

SAP COUNTY COORDINATION UPDATE

February, 2018



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

www.pnsas.org

PENNSYLVANIA NETWORK FOR STUDENT ASSISTANCE SERVICES INTERAGENCY UPDATE

PA Department of Drug & Alcohol Programs Office Has Moved

The PA Department of Drug & Alcohol Programs (DDAP) has moved to a new location in Harrisburg. DDAP is very excited to be settling into this new office space.

The new address is: One Penn Center
2601 N. 3rd St.
Harrisburg PA 17110

Get the Most out of your PAYS data with the newly updated PAYS Guide and Worksheets!

The Pennsylvania Youth Survey (PAYS): How-To Guide & Workbook with Supplemental Materials. The PAYS How-To Guide & Workbook was designed to help you and your team to get the most out of your PAYS data. Throughout the guide you'll find worksheets that prompt you to answer thought-provoking questions about your data. Because this PDF document contains editable fields, if you're working online you may type your responses directly into the worksheets and save or print your completed guide. Access the updated guide [here](#).

Upcoming Professional Development Webinar for SAP Liaisons Announced

The Pennsylvania Network for Student Assistance Services (PNSAS) announces a free online professional development opportunity, "Overview of the Prevent Suicide PA's Online Learning Center", for SAP liaisons and Commonwealth Approved Trainers to be held on April 24, 2018 from 2-4 p.m.

The site is designed to provide current and evidence-based information to anyone who may come into contact with individuals struggling with suicidal thoughts and behaviors, including educators, mental health professionals, medical professionals, and the general community.

Perri Rosen the Project Director of the Garrett Lee Smith Youth Suicide Prevention grant, a SAMHSA-funded grant awarded to the Pennsylvania Office of Mental Health and Substance Abuse Services (OMHSAS) at the Department of Human Services (DHS) in Harrisburg, Pennsylvania will be our featured presenter. Dr. Rosen is also a Nationally Certified School Psychologist (NCSP) and a Pennsylvania certified Special Education teacher. Additionally, she sits on the Executive Board of the Association of School Psychologists of Pennsylvania (ASPP), and she is a trainer-of-trainers in Question, Persuade, Refer (QPR) and a certified trainer in Youth Mental Health First Aid (YMHFA). We are looking forward to Dr. Rosen's presentation and know that you will find her expertise and experience beneficial to your work in Student Assistance.

Registration information will be announced soon.

SAP BACK TO BASICS

Engaging Parents in the SAP Process

“. . . Parent cooperation is necessary to do almost anything to help a particular student having an alcohol/drug, academic, or other behavioral problems.” (National Association for Children of Alcoholics 2007)

“The benefits of building a strong base of parental involvement and support in your school are powerful...

- Students are more successful in school when their parents and school personnel work closely and cooperatively.
- Parents will be more supportive and willing to give educators the benefit of the doubt, even in stress-filled and emotional encounters, when there is a history of working together.
- Everyone in the schooling business (parents, teachers, administrators, and students) will benefit from two-way information sharing and collaborative problem solving.” (McEwan 2005)

Engaging parents in the Student Assistance process is vital to a strong, successful program, but at the same time be challenging to achieve. SAP teams across Pennsylvania consistently list this as one of their top training needs.

Fortunately, there are strategies that can tilt the scales in favor of a successful

SAP team-parent collaboration. These approaches tend to fall into three categories: attitude, atmosphere, and approach.

Attitude

You're sitting in a SAP team meeting and you've just been assigned the task of contacting the parent of a new referral. An imaginary thought bubble appears over your head. What does it say?

- a) And just when exactly am I supposed to fit this in?*
- b) I'll do it, but I already know the outcome. I've dealt with this family before.*
- c) I'll take lifetime lunch room duty and come in all summer to fill out the PDE 4092s, just PLEASE, don't make me call a parent!!*

Adjusting your thinking about working with a parent/guardian goes a long way in setting up the process of parental engagement for success. Is an attitude check in order?

Stone, Patton, and Heen (2000) provide a helpful strategy in their book *Difficult Conversations*. They refer to it as “A Learning Conversation” which they outline in a grid.

An excerpt is below. As you read from left to right, you can see a shift from a position of superiority to one of collaboration. It assumes that each person in the conversation can be respected and has something to contribute.

The “What Happened?” Conversation	A Battle of Messages	A Learning Conversation
Challenge: The situation is more complex than either person can see.	Assumption: I know all I need to know to understand what happened. Goal: Persuade them I'm right.	Assumption: Each of us is bringing different information and perceptions to the table; there are likely to be important things that each of us doesn't know. Goal: Explore each other's stories: how we understand the situation and why.

(Stone, Patton and Heen 2000)

An additional strategy in shifting your attitude? Look for common ground. In the bestselling book, *Getting to Yes* the authors point out, “A basic fact about negotiation...is that you are dealing not with abstract representatives of the ‘other side,’ but with human beings. They have emotions, deeply held values, and different backgrounds and viewpoints; and they are unpredictable. So are you.” (Fisher, Ury and Patton 1991)

Does the SAP team care about and want the best for the student? So does the parent! Can teaching/counseling/coaching be complicated and difficult at times? So can parenting! Do you ever feel overwhelmed/intimidated/scared/defensive?

So does the parent! You may think you couldn't possibly have anything in common with *THIS* parent, but spend the time to look for it. It will pay off in developing a collaborative relationship that is much more productive for the student and less frustrating for you. In *The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change*, Stephen R. Covey (2013) sums this up in one sentence: "Seek first to understand, then to be understood."

Atmosphere

Think a moment about your favorite restaurant. It may have the best baby back ribs on the planet, but chances are it also provides something less tangible: atmosphere. How are you welcomed? Are you asked where you want to sit? Does the host smile and introduce him or herself? Are you told what the specials are? Asked if you need more time to look at the menu? Or does the restaurant staff assume that since you probably eat food on a daily basis you should know all this and could you hurry up and order? Of course not. They send the message that you have value—you are the reason they are in business. The same principle applies to the parents with whom you interact. How do you address the parent? Do you ask them if this is a good time to talk? Do you introduce yourself? Do you find out how they would like to be addressed? How to pronounce their names? If you ask parents to come in for a meeting do you make sure the time is convenient? That they know where to park? Can you offer a time other than when they are working or have other responsibilities such as children? Don't assume every parent can leave work on a lunch hour or gets paid time off, or can afford a babysitter. Do you greet them with a smile? Offer to get them a cup of coffee or a bottle of water? Explain what to expect? What type of accommodations do you make that communicates to the parents that you value them? (If you don't value them, go back to the section on attitude and start over.)

Approach

"When love and skill work together expect a masterpiece."—Charles Reade (Reade 1870)

The player on your favorite pro baseball team (Phillies or Pirates?) comes up to bat. He waits for the pitch and swings. When he hits the ball, does he just smack it with the bat or does he follow through with his swing? If he wants to keep getting those megabucks he's being paid, he'll follow through. If he follows through with his swing, the bat stays in contact with the ball for a longer period of time. This causes the ball to go farther. The same applies in SAP. Adjusting your attitude and using your best customer service techniques with the parent is swinging and hitting the ball. The follow through is your case management. By staying in contact with the parent, it causes your efforts to go further. It is an important skill that needs to be practiced throughout your working with the student. Do you:

- Involve the parent throughout the SAP process?
- Think of the parents as partners in finding the best solution for their child? Do you voice this to them? Do your actions bear this out?
- Check in periodically with the parent and the student about the plan? Is it working for them? Do you work with them to adjust it or revise it if needed?
- Look for any in-school supports that might be available or just send it straight to the liaison for a screening?
- Encourage the parent to talk about his or her concerns? Peter Drucker has said, "The most important thing in communication is to hear what isn't being said". (Drucker 1989) You won't find that out if you're doing all the talking.

In *First Things First*, the reader is asked, "What is the one activity that you **know** if you did superbly well and consistently would have significant positive results in your professional or work life?" (Covey, Merrill and Merrill 1995) A discussion for your SAP team the next time you meet?

- What is the one activity that we **know** if we did superbly well and consistently would have significant positive results in our efforts to engage parents in the SAP process?"
- What can we learn from our PDE 4092 yearly report about parent participation?
- Have we ever asked parents to evaluate their experience with us? Go [here](#) to access SAP satisfaction surveys for staff, parents, and students.
- Do we need to adjust our attitudes? The atmosphere? Our approach?
- Could we contact a Commonwealth Approved Trainer and ask them to work with us on parental involvement? (Other teams have done this and found it to increase parent engagement and improve their parent participation outcomes.)

Use the results of your discussion and develop a plan. Then make it happen. It will take time and effort, but it will result in a stronger, more effective program for your students.

Bibliography

Covey, Stephen R. 2013. *The 7 Habits of Highly Effective People: 25th Anniversary Edition*. New York: Simon and Schuster.

Drucker, Peter F., interview by Bill Moyer. 1989. *A World of Ideas*

Fisher, Roger, William Ury, and Bruce Patton. 1991. *Getting to Yes: Negotiating Agreement Without Giving In, Second Edition*. New York: Penguin Books.

McEwan, Elaine K. 2005. *How to Deal with Parents Who are Angry, Troubled, or Just Plain Crazy, Second Edition*. Thousand Oaks, CA: Corwin Press.

National Association for Children of Alcoholics. 2007. *Help is Down the Hall: A Handbook on Student Assistance*. Rockville, MD: Substance Abuse and Mental Health Services Administration .

Reade, Charles. 1870. *Put Yourself in His Place*.

Stone, Douglas, Bruce Patton, and Sheila Heen. 2000. *Difficult Conversations: How to Discuss What Matters Most*. New York: Penguin Books.

Note: While the title of Elaine K. McEwan's book listed in the bibliography above conveys an opinion the Pennsylvania Network for Student Assistance Services does not endorse, it is listed here because of the valuable content of this resource. Ms. McEwan is a parent, former teacher, principal and assistant superintendent and is the author of more than thirty-five books for parents and educators.

RESOURCES

STAR-Center Outreach

When a suicide or tragedy occurs in a school district, STAR Center Outreach staff are available to consult with educators on how to provide postvention services. STAR Center Outreach staff are available by telephone to any district or agency following a suicide or tragedy that occurs in their school community 24/7 (412-864-3346). Many school districts across the country have come to rely on the [Postvention Standards Manual: A Guide for a School's Response in the Aftermath of a Sudden Death](#). Click [here](#) to contact the STAR Center or request a training.

The Disaster Distress Helpline 1-800-985-5990

A disaster or tragedy is unexpected and often brings out strong emotions. The Disaster Distress Helpline 1-800-985-5990 is a 24 hours-a-day, seven-days-a-week resource that responds to people who need crisis counseling after experiencing a natural or man-made disaster or tragedy. People can call or text TalkWithUs to 66746.

Sponsored by the Substance Abuse and Mental Health Services Administration (SAMHSA), the Helpline immediately connects callers to trained and caring professionals from the closest crisis counseling center in the nationwide network of centers. The Helpline staff will provide confidential counseling, referrals and other needed support services. When disaster strikes, people react with increased anxiety, worry and anger. With community and family support, most of us bounce back. Some may need extra assistance to cope with unfolding events and uncertainties. The toll-free Helpline is confidential and multilingual. The Helpline complements the U.S. Department of Health and Human Services, the Federal Emergency Management Agency and other disaster response capacities, and is available immediately anywhere within the United States.

The helpline can also be accessed at <http://disasterdistress.samhsa.gov/>

Emergency Management Active Shooter On-line Training

This course created by Vector Solutions, intends to prepare personnel for “active shooter” situations by providing information on how they occur and how they may be more effectively prevented. The course will review facts and history, prevention strategies, preparedness, and what to do if an "active shooter" incident happens.

Category: Emergency Management Click [here](#) to access these trainings.

1. Full Course (Staff) - 44 minutes, designed for school staff.
2. Full Course (Administrators) - 45 minutes, designed for school administrators.

Additional Emergency Management trainings include:

- Crisis Response and Recovery
- Emergency Operations Planning: Building the Plan
- Emergency Operations Planning: Implementing the Plan
- Family Reunification
- Incident Command Systems
- Managing the Aftermath of Tragedy
- Tactical Site Surveys
- Terrorism: Awareness and Response
- Threat Assess

For more information email at info@safeschools.com or call 1.800.434.0154

Risk and Vulnerability Assessments

In an effort to keep schools safe, crime-free environments and to protect them from a terrorist attack, the Center for Safe Schools would like to make all school administrators aware of [RISK AND VULNERABILITY ASSESSMENTS](#) (PDF), an initiative of the Pennsylvania State Police, offered free of charge. Assessments provide comprehensive examinations of physical facilities and operational procedures; identify critical assets, threat potential and vulnerabilities; and offer recommendations to improve security.

To schedule a FREE assessment, contact the Pennsylvania State Police Risk and Vulnerability Assessment Team (RVAT) at 717-346-4085, 717-346-2634 or ra-pspoffdomesticsecurity@state.pa.us

Emergency Management

The best crisis management is less a product—that is, a plan on paper—than it is a process; a continuous activity requiring coordination and collaboration among a variety of community partners including school personnel, first responders and parents. This process typically requires four steps: Prevention/mitigation, Preparedness, Response, and Recovery.

Center for Safe Schools Emergency Response Crisis Management (ERCM) Initiative guides schools and districts through this 4-step process of prevention/mitigation, preparedness, response, and recovery; and provides them with needed research, training and consultation. For Emergency Response Training and Technical Assistance, contact Center for Safe Schools at (717) 763-1661 or SafeSchools@csc.csiu.org. Click [here](#) to go to The Center for Safe Schools.

TRAINING OPPORTUNITIES

Webinar: Recovery-Oriented Cognitive Therapy Series: Team-based CT-R for Building Empowerment and Resilience

Wednesday, February 7, 2018 | 1–2 p.m. Eastern Time

SAMHSA's Recovery to Practice initiative invites you to participate in the third of a four-part webinar series focused on recovery-oriented cognitive therapy (CT-R) for people who experience serious mental illness. CT-R is an empirically supported approach that operationalizes recovery and resiliency principles in a person-centered, strengths-based way. CT-R pairs with psychiatric practice to produce measurable progress, is readily teachable, and has been successfully implemented for people with a range of needs and in many settings. In this third session, presenters will focus on the use of CT-R in multidisciplinary services, energizing both the person and the team members.

Click [here](#) to register for this webinar.

While this is a four-part series, you may attend one or all of the sessions. Registration is necessary for each session. A 1-hour continuing education credit is provided through NAADAC, the Association for Addiction Professionals. Each session will be recorded and archived for future viewing.

For more information, please contact RTP@AHPnet.com or visit the [Recovery to Practice webpage](#).

Save the Date: February 21, 2018 – Implementation of CT-R Across a System, Lessons of Success (Part 4 of 4)

PASAP Webinar

Student Athletes and Substance Use

Wednesday, February 14, 2018

2:30 PM - 3:30 PM

Register [here](#)

2018 PASAP-PAMLE Conference

February 25-27, 2018

Penn Stater Conference Center

State College, PA

To register go to <http://www.pasap.org/>

The McDowell Institute Speaker Series

Monday, February 19, 2018

Presenter: Dr. Kathleen Lane (University of Kansas)

Time of Event: 6 PM — 7:30 PM

Location: Kehr Union Multi-B, Bloomsburg University (BU)

Free and open to BU community and the general public

The McDowell Institute Speaker Series will focus on **universal screening for social, emotional and behavioral concerns with students in schools**. School-wide universal screening is a practice that has become more prevalent in schools and is recommended by the National Association of School Psychologists, the National Research Council, and the Institute of Medicine in alignment with standards established by the World Health Organization. Universal screening can help with early identification of students who are at-risk or in need of intervention and support as research suggests that significantly fewer students that, in fact, are in need of support actually receive such help (Vannest, 2012). Universal screening, particularly when implemented within a multi-tiered model of Positive Behavior of Intervention and Support, can help students become more resilient by increasing protective factors as a result of receiving earlier services and support and may prevent the need for more intensive services and supports over time.

SAVE THE DATE

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 adults 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. Website: <http://pasocpartnership.org/>.

STAR-Center Outreach Conference

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

Friday, 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 www.starcenter.pitt.edu. [Click here for general conference information.](#)

[Download a registration form.](#) This year on-line registration is available for those wishing to pay with a credit card. Checks are still being accepted with mail-in registration. Questions related to on-line registration, please contact Nancy Mundy at mundynl@upmc.edu

Please contact Jamey Covalleski at 412-864-3346 or covaleskijj@upmc.edu with general conference questions.

2018 Pennsylvania Suicide Prevention Conference

May 10-11, 2018

The Best Western Premier Hotel

Harrisburg, PA 17104

More information will be available soon at <https://www.preventsuicidepa.org/2018-annual-conference/>.

GRANTS

Highmark Foundation School Grant Awards Program

The goal of the program is to create healthier school environments that experience positive, sustainable, and lasting change through comprehensive strategies. The Highmark Foundation has a new look and feel with some changes that are intended to make it easier for schools to apply for the grants and implement the programs. Your school may apply for a school grant in one of four areas: Bullying Prevention, Child Injury Prevention, Environmental Health, or Healthy Eating & Physical Activity. Public, private, vocational high school, parochial and charter schools throughout West Virginia and Pennsylvania (excluding Bucks, Chester, Delaware, Montgomery, and Philadelphia counties) are invited to apply. Now entering its sixth year, the Highmark Foundation's School Grant and Awards Program has provided more than \$1.8 million of support to schools in communities served by Highmark Inc. in Pennsylvania and West Virginia. Click [here](#) to access the grant. All applications must be submitted online.