

SAP COUNTY COORDINATION UPDATE

March, 2018



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

www.pnsas.org

PENNSYLVANIA NETWORK FOR STUDENT ASSISTANCE SERVICES INTERAGENCY UPDATE

Crisis Text Line

The Department of Human Services' Office of Mental Health and Substance Abuse Services (OMHSAS) is pleased to announce a new partnership with Crisis Text Line, a free and confidential service that is available nationally to provide support to those in crisis. This partnership will provide the department with valuable information about data trends to help inform prevention and outreach efforts. Crisis Text Line may be accessed any time by texting PA to 741741.

Remember to Vote for the 2018 Prevent Suicide PA Contest Winner!

The public voting page for the 2018 Prevent Suicide PA Contest for Youth Suicide Prevention is live and you can help select this year's winners. Visit <http://psa.preventsuicidepa.org/2018psa/> and view the entries created by high school youth from across the Commonwealth of Pennsylvania. You may vote for any entry you'd like, and can vote once per entry in a 24 hour period. We have 4 PSA categories this year; poster, 30 second video, 60 second video, and audio – there will be a winner for each category. We are extremely proud of the efforts of all of the youth who entered the contest this year and the time spent to help prevent suicide. Voting closes Monday, March 5, 2018, 12:00 PM EST.

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.

Dr. 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

Student Assistance (SAP) and Positive Behavioral Intervention and Support (PBIS) Collaboration

Thirty plus years of the Student Assistance Program has taught us many things. One lesson is the art of collaboration as new and innovative programs are implemented by various state departments, often initiated by new grants or projects that require collaboration locally, county wide, and/or state wide. Sadly, often after a grant is over or an initiative ends, that collaboration goes by the way side.

In 2006 an initiative was taken on by the Department of Education entitled Positive Behavior Intervention and Support (PBIS). As that program has evolved, the collaboration with the Pennsylvania Network for Student Assistance Services (PNSAS) has also grown.

For those readers who haven't heard of Positive Behavior Intervention and Support (PBIS), PBIS is an evidence-based, cost-effective, systems approach for establishing the social culture needed for schools to be effective learning environments for all students. PBIS eliminates barriers to learning, creates and maintains a safe and effective learning environment in schools, and ensures that all students have the social and emotional skills needed to succeed in school and beyond. It helps schools teach students expected behaviors and social skills, creates student behavioral health and academic support systems, and applies data-based decision-making to discipline, academics, and social/emotional learning. Positive Behavior Interventions and Supports uses the three-tiered approach of universal interventions (for all students and settings), secondary interventions (for students who are at-risk), and tertiary interventions (for individual students needing specialized assistance). For more information go to www.papbs.org.

Pennsylvania's Student Assistance Program (SAP) is a systematic team process used to mobilize school resources to remove barriers to learning. SAP is designed to assist in identifying issues including alcohol, tobacco, other drugs, and mental health issues which pose a barrier to a student's success. The primary goal of the Student Assistance Program is to help students overcome these barriers so that they may achieve, advance, and remain in school. While Student Assistance Programs exist in other areas of the country, the structure and operation of the program in Pennsylvania is a unique expression of an integrated model serving the needs of Pennsylvania students and families.

It is when the schools implementing PBIS progress to tier two and three that SAP becomes a viable partner, although there is also a role for your SAP team on tier one. For both frameworks, a core team is a vital component that adds to the success of the implementation. If your reaction is "Oh no, not another team!", step back and ask "what is the most cost effective way in which teams in my building are developed?". We all are aware that in today's school environment with high expectations around academics and with limited time, having separate teams is not always the best use of a school's resources.

In 2011, the Commonwealth SAP Interagency Committee developed a guidance document for SAP teams to use when considering utilizing their SAP team for the core team required in SWPBIS or at a minimum, as a collaborative support process within the SWPBIS framework. Updated in 2017, this document as well as other resources can be found on the PNSAS website at www.pnsas.org. (Look for "SAP Teams" in the dropdown menu under the "About SAP" tab and look for "Download Guidance Document".) On the PAPBS website at www.papbs.org, it can be found under Coaches Corner/ PA Student Assistance, under the heading "Materials regarding utilizing SAP when implementing SWPBIS."

As more and more schools in Pennsylvania implement PBIS, questions will surface. “How can my SAP team be of assistance or a part of PBIS in my school?” “Who can help me?” “Whom do I call?”

Here are some tips to get you started:

- Contact your Regional SAP Coordinator for technical assistance (see map at <http://pnsas.org/PNSAS>).
- Download the guidance document from the SAP website.
- Discuss whether you want to combine teams or have separate teams.
- Reach out to a neighboring school who is also implementing SWPBIS and ask about its approach.
- Remember that SAP is mandatory and the functions of SAP need to be met regardless if the teams are combined or not.
- Contact your SAP liaison to find out if he or she has any schools implementing PBIS and how the PBIS team works with SAP.
- Contact the SWPBIS facilitator working with the PBIS team in your school.
- Schedule a meeting and invite your Regional SAP Coordinator, SAP liaison, school personnel, and SWPBIS facilitator to outline the roles and how each can assist in the process.

Perhaps the number one approach to this collaboration between SAP and PBIS is to have the necessary conversations about what you want to have happen in your school building and what is presently occurring. Most likely there will need to be many discussions with a variety of stakeholders before any decisions will be made. Even though at times it may become frustrating, keep at it. It will be worth the effort. No two buildings will ever be exactly the same in this process, but there will be many similarities and ideas that can be used to enhance what is occurring. It’s exciting work and necessary in today’s environment where students need additional help both academically and behaviorally.

RESOURCES

Federal Resources for Helping Youth Cope after a School Shooting

To help youth cope with school shooting incidents, youth.gov has compiled a list of federal resources that those who work with youth can use to address trauma and bolster resilience. Please review these resources below and contact the agencies directly for assistance. See the list [here](#).

Dating Violence and Abuse

Based on the [2015 Youth Risk Behavior Survey](#), among high school students who dated or went out with someone, about 1 in 8 girls and 1 in 13 boys reported that they experienced physical dating violence during the 12 months before the survey. Additionally, about 1 in 6 girls and 1 in 18 boys reported that they experienced sexual dating violence. Womenshealth.gov from the Office on Women’s Health, U.S. Department of Health and Human Services, has developed several free resources to address this issue. They can be downloaded at <https://www.breakthecycle.org/realsourcecenter>.

Caregivers of Children Support Program in PA

Significant life changes occur when a grandparent or relative assumes care of a child. It can be challenging emotionally, legally, and financially. Children may also experience emotional or behavioral issues and require additional support. Connecting with related caregivers of children in similar situations often offers support.

Contact your local [Area Agency on Aging](#) (AAA) to find out if any support groups for grandparents or relatives raising children are available in your area. Some additional resources are provided below.

Click [here](#) to go to the Pa Department of Aging website and for more information on the grandparents program and other resources for caregivers of children.

The Effects of Adolescent Development on Policing

The U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention (OJJDP) and the International Association of Chiefs of Police released a new brief, *The Effects of Adolescent Development on Policing*. This brief provides an overview of adolescent brain development and its effects on law enforcement interactions with youth. Reviewing youth developmental stages and their effects on youth behavior may increase understanding of how and why teenagers think and act the way they do. This brief includes strategies for law enforcement to apply this knowledge during youth interactions, outlining important considerations for integrating this information into everyday practices, procedures, and programs. [Access](#) the brief.

TRAINING OPPORTUNITIES

Engaging and Supporting Families in Suicide Prevention

SPRC is hosting a [webinar](#) on engaging and supporting families in suicide prevention, sponsored by the Substance Abuse and Mental Health Services Administration (SAMHSA). It will focus on engaging families whose loved ones are in suicidal crisis or have attempted suicide, and their crucial role in suicide prevention. Presenters will highlight current research in family engagement and share an example of family programming geared toward parents of suicidal teens and young adults. The webinar will take place on March 5 from 2 to 3:30 p.m. ET. To register, click [here](#).

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 additional information and 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 Nancy Mundy at mundynl@upmc.edu or 412.204.9090 with any questions about registration.

Telephone registrations cannot be accepted.

2018 Pennsylvania Suicide Prevention Conference

“Suicide Prevention: Reaching Out Across the Lifespan”

May 10-11, 2018

Best Western Premier

800 E Park Drive

Harrisburg, PA 17111

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

FUNDING OPPORTUNITIES

Violence and Delinquency Prevention Programs Funds

The Office of Juvenile Justice and Delinquency Prevention of the Pennsylvania Commission on Crime and Delinquency (PCCD) is pleased to announce the availability of state Violence and Delinquency Prevention Program Funds to support evidence-based programming for children and families. The amount of funds available is contingent up on the final 2018-2019 state budget. Under this solicitation, funds are being made available to support the implementation and expansion of programs that have been proven effective in reducing or eliminating the risk factors that lead to adolescent problem behaviors. Among (but not limited to) the programs that will be supported are Big Brothers Big Sisters, LifeSkills Training, Olweus Bullying Prevention Program, Project Toward No Drug Abuse and Strengthening Families.

Eligibility for these funds is open to any private non-profit agency, public agency, or unit of local government. The application must be submitted on behalf of a collaborative board that has been established for at least one year, or on behalf of two or more collaborative boards that wish to partner to implement the same program. For the purposes of this announcement, a collaborative board is a broad-based group of people from multiple areas of the community (such as, but not limited to: law enforcement, school administrators/personnel, government officials, health and human service providers, business leaders, the faith community, county agencies, parents, youth, and others) who come together to coordinate prevention planning efforts for the community. Examples of collaborative boards include, but are not limited to: Integrated Children’s Service Plans (ICSP); Communities That Care (CTC) Delinquency Prevention Policy Boards; Balanced and Restorative Justice Teams; State Health Improvement Coalitions; State Incentive Grant Planning Boards; and Criminal Justice Advisory Boards or other collaborative boards, including those established to focus on implementing healthy community objectives.

Applications must be entered into Egrants no later than **11:59 p.m., EST on Monday, March 12, 2018.**

For complete eligibility requirements, refer to sections 5 and 9 in the [funding announcement](#).

NEWS

Insomnia Linked to Alcohol-Use among Adolescents, Study Shows

Insomnia is linked to frequency of alcohol use among early adolescents, according to new Rutgers University-Camden research. "Parents, educators, and therapists should consider insomnia to be a risk marker for alcohol use, and alcohol use a risk marker for insomnia, among early adolescents," writes Rutgers-Camden researcher Naomi Marmorstein in the study, published recently in the journal *Addictive Behaviors*.

Marmorstein, a professor of psychology at Rutgers-Camden, examined the associations between alcohol use and four sleep-related issues: initial insomnia; daytime sleepiness; sleep irregularity, defined as the difference in weekday and weekend bedtimes; and disturbed sleep, characterized as nightmares, snoring, sleepwalking, wetting the bed, and talking in sleep. When sleep problems were found to be associated with frequency of alcohol use, she examined whether symptoms of mental health problems or levels of parental monitoring accounted for these associations. The research

focused on seventh- and eighth-grade students participating in the Camden Youth Development Study, an initiative funded by the National Institute on Drug Abuse at the National Institutes of Health. The study examines the development of mental health problems and resilience among at-risk youth.

Overall, there were associations between alcohol and both insomnia and daytime sleepiness. Importantly, Marmorstein determined that symptoms of mental health problems and parental monitoring did not account for the link between insomnia and alcohol use. "These findings indicate that insomnia may be a unique risk marker for alcohol use among young adolescents," she says.

The Rutgers-Camden researcher notes that the findings are consistent with associations found between insomnia and alcohol among older adolescents and adults. Read more about the study [here](#).

For Girls Who Mature Early, Psychological Problems Last into Adulthood

For the past 50 years, researchers have known that girls who get their periods earlier than their peers are more psychologically vulnerable as teenagers. They have more frequent and severe mental health problems, from depression to anxiety, eating disorders, delinquency, substance abuse and failing or dropping out of school. But next to nothing was known about how long those problems last.

A new study suggests they could persist for years. Tracking nearly 8,000 girls from adolescence through their late 20s -- far longer than other studies have -- a Cornell University researcher says girls who get their periods earlier than peers are likely to experience depression and antisocial behavior well into adulthood. The study, "Age at Menarche, Depression and Antisocial Behavior in Adulthood," was published Dec. 26, 2017, in *Pediatrics*.

The average age at which most girls get their periods is now around 12.5 years old. "It can be very easy for people to dismiss the emotional challenges that come along with growing up as a girl, and say, 'Oh, it's just that age; it's what everyone goes through,'" said Jane Mendle, author of the study and associate professor of human development. "But not everyone goes through it, and it's not just 'that age.' And it's not trivial. It puts these girls on a path from which it is hard to deviate."

The researchers found the younger the girl began menstruating, the more likely she was to report symptoms of depression. By the time the study participants were nearly 30 years old, the links between early periods and depression were still clear. And the magnitude of the association was just as strong as it was in adolescence, years before, Mendle said, adding: "To me, that was the most interesting finding: that the effect lingered at the same strength."

Earlier-maturing girls in the study also reported more frequent antisocial behaviors as teenagers, with more acting out, rule-breaking and delinquency. And that behavior only got worse as they grew up. That's the exact opposite pattern normally developing teens display, Mendle said. "Usually people aren't shoplifting at 25 as much as they do at 15. ... But these kids did not show the typical age-related declines in antisocial behavior, and their behaviors got worse."

A lack of understanding about the long-term effects of early puberty is a public health issue, and pediatricians must be aware of how long these psychological problems can last, she said: "These are real people, with real lives. They're not just data points. Early puberty is one extra risk factor that seems to be putting them on a different path." Read more about the research [here](#).