning young people ages 13 to 24. It operates the only accredited, nationwide, around-the-clock crisis and suicide prevention helpline for youth who are LGBTQ at 866-4-U-TREVOR (866-488-7386). The Trevor Project also facilitates TrevorSpace, a peer social networking site for LGBTQ youth and their allies; AskTrevor, an online forum through which youth can anonymously ask experts questions about sexuality and gender issues; TrevorChat, an online messaging service that allows youth in crisis to live chat with volunteers who can provide support; TrevorText, a free, confidential messaging service; the Lifeguard Workshop Program, which educates participants through a structured curriculum about recognizing and responding to the warning signs of depression and suicide; and additional valuable resources for youth, families, and educators.

#### References:

Centers for Disease Control and Prevention (2017). Youth Risk Behavior Surveillance System.

<https://www.cdc.gov/healthyouth/data/yrbs/index.htm>

GLSEN (2017). National School Climate Survey Report.

<https://www.glsen.org/article/2017-national-school-climate-survey-1>.

Human Rights Campaign (2018). The LGBTQ Youth Report.

<https://www.hrc.org/resources/2018-lgbtq-youth-report>.

Youth.gov. Behavioral Health.

<https://youth.gov/youth-topics/lgbtq-youth/health-depression-and-suicide>.

## **RESOURCES**

### **How to Talk with Your Kids about Vaping**

Vaping's popularity exploded seemingly overnight, and it took many parents and families by surprise. Vaping, or Juuling as it is often referred to by teens and young adults (named after a popular vape device called JUUL), is the [inhaling and exhaling of an aerosol](#) produced by using a vape device.

According to the [University of Michigan's 2017 Monitoring the Future study](#), nearly 1 in 3 high school seniors tried vaping in the past year. Advertising is often geared toward teens and young adults, with brightly colored vape pens and thousands of flavors to choose from. Some kids [vape marijuana](#), too. But for every story or article touting the benefits of vaping, there are an equal number raising concerns about the risks of vaping, especially for teens and young adults.

The Partnership for Drug Free Kids has created a vaping guide for parents to aid in understanding what vaping is, its appeal to youth and what research has to say about both the risks and unknowns. The guide also identifies some signs to look for and what to do if you are concerned that child may try or actually is vaping, and offer some advice on what to say when answering some of the tough questions about vaping. The Vaping Guide can be downloaded [here](#).

## **TRAINING OPPORTUNITIES**

### **Webinar: Working in Schools: Self-Care as an Ethical Imperative**

December 13, 2018

2:00-3:00 p.m.

[Joanna Bridger](#), Riverside Trauma Center's Clinical Services Director, will discuss:

- the impact of toxic stress and adversity in our schools
- an understanding of the toll individuals face when working with students who have experienced significant adversity, engaged in self-harm, or experienced suicidal thoughts and behaviors
- the six domains in which people most commonly see reactions to toxic levels of stress: emotional, behavioral, cognitive, physical, interpersonal, and spiritual/existential
- examples of safe and healthy coping strategies

Register for the webinar [here](#).

### **2018-2019 PASAP Webinars**

- Wednesday, February 13, 2019  
Topic: MTSS- What SAP Professionals Need to Know with Susan Tarasevich, UPMC Addiction Center
- Wednesday, April 10, 2019  
Topic: TBD

Click [here](#) for more information.

### **PASAP-PAMLE 2019 Conference**

Sunday, February 24-Tuesday, February 26, 2019

Penn Stater Conference Center, State College, PA

This year will mark PASAP's 29th and PAMLE's 44th Annual Conferences.

This conference again promises to be one of the most exciting and rewarding with keynote and workshop presentations focusing on the current and key issues that face youth today. The theme continues to be "One Student at a Time," which speaks to the important work we all do every day to support the children of our Commonwealth.

Click [here](#) for registration information and a link to register for the conference.

### **Center for Safe Schools 20th Annual Safe Schools Conference**

December 11-12, 2018

Hilton Harrisburg

Harrisburg, PA

The 20th anniversary of the Safe Schools Conference features keynote speaker Michele Gay, co-founder and executive director of Safe and Sound Schools, as well as state and local experts.

Michele Gay – Following the tragic loss of her daughter, Josephine, in the Sandy Hook School tragedy, Michele joined Sandy Hook mother Alissa Parker to establish Safe and Sound Schools as a national resource for school safety. Michele shares her personal perspective on the Sandy Hook School response and recovery efforts. This conference is designed to provide quality professional development opportunities for school administrators, school psychologists, student support personnel, teachers, school nurses, SAP team members, school resource officers, school security personnel, local law enforcement and other community partners. Go [here](#) for more information and [here](#) to register.

### **Suicide Postvention: The Role of the School Community After a Suicide**

Suicide is the second leading cause of death among young adults between the ages of 15-24, but school and district leaders are frequently unprepared to respond to a suicide event. Preparing an effective response requires a better understanding of the roles of school community members after a suicide and providing them with the knowledge and skills that can reduce the risk of suicide contagion and restore a safe, healthy learning environment. Kognito hosted a webinar in August 2017 with Rich Lieberman, MA, NCSP, and Dr. Scott Poland, who discussed:

- The rationale and primary goals of “postvention”
- The roles and responsibilities within the school community after a suicide
- Recommendations and resources for schools and districts

The webinar is now archived, but can be accessed along with the slides and other resources [here](#).

## **SAVE THE DATE**

### **PDE Conference 2019, Making a Difference: Educational Practices That Work!**

Monday, March 11-13, 2019

Click [here](#) to access the website.

### **PaPBS Implementer’s Forum**

May 14- 15, 2019

Hershey Lodge and Convention Center

Hershey, PA

## **FUNDING OPPORTUNITIES**

### **Kars4kids Grant Program**

This grant supports educational initiatives and youth development programs in North America with grants ranging from \$500 to \$2,000. On-line applications are accepted throughout the year. Click [here](#) for the application.

### **Walmart Community Grant Program**

The Walmart Foundation is accepting applications through its Community Grant Program.

Through the annual program, grants of up to \$5,000 will be awarded to support local nonprofit organizations within the service area of individual Walmart stores in the areas of hunger relief and healthy eating, sustainability, women's economic empowerment, and/or career opportunities.

To be eligible, an organization must be tax-exempt status under Section 501(c)(3), (4), (6) or (19) of the Internal Revenue Code; be a recognized government entity (i.e., state, county, or city agency, including law enforcement or fire departments) that is requesting funds exclusively for public purposes; be a K-12 public or private school, charter

school, community/junior college, state/private college or university; or be a church or other faith-based organization with a proposed project that benefits the community at large.

Applications will be accepted on a rolling basis until December 31. For complete program guidelines and application instructions, see the Walmart Foundation website. Click [here](#) for more information and a link to the application.

## **NEWS**

[CADCA What's Trending? JUULing](#). This links to an infographic that can be used for free. The Juul is a vape, or Electronic Nicotine Delivery System (ENDS) whose sleek design and odorless vapor made it a hot trend with teens. 65% of youth and young adults ages 15-24 indicate that they did not know that vape/Juuls always contain nicotine. One fifth of students' ages 12-17 have seen vape/Juul use in school.

### **National Drug Facts Week**

Register your community events occurring during National Drug Facts Week, January 22-27, 2019 from NIDA. Register your event or promotional activity and they can help you [plan](#) it. They can also tell you how to [order free science-based materials](#) for teens. Then, let them know how it went so others can be inspired.

Here's how it works:

- You Host an NDAFW Event January 22–27, 2019
- NIDA Provides Free Materials for Teens
- & Together We *SHATTER THE MYTHS*®

Click [here](#).