

SAP COUNTY COORDINATION UPDATE

November, 2014



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

www.sap.state.pa.us

PENNSYLVANIA NETWORK FOR STUDENT ASSISTANCE SERVICES INTERAGENCY UPDATE

Governor Corbett's Heroin and Other Opioids Workgroup

Similar to rising trends across the nation, overdose deaths in Pennsylvania have been on the rise over the last two decades. To strengthen and expand current initiatives, Governor Corbett held a press conference, calling for a unified and concerted effort across all of state government to deal with these issues. Stemming from this event, Governor Corbett then convened the Governor's Heroin and Other Opioids Workgroup, with the Department of Drug and Alcohol Programs appointed as the lead agency for this initiative. All cabinet-level agencies and other state offices under the Governor's jurisdiction were directed to recommend multi-disciplinary initiatives to effectively combat opioid abuse and the loss of life by drug overdose in the commonwealth. Five strategic subcommittees were formed to specifically address the most critical areas of concern. Through these five subcommittees 13 recommendations were identified. The recommendations were incorporated into a plan which provides a comprehensive approach with the overarching goal of increasing public and private collaboration to stop the cycle of addiction and stem the growing heroin and opioid abuse and overdose epidemic statewide. Go [here](#) to access the complete report, recommendations and resources.

SAP Team Highlights—East Pennsboro High School, Enola, PA

Tailgating has become a popular event to pass time in preparation for a larger event, often a sporting event. Though many tailgates celebrate the hype of sport, the **East Pennsboro High School SAP team** organized a free and public tailgating event, "Tackle the Influence". With the help of several local businesses and private donations, the event sponsored giveaways, educational materials, games, music, and, best of all, food! While supporting their football team and school spirit, they encouraged the community of youth to engage in smarter, healthy lifestyle choices. Though it is an ongoing mission, the tailgate was a success in establishing a positive presence that promotes healthy life choices. Throughout this year and the years to come, the EPHS SAP team, in partnership with local entities, hopes to continue a campaign of awareness of and combating influences that impact the community. —Submitted by Christina Zeller and Danny Miller, EPHS SAP team members.

SAP BACK TO BASICS

SAP Referrals and Data Collection

The core of the Student Assistance Program (SAP) is a team that has been professionally trained to identify issues that are a barrier to a student's learning and school success. The SAP process provides early

identification, intervention and support to address students' needs. The SAP team will assist the student and the parents to access services within the community if the problem lies beyond the scope of the school.

A SAP referral would be appropriate for a student who is:

- Experiencing a decline in academic performance
- Not wanting to go to school
- No longer spending time with friends or family
- Being bullied or harassed
- Feeling emotionally overwhelmed or stressed.
- Dealing with the breakup of a relationship
- Experiencing major changes in life - such as parents' divorce
- Dealing with the illness or death of someone close
- Experimenting with or using alcohol or other drugs

Anyone can refer a student to the Student Assistance Program. Some students are referred by teachers and other school personnel. Also, students themselves, a friend or family member can make a referral.

What happens after a referral is made and the data collection process?

After a student is referred, the team gathers specific information regarding the student's academic performance, attendance and disciplinary records, and observable behaviors from the school's professional staff. If this information suggests that action is necessary, parental and student consent is sought. If parents or guardians provide consent, the team then works with them to access the help and support that are needed to overcome the obstacles to success.

RESOURCES

Trauma Informed Care Resources

A priority for federal, state, and local systems is increasing public awareness of how trauma impacts the lives of children and the importance of helping providers and families be more trauma-informed. The National Technical Assistance Center for Children's Mental Health (TA Center), within the Georgetown University Center for Child and Human Development (GUCCHD), is supporting these efforts in several ways: [Trauma Informed Care: Perspectives and Resources](#)—a comprehensive Web-based, video-enhanced resource tool that is designed to augment the ongoing efforts at the federal, state, local, and provider levels to become more trauma-informed ; partnering with the American Academy of Pediatrics to create products for Early Head Start, Head Start, and child care; assisting the Administration for Children and Families Children's Bureau with its priority of creating a more trauma-informed child welfare system; and participating in the National Child Traumatic Stress (NCTSN) Culture Consortium and the NCTSN National Advisory Board. Read more and access resources [here](#).

SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach

SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach introduces a concept of trauma and offers a framework for how an organization, system, service sector can become trauma informed by integrating the perspectives of researchers, practitioners, and people with lived experience of trauma. The paper includes a definition of trauma ("The Three Es"), a definition of a trauma-informed approach ("The Four Rs"), 6 key principles, and 10 implementation domains.

The paper also includes a matrix of sample questions, across domains and key principles, to help agencies begin to think about using a trauma-informed approach. SAMHSA encourages individuals and organizations to examine how an understanding of trauma and the use of a trauma-informed approach will benefit all stakeholders. Download or order your free copy [here](#).

Gambling Problems: An Introduction for Behavioral Health Services Providers

This resource provides an introduction to pathological gambling, gambling disorders, and problem gambling, and their link with substance use disorders. It describes tools available for screening and diagnosis, as well as strategies for treating people with gambling problems. Click [here](#) to download.

Improving Cultural Competence

This free manual published by SAMHSA assists professional care providers and administrators in understanding the role of culture in the delivery of substance abuse and mental health services. It discusses racial, ethnic, and cultural considerations and the core elements of cultural competence. Go [here](#) to download the manual.

New Video: Bullying, Harassment, & Civil Rights

Schools have a responsibility to create safe learning environments for all students. When harassment is based on a protected class and creates a hostile environment, schools have an obligation under federal civil rights laws to take action. A video has been developed as part of collaboration among the U.S. Departments of Education and Justice, and the Substance Abuse and Mental Health Services Administration of the Department of Health and Human Services. The video is designed to help schools, parents, and others who interact with kids understand the differences between harassment and bullying, and their legal obligations with respect to both. Please use the resources identified in this video to support your own efforts to address harassment and help us all build safe, supportive learning environments for our young.

- [Watch the video.](#)
- [Bullying and Civil Rights: An Overview of School Districts' Federal Obligation to Respond to Harassment Webinar](#)
- [Dear Colleague Letter](#)

Building Capacity to Reduce Bullying – Archived Online Workshop

Every October, communities around the country participate in National Bullying Prevention Awareness Month. This year, a new resource from the Institute of Medicine (IOM) and the National Research Council (NRC) was made available to support awareness month activities. [Building Capacity to Reduce Bullying](#) is a new report summarizing a two-day workshop that was held on April 9-10, 2014. The workshop was sponsored by the [Health Resources and Service Administration](#) and examined ways to prevent bullying. Over 20 experts shared research to explore why bullying happens and what can be done to stop it. Representatives from several schools, community-based organizations, and public agencies attended the workshop in-person and online. An archive of the full workshop can be found [here](#) at the Institute of Medicine website.

Media Guidelines for Bullying Prevention

Media coverage of social issues has a big impact on how communities understand and address problems. Research and expert opinion suggest that certain trends in media coverage of bullying have the potential to do harm. This guidance offers help to journalists, bloggers, the entertainment creative community, and others who are developing content about bullying to engage in responsible reporting on this important topic. Read more [here](#).

What Young Men Can Do to Prevent Bullying and Sexual Harassment

Choose words carefully

When you use words to bully or harass someone, you support the belief that they are less than fully human. It is easier to ignore someone's well-being when they are seen as inferior. Choose language that respects people.

Speak out

Start with friends. Maybe you say you don't find it funny when a friend is making fun of someone. Maybe you say you don't like some disrespectful language a friend used. Speaking out to people you know will be good practice for speaking out to others you don't know as well.

Get involved!

Get involved in student government and become a spokesperson for anti-bullying and harassment at your school. Maybe there are already student groups that would care about preventing these behaviors. If not, start one.

Click [here](#) for a copy of the flyer geared towards middle school boys. Learn more about [YMOST] Young Men of Strength at <http://www.mencanstoprape.org/>

Domestic Violence Awareness

October was Domestic Violence Awareness Month. Please take an opportunity to share and explore the following online resources:

- Domestic Violence: Understanding the Basics online course
<http://www.vawnet.org/elearning/DVBasics/player.html>
- Men and Boys: Preventing Sexual and Intimate Partner Violence Special Resource Collection by the NRC DV and VAWnet
<http://www.vawnet.org/special-collections/EngagingMen.php>
- Trauma Informed Domestic Violence Services Special Collection
<http://www.vawnet.org/specialcollections/DVTraumaInformed-Overview.php>
- Responding to Domestic and Sexual Violence in the Workplace Resource Page
<http://www.vawnet.org/WorkplaceViolence>

For additional information about domestic violence, please visit <http://www.nrcdv.org/dvam/> or <http://www.acf.hhs.gov/programs/fysb>

TRAINING OPPORTUNITIES

Safe Dates Implementation Training

November 5, 2014

Center for Safe Schools,
275 Grandview Avenue, Camp Hill, Pennsylvania 17011

Safe Dates is an evidence-based program for preventing dating abuse among adolescents. It consists of the following five components:

1. A ten-session dating abuse curriculum
2. A play about dating abuse
3. A poster contest
4. Parent materials, including a letter, newsletter, and the Families for *Safe Dates* program
5. An evaluation questionnaire

Safe Dates can be used as a dating abuse prevention tool for both male and female middle- and high-school students. *Safe Dates* would fit well within a health education, family life skills, or general life skills curriculum.

This one-day event is being offered for those individuals who wish to support their schools in the implementation of the *Safe Dates* Curriculum. A school counselor can offer *Safe Dates* as part of a support group or counseling/education program or it can be used in after school, community youth enrichment, and faith-based youth programs. *Safe Dates* can also be used as an intervention tool at domestic abuse or crisis centers, in juvenile diversion programs, and with victim support groups. For additional information and to register please click on this link:

<http://www.safeschools.info/professional-development/2014-safe-dates-implementation-training>

The Developing Brain: Implications for Youth Programs

November 05, 2014 1:00 pm to 2:00 pm EST

During this online program you'll learn:

How the brain grows and learns

How the brain responds to trauma, and how this response differs in children and adults
How the environment, experience, and genetics impact the brain's response to challenges and learning
How programs can apply this new research to help children and youth
For more information and registration click [here](#).

Pennsylvania Conference on Juvenile Justice

Nov. 5-7, 2014

Harrisburg Hilton and Towers, Harrisburg.

Sponsored by the Juvenile Court Judges' Commission and others.

Click [here](#) for information.

Third Thursday Bullying Prevention Online Learning Series

November 20, 2014 3:00 pm-4:15 pm

The Center for Safe Schools is pleased to announce the second session in the 2014-2015 Third Thursday Bullying Prevention Online Learning Series. On Thursday, November 20, 2014 from 3:00 p.m. to 4:15 p.m., a live online learning session for educators will be held. The session is entitled Becoming Trauma Informed.

Supported with funding from the Highmark Foundation, this session will be presented by Stephen Paesani from the Behavioral Health Training and Education Network.

This basic, introductory workshop, a project of the Multiplying Connections initiative, is designed to offer an overview of the central conceptual and practical changes that assist schools and agencies in becoming trauma-informed in the delivery of services.

The Center for Schools and Communities, as a division of the Central Susquehanna Intermediate Unit, is offering Act 48 professional development credit for those with Pennsylvania teaching or administrative certificates.

Participants must attend the online session from beginning to end to receive credit. Only specified professional development sessions are available for credit. The Record of Attendance will be e-mailed to participants upon completion of the session. If you are interested in receiving Act 48 credit, please check the appropriate box on the registration form.

Please register for Becoming Trauma Informed on November 20, 2014 3:00 PM EDT at:

<http://www.safeschools.info/bullying-prevention/professional-development>

After registering, you will receive a confirmation email containing information about joining the webinar.

Mark your calendars for these upcoming Third Thursday Bullying Prevention dates:

- December 18, 2014 School Bullying and Social Emotional Learning
- January 15, 2015 The Role of Physicians in Bullying Prevention, Intervention & Recovery
- February 19, 2015 Dating Violence
- March 19, 2015 The Power of Empathy: Creating a Culture of Kindness
- April 16, 2015 Using Literature to Support Bullying Prevention
- May 21, 2015 Bullying in Sports: The Injuries We Don't See

SAVE THE DATE

The 25th Annual PASAP Conference

February 22-24, 2015

Penn Stater Conference Center Hotel

State College, PA

Do Something Remarkable

April 8-9, 2015

Sheraton Harrisburg-Hershey Hotel,

Harrisburg, PA

Sponsored by Pennsylvania Council of Children, Youth and Family Services.

Deadline for presentation proposals is September 15, 2014.

For further information go to http://pccyfs.org/Spring_Conf.html

NEWS

Marijuana Is Addictive: Report Reveals Two Decades of Research

Public perception of marijuana use has greatly changed over the past few years, with many perceiving the drug as harmless. But a new 20-year [study](#) says quite the opposite. [Professor Wayne Hall](#) of the University of Queensland, Australia released “What Twenty Years of Research on Cannabis Use Has Taught Us,” in the journal *Addiction*, highlighting the effect that marijuana use has on mental and physical health of adolescents and young adults. The report compares the effects of marijuana use on health between 1993 and 2013. The effects were broken into two categories – adverse effects of acute cannabis use and of chronic cannabis use.

Effects of acute use include driving while high on marijuana, which doubles the risk of a car crash. If users are also intoxicated from alcohol while driving, that risk substantially increases. Use of marijuana during pregnancy slightly reduces the baby’s birth weight.

Hall found that regular users can develop a dependence syndrome and about 1 in 10 does. This means that marijuana is indeed addictive and users can experience withdrawal symptoms. But those who start using during adolescence are more likely to get hooked: about one in six. Read more [here](#).

Fire and Spice: Things Parents of Teens Should Get a Clue About

Every school year brings dangerous trends — both new and reinvented — that you may be clueless about but that middle/high school students are hearing about, considering or doing with classmates and friends. While not every teen’s brain struggles with impulsivity, many do, and even the most mature teenager is likely to take risks and be vulnerable to peer pressure. So, here are four fads to take note of:

The Fire Challenge--While we were preoccupied with the Ice Bucket Challenge over the summer, teens were taking the “[fire challenge](#),” dousing themselves in flammable liquids, lighting it and — in theory —extinguishing it before being seriously injured, while recording the act and then sharing the video on Facebook, YouTube and Twitter. Yes, our kids are recording themselves being engulfed in flames, flailing and screaming in pain.

There are thousands of the videos circulating and injuries have included severe burns and hospitalization. Officials around the country, along with the American Burn Association, are asking parents to warn about the game. And even if you believe your teen would never actually try it — or says, “that was last summer” — at least persuade him or her not to share the videos with friends.

Spice, aka synthetic pot--Also called “Scooby snacks,” “K2,” or any of half a dozen other names, teens might consider this an “alternative” to pot, but it’s dangerously more potent. Experts refer to it as “synthetic cannabinoids” and say Spice could be any one of dozens of chemical compounds, many manufactured in secret Chinese, Eastern European or American labs. [One study refers to it as “a mixture of herbs](#), often resembling lawn clippings that have been sprayed or soaked with a solution of designer chemicals.”

There has been an explosion of ER visits related to Spice use over the past few years. [One southern California family lost their 19-year-old son](#) after he took just one hit of Spice. So if you hear your kids talking about it, know that despite the name, the only thing that is being cooked here is your teen’s brain.

Dirty Sprite--When you hear a reference to “Dirty Sprite,” the kids are not talking about the Sprite can that fell into the mud. It’s the [latest teen party drink](#), also called “Drank” or “Lean,” which is a combination of Sprite, candy (usually Jolly Ranchers) and prescription drugs or codeine cough syrup. There were You Tube videos (since removed) of teens showing how to concoct it, and even [pricey sweatshirts](#) that illustrate the recipe.

Experts warn that Dirty Sprite can be addictive and tell parents that it's best to keep prescription meds locked up, as well as discarding ones that have expired. (Don't forget the ["Skittles" or "Pharm" parties trend](#) of a couple of years ago, where kids fill a plastic bag with prescription drugs they take from their parents' medicine cabinets to share with partygoers.)

And talking to kids about the risks of prescription drug abuse *does* make a difference. Children who learn a lot about the risks of drugs are up to 50 percent less likely to use them, according to the [Partnership for Drug-Free Kids](#).

Texting and Walking or Driving--There's always a new batch of teen drivers hitting the roads each school year. It's cause enough to keep repeating the dangers of texting and driving. [A recent study](#) from the University of Alabama at Birmingham School of Public Health found that among teens, 25 percent reported responding to a text message at least once every time they drive, and 20 percent admitted to holding multmessage conversations.

Celebrities like Demi Lovato have endorsed campaigns such as AT&T's "It Can Wait" pledge to not text and drive. And there are [plenty of videos](#) that can show teens the deadly outcomes of texting and driving. But perhaps the best type of parental influence is to just be a good role model. Because, sadly, [parents are the biggest offenders](#). It's not just driving, either. Pedestrian injuries among 16 to 19-year olds have been increasing and [the death rate among older teens](#) is at least twice that of younger kids, according to [SafeKids](#). It's unclear how many of those are because of mobile devices, but it's worth reminding your teen, "eyes up while walking." For related stories and videos go [here](#).

Sibling Bullying Linked to Later Depression, Self-Harm

A new study has found that children who revealed they had been bullied by their brothers or sisters several times a week or more during early adolescence were twice as likely to report being clinically depressed as young adults. They were also twice as likely to say they had self-harmed within the previous year compared with those who had not been bullied.

The findings, published in the journal *Pediatrics*, are the results of the first longitudinal study to investigate possible links between sibling bullying and clinical depression and self-harm in young adults. The research, conducted by the Universities of Oxford, Warwick, Bristol and UCL, suggests interventions are needed to specifically target a form of bullying which it says, to date, has been largely ignored by academics, policy makers and clinicians.

Lead author Dr. Lucy Bowes, from the Department of Social Policy and Intervention at the University of Oxford, said "We are not talking about the sort of teasing that often goes on within families, but incidents that occur several times a week, in which victims are ignored by their brothers or sisters, or are subjected to verbal or physical violence."

The link between being bullied by their siblings as a child and later mental health disorders was found to be similar for both boys and girls. Victims were more likely to be girls than boys, with this form of bullying more common in families where there were three or more children. Older brothers were often the perpetrators. On average, victims reported that sibling bullying had started at the age of eight.

Co-author Professor Dieter Wolke, from the Department of Psychology and Division of Mental Health and Wellbeing at the University of Warwick, said: "Social learning and how to behave with peers starts at home, and when siblings are bullied it can have serious long-term consequences as we found in our study. It is important that parents set clear rules about what is allowed in conflicts and they should intervene consistently when their children maltreat each other repeatedly."

The study highlights existing programs in the United States that specifically deal with relationship problems between brothers and sisters more broadly. It suggests these programs should be assessed systematically to see whether they can reduce sibling bullying thereby reducing the potential psychological damage. Read more on this study [here](#).

Teens Who Feel Less Favored By Parents More Likely to Use Drugs, Alcohol: Study

Teens who feel their parents favor their siblings over them are more likely to use alcohol, drugs and tobacco, a new study finds. "There's this cultural perception that you need to treat your children the same, or at least fairly," lead researcher Alex Jensen of Brigham Young University told [NPR](#). "But if kids perceive that it's not fair, that's when issues

start to arise.” The researchers studied 282 teenage sibling pairs, ages 12 to 17. He asked each participant how their parents treated their children overall, whether any sibling was favored, and how the family functioned. They found an association between feeling less favored and substance abuse. Teens were more likely to abuse substances if they felt less favored and were in a family that was not particularly close. The more they felt slighted, the more likely they were to use alcohol, drugs or tobacco.

Teens in these disengaged families who felt less favored were almost twice as likely to use alcohol, cigarettes or drugs. If the preferential treatment was perceived to be extreme, the less favored child was 3.5 times more likely to use any of these substances, the researchers found. In families in which members were more engaged with one another, teens who felt less favored were less likely to abuse substances. “It’s not just how you treat them differently, but how your kids perceive it,” Jensen said in a news release. “Even in the case where the parents treated them differently, those actual differences weren’t linked to substance use – it was the perception.”

The study appears in the [Journal of Family Psychology](#). Jensen advises parents to try to minimize any bad effects of perceived favoritism. “See them as individuals and love them for who they are. Show them how you love them. Hopefully you do, but try to communicate that love.” Go [here](#) to read more about the study as well as suggestions for parents.

Verbal and Physical Bullying Decrease as Children Age but Cyberbullying Increases

As students age they are verbally and physically bullied less but cyberbullied more, non-native English speakers are not bullied more often than native English speakers and bullying increases as students transition from elementary to middle school. Those are among the findings of a wide-ranging paper, "Examination of the Change in Latent Statuses in Bullying Behaviors Across Time," recently published in the journal *School Psychology Quarterly*. The paper is based on data about bullying victimization and perpetration obtained from 1,180 fifth- through eighth- grade students over three semesters at schools in a mid-western city in the United States.

The paper is unique in that it captures data about bullies and bully victims over time using latent transition analysis, a person-centered approach that classifies different subgroups and traces the changes in membership over time. Previous approaches have assumed bully and bully victim subgroups remain constant over time. The subgroups created by the researchers focus on the amount students bully or are bullied and the type of bullying. The researchers also studied variables such as gender, grade and whether students were native English speakers. To read the abstract of “Examination of the Change in Latent Statuses in Bullying Behaviors Across Time,” published in *School Psychology Quarterly*, [click here](#).

Slow to Mature, Quick to Distract: ADHD Brain Study Finds Slower Development of Key Connections

A peek inside the brains of more than 750 children and teens reveals a key difference in brain architecture between those with attention deficit hyperactivity disorder and those without. Kids and teens with ADHD, a new study finds, lag behind others of the same age in how quickly their brains form connections within, and between, key brain networks. The result: less-mature connections between a brain network that controls internally-directed thought (such as daydreaming) and networks that allow a person to focus on externally-directed tasks. That lag in connection development may help explain why people with ADHD get easily distracted or struggle to stay focused.

What's more, the new findings, and the methods used to make them, may one day allow doctors to use brain scans to diagnose ADHD -- and track how well someone responds to treatment. This kind of neuroimaging "biomarker" doesn't yet exist for ADHD, or any psychiatric condition for that matter.

The new findings come from a team in the University of Michigan Medical School's Department of Psychiatry. They used highly advanced computing techniques to analyze a large pool of detailed brain scans that were publicly shared for scientists to study. Their results are published in the *Proceedings of the National Academy of Sciences*. More information on this study can be found [here](#).

National Survey Shows Lower Rate of Illicit Drug Use among Adolescents Ages 12 To 17

According to SAMHSA's National Survey on Drug Use and Health report, the rate of current (past month) illicit drug use was lower among adolescents ages 12 to 17 in 2013 (8.8 percent) than in 2012 (9.5 percent) and 2002 (11.6 percent). The report also shows continued lower rates of current drinking use and binge drinking among those aged 12 to 17. SAMHSA issued its 2013 National Survey on Drug Use and Health (NSDUH) report on substance use disorder issues as part of the 25th annual observance of National Recovery Month. To read more of the findings go [here](#).