

SAP COUNTY COORDINATION UPDATE
November, 2018



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www.pnsas.org

PENNSYLVANIA NETWORK FOR STUDENT ASSISTANCE SERVICES INTERAGENCY UPDATE

Act 44 and the Student Assistance Program (SAP)

Section 1303-B of Act 44 requires that a school safety and security assessment include the student assistance program. The following documents on the SAP website at www.pnsas.org can be helpful in checking the fidelity your district's Student Assistance Program and functioning of your SAP teams:

- [SAP Best Practice Guidelines for Fidelity](#)
- [SAP Best Practice for New Teams](#)
- [SAP Flowchart](#)
- [SAP Satisfaction Surveys](#)
- [SAP FAQ and Best Practice](#)

Remember, if you need technical assistance in evaluating and/or strengthening the functioning of your SAP team contact your Regional Coordinator.

New to SAP? Check out the Student Assistance Website!

If you're new to Student Assistance (and even if you're a veteran SAP team member!) there's a great resource that you might be overlooking—the SAP website at www.pnsas.org. Here you'll find the recently added [Sample SAP Agency Protocol](#) as well the [Commonwealth of Pennsylvania's Student Assistance Program Frequently Asked Questions and Best Practice Responses](#) and the [Commonwealth of Pennsylvania's Student Assistance Program Liaison Frequently Asked Questions and Best Practice Responses](#), among other resources. Did you know [Spanish translations](#) of some of the frequently used documents for SAP are also located there? Spend some time on the site and click on the different tabs. You may be surprised at the wealth of information at your fingertips that can assist your SAP team!

SAP BACK TO BASICS

Opioid Misuse and the Student Assistance Program

What is the role of the Student Assistance Team in addressing the opioid crisis? This past September the Surgeon General recently released, *Spotlight on Opioids*. Based on data from the Substance Abuse and Mental Health Services Administration's (SAMHSA) National Survey on Drug Use and Health, the report revealed some frightening statistics. In 2017, 11.1 million people aged 12 and older had misused prescription pain relievers in the past year and about 1.7 million people had a prescription pain reliever use disorder. During the same time period, 953,000 people received treatment for the misuse of opioid pain relievers. (*Center for Behavioral Health Statistics and Quality. 2017 National Survey on Drug Use and Health: Detailed tables. Rockville, MD: Substance Abuse and Mental Health Services Administration; 2018.*)

The Surgeon General calls for all of us to change the way in which we think and talk as well as actions we take regarding the opioid crisis. The Surgeon General recommends the following to prevent and treat opioid misuse and promote recovery:

- Talk about opioid misuse. Have a conversation about preventing drug misuse and overdose.
- Be safe. Only take opioid medications as prescribed. Store medication in a secure place, and dispose of unused medication properly.
- Talk with your healthcare provider. Treatments other than opioids can be effective in managing pain.
- Understand that addiction is a chronic disease. However with the right treatment and supports, people do recover.
- Be prepared. Obtain and learn how to use Naloxone--an opioid overdose reversing drug.

The Surgeon General calls on educators and academic institutions to do the following:

- Implement evidence-based prevention interventions.
- Provide treatment and recovery supports.
- Teach accurate, up-to-date, scientific information about substance use disorders as medical conditions.
- Enhance training of health care professionals.

(U.S. Department of Health and Human Services (HHS), Office of the Surgeon General, *Facing Addiction in America: The Surgeon General's Spotlight on Opioids*. Washington, DC: HHS, September 2018.)

<http://addiction.surgeongeneral.gov>.

In Pennsylvania, Act 55 of 2017 requires that beginning in the 2018-19 school year, public school students in grades six through twelve receive instruction on opioid abuse prevention. A list of prevention programs and other resources can be found at the Pennsylvania Department of Education website listed below:

<https://www.education.pa.gov/Schools/safeschools/laws/Pages/Act55.aspx>.

SAP teams and other educators should be aware of the signs and symptoms that may indicate a substance use disorder. Check your behavior checklists and student information forms to ensure that you are capturing the observable behaviors that may indicate that a student may be misusing opioids or other substances.

Behavioral Changes

- Has changed relationships with family members or friends
- Uses chewing gum or mints to cover up breath
- Often uses over-the-counter preparations to reduce eye reddening or nasal irritation
- Frequently breaks curfew
- Has cash flow problems
- Drives recklessly, and has car accidents or unexplained dents in the car
- Avoids eye contact
- Locks doors
- Goes out every night
- Makes secretive phone calls
- Makes endless excuses
- Has the “munchies” or sudden appetite
- Exhibits uncharacteristically loud, obnoxious behavior
- Laughs at nothing
- Has become unusually clumsy: stumbling, lacking coordination, poor balance
- Disappears for long periods of time
- Has periods of sleeplessness or high energy, followed by long periods of “catch up” sleep

Mood & Personality Shifts

- Exhibits mood changes or emotional instability
- Sullen, withdrawn, depressed
- Shows loss of inhibitions
- Silent, uncommunicative
- Hostile, angry, uncooperative
- Deceitful or secretive
- Less motivated
- Unable to focus
- Hyperactive
- Unusually elated

Hygiene & Appearance Problems

- Smell of smoke or other unusual smells on breath or on clothes
- Messy appearance
- Poor hygiene
- Red, flushed cheeks or face
- Track marks on arms or legs (or long sleeves in warm weather to hide marks)
- Burns or soot on fingers or lips (from “joints” or “roaches” burning down)

Health Issues

- Unusually tired
- Lethargic movement
- Unable to speak intelligibly, slurred speech, or rapid-fire speech
- Nosebleeds
- Runny nose, not caused by allergies or a cold
- Frequent sickness
- Sores, spots around mouth

- Seizures
- Vomiting
- Wetting lips or excessive thirst (known as “cotton mouth”)
- Sudden or dramatic weight loss or gain
- Skin abrasions/bruises
- Accidents or injuries
- Depression
- Headaches
- Sweatiness

School and Work Concerns

- Absenteeism
- Loss of interest in extracurricular activities, hobbies or sports
- Failure to fulfill responsibilities at school or work
- Complaints from teachers or supervisors
- Reports of intoxication at school or work

It is our role as Student Assistance team members to address the opioid crisis by educating ourselves, our students, parents and rest of school faculty and staff about opioid misuse/addiction and to keep the signs and symptoms of opioid misuse/addiction in mind when processing SAP referrals.

Two additional resources are the Substance Abuse and Mental Health Administration <https://www.samhsa.gov/> and the National Institute on Drug Abuse <https://www.drugabuse.gov/>.

RESOURCES

Creating School Active Shooter/Intruder Drills

This new fact sheet guides school on creating a trauma-informed active shooter/ intruder drill, one component of a school emergency plan. A 5-page resource, *Creating School Active Shooter/Intruder Drills* outlines the steps for school staff, students, and parents to take before, during, and after a safety drill. Download the fact sheet [here](#).

For the Sake of the Child

The Military Child Education Coalition is introducing [For the Sake of the Child](#), a new podcast series of conversations about the challenges military-connected children face as they navigate multiple education systems from birth through high school. Visit <https://militarychild.podbean.com/> for a list of podcasts and more information.

NCTSN Launches Online Bullying Resource

The National Child Traumatic Stress Network (NCTSN) has launched its Bullying Trauma Type section on [NCTSN.org](https://www.nctsn.org). For information on bullying, its effects, and NCTSN resources related to the topic visit <https://www.nctsn.org/what-is-child-trauma/trauma-types/bullying>. While on the NCTSN site, check out their learning center for free learning opportunities at <https://learn.nctsn.org/>.

Pennsylvania Bullying Prevention Toolkit

The Center for Safe Schools and the Highmark Foundation proudly announce the launch of the Pennsylvania Bullying Prevention Toolkit, a website that provides centralized, authoritative, easy-to-use information, tools and best practices to help families, schools and communities recognize, understand and prevent bullying, and support children affected by it. Access the site [here](#).

Disasters Happen. Prepare Now. Learn How.

National Disaster Preparedness Month was observed in September with the theme “Disasters Happen. Prepare Now. Learn How.” The National Child Traumatic Stress Network (NCTSN) wanted to share resources to continue those preparedness efforts: the Family Preparedness Wallet Card and the Fact Sheet for Caregivers and Educators.

The Wallet Cards: Designed to make you feel safer. Your kids will have family, medical, and emergency information at their fingertips. In addition to family info, the card gives numbers and websites for a variety of emergency services. Have family members carry a card at all times so they are prepared in case an event occurs when family members are not together.

The Fact Sheet: Helps you learn the steps to take to BEFORE for an emergency event: (1) educate yourself and your family; (2) create a family emergency plan; (3) have a family communication plan; (4) make an emergency supply kit; (5) stay informed during and after an emergency; and (6) practice. Both resources are available in English, Spanish, Vietnamese, Korean, Armenian, and Russian. Download the wallet card [here](#). The Fact Sheet can be downloaded [here](#).

Engaging and Re-engaging Students and Families

It is evident that students who are engaged do better than those who are not and that too many students seem unengaged and disconnected from learning in the classroom. The fundamental role played by families in all this is widely acknowledged and, here too, both engagement and re-engagement are major intervention concerns. The Center for Mental Health in Schools at UCLA has prepared a set of continuing education modules to provide a more in-depth discussion of Engaging and Re-engaging Students and Families. Access the modules, which include self-evaluation surveys for schools, at <http://smhp.psych.ucla.edu/pdfdocs/engagei.pdf>.

TRAINING OPPORTUNITIES

PASAP Regional Workshops

Workshops are scheduled throughout the Commonwealth of Pennsylvania during the year. These one-day workshops are planned to be held at a location within a PASAP Region. Go [here](#) for this year’s tentative schedule.

Upcoming PASAP Webinars

PASAP is pleased to offer to its members free webinars each year. Beginning in the fall and ending in the spring a series of four webinars are scheduled. Current topics of interest relevant to SAP professionals in the field are offered. All webinars are scheduled for broadcast at 2:30 p.m.

2018-2019 Webinars

Wednesday, November 14, 2018

Topic: Engaging Parents in Elementary SAP with Wendy Line, Caron Treatment Centers

Wednesday, February 13, 2019

Topic: MTSS- What SAP Professionals Need to Know with Susan Tarasevich, UPMC Addiction Center

Wednesday, April 10, 2019

Topic: TBD

Go [here](#) for more information.

Trauma-Informed Classroom

This intensive one-day training, presented by Josh MacNeill, Director of NeuroLogic Initiative at Lakeside in North Wales, Pa., will provide an initial introduction to a trauma-informed approach to working with students. The session will provide a basic overview of the brain and neural-development and an understanding of trauma and its impact on the brain. Participants will then explore many practical solutions to improve neural wiring and to bring out students' best potential.

This training is appropriate for helping professionals working with grades K-12.

November 7, 2018

PaTTAN

Harrisburg, PA

Register [here](#).

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

PASAP-PAMLE Conference

February 24-26, 2019

Penn Stater Conference Center

State College, PA

Go [here](#) for more information.

PaPBS Implementer’s Forum

May 14- 15, 2019

Hershey Lodge and Convention Center

Hershey, PA

FUNDING OPPORTUNITIES

New School-Based Program to Combat the Opioid Epidemic

The Pennsylvania Commission on Crime and Delinquency is now accepting applications to participate in a pilot program, the **Opioid Misuse Prevention Project (OMPP)**. The program is a new initiative targeting early, upstream prevention to reduce the risk factors that lead to substance misuse in general and opioids in particular.

Ten sites will receive five years of funding to implement a public health campaign and two evidence-based programs – Lifeskills Training (LST) and Strengthening Families 10-14 (SFP) – to middle school/junior high school youth and their families.

Applications are due in PCCD's eGrants system November 15, 2018

Want to learn more?

- [Watch this 20 minute video](#) to learn about the rationale, core components, and how to apply for OMPP funding.
- [Visit the EPISCenter website](#) for additional application support materials

About the Program

This evidence-based prevention response to Pennsylvania's opioid epidemic relies on a combination of LifeSkills Training (LST) and Strengthening Families 10-14 (SFP). LST is a middle-school drug education and prevention program offered universally in the classroom; SFP is a family management and parenting skill development program offered to families with youth ages 10 to 14. When offered in conjunction with each other, these programs have been shown to reduce the abuse of prescription pills by youth into their mid-twenties.

Pilot Program Implementation

- The pilot version of the project will be implemented in ten school districts in the Commonwealth.
- Participating sites will be selected through a competitive process and will require a partnership between the school district, a local non-profit agency, and the Single County Authority.
- The Evidence-based Prevention and Intervention Support Center (EPISCenter) at Penn State University will coordinate technical assistance to ensure successful implementation.

NEWS

A Majority of Teens Have Experienced Some Form of Cyberbullying

A new Pew Research Center survey finds that 59% of U.S. teens have personally experienced at least one of six types of abusive online behaviors. The most common type of harassment youth encounter online is name-calling. Some 42% of teens say they have been called offensive names online or via their cellphone. Additionally, about a third (32%) of teens say someone has spread false rumors about them on the internet, while smaller shares have had someone other than a parent constantly ask where they are, who they're with or what they're doing (21%) or have been the target of physical threats online (16%).

While texting and digital messaging are [a central way teens](#) build and maintain relationships, this level of connectivity may lead to potentially troubling and nonconsensual exchanges. One-quarter of teens say they have been sent explicit images they didn't ask for, while 7% say someone has shared explicit images of them without their consent. These experiences are particularly concerning to parents. Fully 57% of parents of teens say they worry about their teen receiving or sending explicit images, including about one-quarter who say this worries them a lot, according to a separate Pew Research Center survey of parents.

When it comes to the overall findings on the six experiences measured in this survey, teenage boys and girls are equally likely to experience cyberbullying. However, there are some differences in the specific types of harassment

they encounter. Overall, 60% of girls and 59% of boys have experienced at least one of six abusive online behaviors. While similar shares of boys and girls have encountered abuse, such as name-calling or physical threats online, other forms of cyberbullying are more prevalent among girls. Some 39% of girls say someone has spread false rumors about them online, compared with 26% of boys who say this. Girls also are more likely than boys to report being the recipient of explicit images they did not ask for (29% vs. 20%). And being the target of these types of messages is an especially common experience for older girls: 35% of girls ages 15 to 17 say they have received unwanted explicit images, compared with about one-in-five boys in this age range and younger teens of both genders.

Online harassment does not necessarily begin and end with one specific behavior, and 40% of teens have experienced two or more of these actions. Girls are more likely than boys to have experienced several different forms of online bullying, however. Some 15% of teen girls have been the target of at least four of these online behaviors, compared with 6% of boys.

The likelihood of teens facing abusive behavior also varies by how often teens go online. Some 45% of teens say they are [online almost constantly](#), and these constant users are more likely to face online harassment. Fully 67% of teens who are online almost constantly have been cyberbullied, compared with 53% of those who use the internet several times a day or less. These differences also extend to specific kinds of behaviors. For example, half of teens who are near-constant internet users say they have been called offensive names online, compared with about a third (36%) who use the internet less frequently. Read more about the survey [here](#).