

# SAP COUNTY COORDINATION UPDATE

## October, 2018



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

### PNSAS INTERAGENCY UPDATE

#### **Prevent Suicide PA - Annual PSA Contest for Youth Suicide Prevention**

Prevent Suicide PA announces the launch of the 7<sup>th</sup> Annual PSA Contest for Youth Suicide Prevention. Visit [www.preventsuicidepa.org](http://www.preventsuicidepa.org) and click on the PSA button, to find full details, including the letter to schools, school flyer, contest rules, and timeline. Be sure to read the letter to schools and full contest rules as they outline some changes as well as unique opportunities for those who enter.

Prevent Suicide PA is working to continue our partnerships with some community organizations that have assisted us in recognizing winners in the past, including the Philadelphia Phillies, Pittsburgh Pirates, and the Harrisburg Senators.

Any questions can be directed to [rose.milani@jefferson.edu](mailto:rose.milani@jefferson.edu).



#### **Prevent Suicide PA's Online Learning Center - <https://preventsuicidepalearning.com>**

Just a reminder about this great free resource! 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.

One course available is the "[Youth Suicide Prevention for Educators](https://preventsuicidepalearning.com)" which is 8 classes that consists of 30-minute modules that satisfy the needs of Act 71 of 2014, requiring a minimum of four hours of training on suicide prevention every five years. This series was developed in collaboration with the Delaware County Intermediate Unit. Each class within this larger course consists of a pre-quiz, video training module, and post-quiz. You may complete as many of the 8 classes as you would like. Each will show up on your Prevent Suicide PA Online Learning Center transcript. Additionally, if you complete all of the 8 classes, you may print a certificate indicating the number of hours completed to submit to your employer or school district. Prevent Suicide PA does not offer credit for the courses that are offered. Credits may be available through your employer or school district. Please check with that entity.

## 2018-19 Student Assistance Program **Read the good news!**

The 2018-19 SAP reporting website is now accepting your data! Based on your feedback, the PDE-4092 form has been updated to include your suggestions. The due date for submission of your SY 2018-19 SAP data is June 30, 2019. If you have any questions, please contact your SAP Regional Coordinator.

SAP teams are encouraged to familiarize themselves with the newly revised 2018-19 4092 Reporting Form by recording some of their Fall SAP referral cases on the Form, even if a minimal number. Doing so will give teams ideas regarding how the new Form “works” and if any suggestions for improving such result.

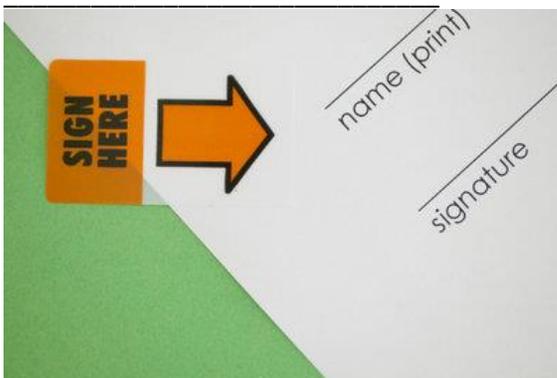
If you have any suggestions to include in SAP data collection notify your Regional Coordinator no later than December 15, 2018. The Form is available for you to download by clicking [here](#).

Spread the word!

### SAP BACK TO BASICS

#### **What to do when you are unable to obtain parent permission**

One of parents’ most important rights is the right to give (or not give) their consent for certain actions of the school system with respect to their child.



#### **The Definition of “Consent”**

When the term *consent* is used or the term *parental consent*, it has the same meaning as the term ***informed written consent***. It means that the parent has been fully informed regarding the action of the school system for which parental consent is being requested.

*Consent* means that—

- The parent has been fully informed of all information relevant to the activity for which consent is sought, in his or her native language, or through another mode of communication;
- The parent understands and agrees in writing to the carrying out of the activity for which his or her consent is sought, and the consent describes that activity and lists the records (if any) that will be released and to whom; and
- The parent understands that the granting of consent is voluntary on the part of the parent and may be revoked at any time.
- If a parent revokes consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked).

### **Tips to assist in gaining parent cooperation**

- Assure parents and guardians you will do everything to keep their child safe.
- Express your concern for their child without passing judgment.
- Provide positive feedback about their child – no matter how difficult.
- Ask parents to inform you of changes in the behavior of their child.
- Discuss resources available at school to support their child.
- Keep in mind not to make recommendations or assumptions; *“just the facts ma’am.”*
- Explain that they know what is best for their child and that their input is very valuable in addressing the needs of their child.
- Discuss ways to build on strengths and work around weaknesses at school and at home. This can help their child make more progress in school.

Additional information related to SAP and parental contact is located in the [SAP Frequency Asked Questions and Best Practice Responses](#).

### **GRANTS**

#### **School Safety and Security Grant Program: Pennsylvania Commission on Crime and Delinquency (PCCD)**

Act 44 of 2018 established the School Safety and Security Grant, which provides strong support for schools and districts to ensure a safe and secure environment for students in Pennsylvania. Funding is available to eligible school entities (i.e., a school district, intermediate unit, area vocational-technical school, charter school, or private residential rehabilitative instruction). There is \$52,500,000 available statewide to support this initiative.

Part A: Meritorious Application of \$25,000 per eligible applicant.

Part B: Competitive Application is for all eligible school entities seeking additional funding beyond the Part A Application. Applicants must pre-register on PCCD’s Egrants site- ASAP! Grant applications are due **October 12, 2018**.

Click [here](#) to access PCCD’s website and to find out more about the grant click [here](#).

### **RESOURCES**

#### **Supplemental Research Bulletin**

Behavioral Health Conditions in Children and Youth Exposed to Natural Disasters. While children and youth may experience disaster reactions similar to those of adults, in other ways their experience of disasters is different. Because children and youth may not yet have developed the communication skills needed to seek help in disasters and depend on adults for protection and care, they may be at higher risk for negative mental health and developmental consequences after a disaster.

This edition of the *Supplemental Research Bulletin* reviews existing literature on behavioral health symptoms in children and youth after natural disasters, including symptoms of depression, anxiety, and posttraumatic stress. It also discusses risk and protective factors that make children more or less vulnerable to the behavioral health effects of disasters. Lastly, it describes a wide range of interventions and methodologies for supporting children and youth after natural disasters, helping to reduce negative mental health outcomes and teaching skills to increase resilience.

Click [here](#) for a copy of the bulletin.

## **Mental Illness Awareness Week- National Alliance of the Mentally Ill (NAMI)**

Each year, millions of Americans face the reality of living with a mental health condition. However, mental illness affects *everyone* directly or indirectly through family, friends or coworkers. Unfortunately, despite mental illnesses' prevalence, stigma and misunderstanding are widespread.

That is why each year, during the first week of October, NAMI and participants across the country raise awareness of mental illness. Each year, we educate the public, fight stigma and provide support. Each year, the movement grows stronger. Mental health conditions are important to discuss year-round, but highlighting them during Mental Illness Awareness Week provides a dedicated time for mental health advocates across the country to come together as one unified voice. Since 1990, when Congress officially established the first full week of October as Mental Illness Awareness Week (MIAW), advocates have worked together to sponsor activities, large or small, to educate the public about mental illness.

### CureStigma

In 2018, NAMI will promote the theme of "CureStigma" throughout all awareness events, including Mental Illness Awareness Week which takes place from Oct. 7–13.

Why this cause is important: One in 5 Americans is affected by mental health conditions. Stigma is toxic to their mental health because it creates an environment of shame, fear and silence that prevents many people from seeking help and treatment. The perception of mental illness won't change unless we act to change it.

Campaign manifesto: There's a virus spreading across America. It harms the 1 in 5 Americans affected by mental health conditions. It shames them into silence. It prevents them from seeking help. And in some cases, it takes lives. What virus are we talking about? It's stigma. Stigma against people with mental health conditions. But there's good news. Stigma is 100% curable. Compassion, empathy and understanding are the antidote. Your voice can spread the cure. Join NAMI, the National Alliance on Mental Illness. Together we can #CureStigma.

Help spread the word through the many awareness, support and advocacy activities including World Mental Health Day and National Depression Screening Day. Share awareness information and [images and graphics](#) for #MIAW throughout the week.

In 2017, MIAW takes place Oct. 1-7. NAMI will promote the theme of "Into Mental Health: Inspired, Informed, Involved" during #MIAW. The campaign will focus on the power of starting inspiring conversations, getting informed to know the right thing to say and encouraging people to proudly proclaim that they are #IntoMentalHealth!

You can play a significant role in growing the movement. Click [here](#) for the Resource Toolkit to help make MIAW successful.

## **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.

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

PASAP is pleased to offer a 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.

- Wednesday, October 17, 2018  
Topic: Vaping Update with Mallory Henry, Caron Treatment Centers

- 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**

November 7, 2018

PaTTAN

Harrisburg, PA

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.

Register [here](#).

### **Archived Webinar--Suicide & Bullying: Preventing Suicide through Collaborative Upstream Interventions**

This is the sixth webinar of the Injury Control Research Center for Suicide Prevention's (ICRC-S) 2018 webinar series. In this webinar, Marci Feldman Hertz, MS, of the Division of Analysis, Research, and Practice Integration at the Centers for Disease Control and Prevention reviewed research on the relationship between bullying and suicide. Her presentation explored youth risk and protective factors that might increase or decrease the risk for bullying involvement or suicide across several socio-ecological levels. She also reviewed specific strategies that schools and youth-serving organizations can implement to increase protective factors for youth. Particular emphasis was given to increasing school connectedness as part of a multi-tiered strategy. Watch the webinar and view the slides [here](#).

### **SAVE THE DATE**

Center for Safe Schools 20th Annual Safe Schools Conference

December 11-12, 2018

Hilton Harrisburg

Harrisburg, PA

Go [here](#) for more information.

PASAP-PAMLE Conference

February 24-26, 2019

Penn Stater Conference Center

State College, PA

Go [here](#) for more information.

### **NEWS**

Safe Schools and Mental Health: More of the Same or an Opportunity to Really Improve Schools

Testimony at the Federal Commission on School Safety (FCSS) meeting on July 11, 2018, once more demonstrated the prevalence of limited thinking about mental health in schools. As is too often the case, the policy focus was on "serious emotional disturbance." Testimony focused on "improving access to mental health treatment."

A child psychiatrist's testimony stated: "Through my work in schools, I have come to appreciate the importance of promoting the mental health and well-being of students through the school system. By providing these services in schools, we have an opportunity to decrease stigma associated with seeking mental health care, and we also can decrease many of the barriers to getting students help when they need it." She referenced the value of the "Multi-Tiered System of Support (MTSS), ranging from universal interventions for all students, indicated interventions for some students, and to actual diagnosis and treatment for few students in school settings." Positive Behavioral Intervention and Supports, Life Skills Training, and Cognitive Behavioral Intervention for Trauma in Schools. Her recommendations were: (1) Expand the mental health workforce in schools. (2) Provide training and technical assistance for school based clinicians. (3) Assure that all stakeholders in the school environment.

Click [here](#) to access the full report.

### **About Resilience and Schools - Moving Forward Addressing Barriers to Learning. The Center at UCLA**

This article discusses the protective factors and resilience for students and school staff. Schools are increasingly concerned with social and emotional development and interfering nature of social and emotional problems. Child Trends and the

National Center for Safe and Supportive Learning Environments stress the following as general strategies to build resilience in schools:

- Promote positive social connections between staff and students, among students, and between schools and home.
- Nurture positive qualities, such as empathy, optimism, or forgiveness, and give students a chance to use them.
- Notice and reinforce qualities that are key to resilience.
- Avoid focusing on failure or negative behaviors.
- Teach by example, which is an effective approach; train staff to develop the same qualities.
- Adopt restorative justice techniques to help schools by giving students a structured opportunity to work out difficulties out by encouraging reflection and empathy.
- Foster feelings of competence and self-efficacy.
- Set high expectations for students: teach them to set realistic, achievable goals, and also how to reach out for help when needed.

With respect to recovery, they stress:

- Supportive relationships are key to recovery; Make sure students have time to talk with caring adults and have the opportunity to express their feelings and ask questions.
- Schools can provide supports to parents by sponsoring parent meetings.
- Stay flexible! Children's responses to a traumatic event will be varies not just in intensity, but also in recovery time. It is important for schools to avoid a one-size-fit-all response to recovery.
- After a traumatic event, students may feel nervous, anxious, or unsafe so try to reassure students that they are safe, and keep to familiar routines.
- School administrators can provide extra support to teachers, such as training, time to unwind and ways to connect with other teachers for support.

Click [Volume 22, #4](#) to access the entire article.

### **Resilience in Traumatic Stress-National Child Traumatic Stress Network**

This article highlights resiliency and the effect of a traumatic event has on it. Feeling close to or having a sense of belonging with other family members, peers, schools, neighborhoods, and communities can provide resources that promote resilience. It is important to provide strength-based interventions that focus on helping youth and families recognize, understand, and value their own strengths in responding to a traumatic event.

Click [here](#) for the entire article.

## **World Mental Health Day (WMHDAY)**

October 10, 2018

Imagine growing up constantly battling the effects of human rights violations, wars and violence in the home, schools and businesses. Young people are spending most of their day on the internet – experiencing cyber-crimes, cyber bullying, and playing violent video games. Suicide and substance abuse numbers have been steadily rising, LGBTQ youth are feeling alone and persecuted for being true to themselves and young adults are at the age when serious mental illnesses can occur and yet they are taught little to nothing about mental illness and wellbeing.

The World Federation for Mental Health (WFMH) is focusing the 2018 WMHDAY campaign on Young People and Mental Health in a Changing World. WFMH wants to bring attention to the issues our youth and young adults are facing in our world today and begin the conversation around what they need in order to grow up healthy, happy and resilient.

Let's all use this year to emphasize the needs of our young people. It is time to take a stand and demand more for this vulnerable population – our future depends on it! #worldmentalhealthday

Click [here](#) for more information from the World Foundation for Mental Health.

## **National Depression Screening Day**

October 11, 2018

**WHAT:** National Depression Screening Day (NDSD), held annually on the Thursday of the first full week in October, is dedicated to raising awareness and screening people for depression and related mood and anxiety disorders. NDSD is the nation's oldest voluntary, community-based screening program that gives access to validated screening questionnaires and provides referral information for treatment.

This year's theme, Reach Out, focuses on connecting with those around you and finding support for yourself and others. Whether you tell one person, talk to a doctor or mental health professional or become an advocate for mental health awareness, it's important to reach out to help yourself and help others. You can help support the campaign by using the hashtags #NDSD and #ReachOut. Please join the National Depression Screening Day and help spread the word to increase awareness of mental health.

**WHERE:** NDSD takes place nationwide. Individuals can locate a mental health screening site or take an online screening by visiting [www.HelpYourselfHelpOthers.org](http://www.HelpYourselfHelpOthers.org).

**WHEN:** NDSD is October 11, 2018.

**HOW:** The organizations, which include hospitals, community centers, social service agencies, government organizations, older adult facilities, colleges, secondary schools and military installations, provide information about mood and anxiety disorders and offer screenings—in-person or online—to their community. After completing a screening, individuals receive referral information to local agencies that offer further evaluation and treatment if needed.

**WHY:** Depression screening is effective in linking at-risk individuals with treatment options. Results from a 2009 independent research study by the University of Connecticut and commissioned by Screening for Mental Health confirm this connection. The study showed that 55% of participants who completed an online depression screening and who agreed to participate in a follow-up survey sought depression treatment within three months of the screening.