

**Pennsylvania Student Assistance Program**  
**K-12 Training Standards & Competencies**  
 (3 day training minimum)  
**March 2012**  
 (SAP Interagency approved March 2012)

**Standard 1: Foundations of Student Assistance in Pennsylvania**

*The foundational concepts, developments, structures, laws/regulations, and policies impacting the Commonwealth of Pennsylvania's Student Assistance Program*

<p>1.a. Describe Pennsylvania's Student Assistance (SAP) system</p>	<p>The K-12 Training Components should include:</p> <ol style="list-style-type: none"> <li>1. Outline of the components of the SAP system, including: InterAgency Committee, PNSAS &amp; Regional Coordinators, County SCA &amp; OMH involvement and liaisons, County Coordination, PDE 4092, Joint Quarterly Reporting System (JQRS) data collection (MH &amp; DA county data), and other supports for SAP.</li> <li>2. A description of the uniqueness of the PA model for SAP among other existing models (team, internal, external), including the mandate for SAP, state support &amp; coordination, years of success</li> </ol>
<p>1.b. Describe the development and continuing evolution of SAP services in Pennsylvania</p>	<p>The K-12 Training Components should include:</p> <ol style="list-style-type: none"> <li>1. Review of the history and development of SAP from 1984-Present, highlighting inclusion of MH issues along with D&amp;A, development of CAT's, Act 211, and Ch. 12.</li> <li>2. An articulation of the paradigm shifts and subsequent developments in the PA SAP Model: moving from D&amp;A to include MH; the developments of BEC, ESAP, parent involvement, resilience; collaboration with SWPBIS.</li> </ol>
<p>1.c. Describe SAP in Pennsylvania as one process in a comprehensive continuum of services</p>	<p>The K-12 Training Components should include:</p> <ol style="list-style-type: none"> <li>1. Exploration of SAP within the array of services offered in schools</li> <li>2. Analysis of SAP as a systematic process of identification, intervention, referral assistance, support/follow-up,</li> </ol>

	and continuing supports...in a safe & drug-free school environment
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<p>1.d List and summarize key federal and state legislation/regulations that impact SAP</p>	<p>The K-12 Training Component should include:</p> <ol style="list-style-type: none"> <li>1. A review of pertinent laws &amp; regulations, including FERPA, PPRA, IDEIA, PA Drug &amp; Alcohol Abuse Control Act, MH-MR Act (1966), Act 147, Rehabilitation Act, Act 145, Civil Immunity Acts, &amp; the PA Code of Conduct</li> <li>2. An outline of the legal rights of students and parents</li> <li>3. A discussion on the practical implications for SAP process and SAP team functioning</li> <li>4. A review of the boundaries of SAP in PA as indicated by Act 211, BEC 15-1547 and other legal issue listed in #1above</li> <li>5. Exploration of the possible consequences of operating outside the PA SAP model</li> </ol>
<p>1.e Identify and describe key local school Policies that impact SAP</p>	<p>The K-12 Training Components should include:</p> <ol style="list-style-type: none"> <li>1. A review of the types of possible policies, guidelines, &amp; procedures schools should have, including D&amp;A, MH/Suicide, Crisis, SAP, and Records</li> <li>2. A discussion of the implications of these policies for local SAP team functioning</li> </ol>
<p>1.f Identify and describe the roles of liaisons and other agency personnel in the SAP process</p>	<p>The K-12 Training Components should include:</p> <ol style="list-style-type: none"> <li>1. A review of relevant laws &amp; regulations, and guidelines impacting liaisons and others, with an emphasis on D&amp;A and MH Confidentiality issues</li> <li>2. An emphasis on the importance of detailed Letters of Agreements &amp; MOU's</li> <li>3. A discussion on the ways liaisons can assist SAP teams, student and families</li> </ol>

**Standard 2: The Student Assistance Team and Process**

*The formation, development, actions, and maintenance of an effective SAP Core team and Team Process.*

<p>2.a Define the Pennsylvania SAP as a school-based referral and support model consisting of four phases: referral, team planning, intervention and recommendations, follow-up and support</p>	<p>The K-12 Training Components should include:</p> <ol style="list-style-type: none"><li>1. A presentation of the Pennsylvania SAP as a school-based model for identifying learning barriers based on observable behaviors and creating plans to assist students &amp; families</li><li>2. An outline of the referral process.</li><li>3. A review of the role of parents in the SAP process, including when parental consent is required</li><li>4. A presentation on team planning, highlighting paperwork, agenda setting, team roles, case manager responsibilities</li><li>5. How to plan for student interviews, interventions &amp; recommendations, as well as follow-up &amp; support, including necessary paperwork</li></ol>
<p>2.b Describe an effective SAP Team structure</p>	<p>The K-12 Training Components should include:</p> <ol style="list-style-type: none"><li>1. A presentation on possible SAP Team roles &amp; responsibilities, highlighting the roles of school personnel, agency personnel, and others (SRO's School-Based PO's, etc.)</li><li>2. A review of "legitimate educational interest"</li><li>3. The development of a process for welcoming and incorporating new members into existing SAP teams, highlighting roles and responsibilities of every SAP team member vis-à-vis the best interest of the child</li></ol>

<p>2.c Define the components and qualities of an Effective SAP Team approach</p>	<p>The K-12 Training Components should include:</p> <ol style="list-style-type: none"> <li>1. A review of the 9 Implementation Indicators</li> <li>2. A discussion of possible communication resources</li> <li>3. Explaining the importance and “how to” of data collection and SAP Performance reporting (PDE 4092)</li> <li>4. A review of “case management” in the context of SAP</li> <li>5. Highlighting the qualities of effective teamwork and the importance of team maintenance, emphasizing active participation, accountability, vision, expectations, boundaries, etc.</li> </ol>
<p>2.d Describe the coordination of school &amp; community initiatives and resources that form a school-based continuum of care for students and families referred to SAP, and SAP’s collaborative role with these resources</p>	<p>The K-12 Training Components should include:</p> <ol style="list-style-type: none"> <li>1. A review of in-school systems/programs already in place, e.g., discipline , SWPBIS, as well as alternative education and placements</li> <li>2. A review of Community-based systems &amp; programs, e.g., levels of care of MH and D&amp;A issues, and other support services</li> <li>3. A discussion on re-entry support provided by the SAP team for students returning from and continuing treatment</li> <li>4. An examination of possible consecutive and/or parallel interventions for students</li> <li>5. A discussion on the role of the SAP team to all of the above resources and processes</li> </ol>

**Standard 3: Working Collaboratively to Engage Families and School/Community Partners in the SAP Process**

*The SAP Team's roles in engaging and assisting parents/caregivers, students, and others in identifying and accessing appropriate school and community resources.*

<p>3.a Articulate the roles of families/caregivers, Students, SAP Team members, agency Personnel, and others throughout the SAP process</p>	<p>The K-12 Training Components should include:</p> <ol style="list-style-type: none"> <li>1. A discussion on what constitutes “family” and who should be included in parent/caregiver meetings with the school.</li> <li>2. A review of consent requirements</li> <li>3. Skills useful for initial contact with parents/caregivers</li> <li>4. Strategies for involving parents/caregivers in the decision-making process, including any needed follow-up and support</li> </ol>
<p>3.b Demonstrate knowledge of the process of change and its application to the SAP process</p>	<p>The K-12 Training Components should include:</p> <ol style="list-style-type: none"> <li>1. Strategies for appropriately helping parents &amp; caregivers in the change process</li> <li>2. Strategies for motivating systemic change, when necessary</li> </ol>
<p>3.c Describe the elements of successful, culturally competent communication needed in stressful situations and the role empathy plays in parent/caregiver decision making</p>	<p>The K-12 Training Components should include:</p> <ol style="list-style-type: none"> <li>1. Developing cultural sensitivity, appreciating the diversity that exists in schools, among families and within communities</li> <li>2. Developing strategies for effectively communicating with parents, especially in crisis or transitional situations</li> <li>3. An understanding of the dynamics of the needs and concerns of parents &amp; caregivers (e.g. Maslow’s Hierarchy) as it applies to the SAP process and interventions, with an appreciation for the importance of empathy for students and families</li> </ol>

**Standard 4: Child & Adolescent Behavioral health Issues**

*The behavioral health concerns that may present barriers to school success and the SAP Team's role in addressing these concerns.*

<p>4.a Describe a “Resilience/Strength-Based” approach in addressing concerns and offering assistance to students and their families</p>	<p>The K-12 Training Components should include:</p> <ol style="list-style-type: none"><li>1. A definition of “resilience” and how to promote it through various stages of child development</li><li>2. An exploration of risk and protective factors in age-specific contexts</li></ol>
<p>4.b Articulate the school's role, responsibility, and boundaries in addressing observable student behaviors which may indicate behavioral health concerns that may pose a barrier to school success</p>	<p>The K-12 Training Components should include:</p> <ol style="list-style-type: none"><li>1. A definition of “behavioral health” and “observable behaviors”</li><li>2. A review of how SAP functions in a given district/school, with emphasis on what constitutes an appropriate SAP referral based on district practice</li></ol>
<p>4.c Outline the basic stages of child &amp; adolescent development (physical &amp; emotional) from early childhood to late adolescence</p>	<p>The K-12 Training Components should include:</p> <ol style="list-style-type: none"><li>1. An overview of development within the context of a particular “model” (Erikson, etc.)</li><li>2. A discussion on key transition periods in the child's life that are part of normal development but also create periods of vulnerability for the child</li></ol>
<p>4.d List behavioral health concerns which may pose a barrier to learning, noting how concerns may exhibit themselves in students' observable behaviors</p>	<p>The K-12 Training Components should include:</p> <ol style="list-style-type: none"><li>1. A review of the range of impediments to healthy development</li><li>2. A list of behaviors which may indicate a behavioral health concern</li><li>3. A review of the role of the SAP liaison in addressing and assessing behavioral health concerns</li><li>4. An emphasis on the need for objective and verifiable information collection</li></ol>

<p>4.e Explore “trauma” and its multiple manifestations, outlining its impact on the physical and emotional development of young people</p>	<p>The K-12 Training Components should include:</p> <ol style="list-style-type: none"> <li>1. A definition of “trauma and the distinction between “trauma-informed” and “trauma-specific” services</li> <li>2. A list of behaviors in students which may be a response to trauma</li> </ol>
<p>4.f Discuss the addiction process and the warning signs of possible substance abuse among young people</p>	<p>The K-12 Training Components should include:</p> <ol style="list-style-type: none"> <li>1. An outline of the stages of addiction</li> <li>2. A differentiation of substance abuse in elementary &amp; secondary schools</li> <li>3. A list of the current substances of abuse among young people, including tobacco &amp; medications</li> <li>4. A discussion of the impact of parental/familial substance abuse among young people, including COA resources</li> </ol>
<p>4.g Identify risk factors and/or observable behaviors that may indicate a mental health concern among young people, including suicide</p>	<p>The K-12 Training Components should include:</p> <ol style="list-style-type: none"> <li>1. Listing possible MH concerns seen in young people and how these concerns may be expressed behaviorally</li> <li>2. An outline of the signs of possible suicide ideation</li> <li>3. A review of the school policies concerning suicide and other crisis situations</li> <li>4. A discussion of the impact of parental/familial MH issues on young people, including resources to assist students and families</li> </ol>
<p>4.h Outline a Continuum of Care for behavioral health issues, including resources for After-Care and Continuing Care</p>	<p>The K-12 Training Components should include:</p> <ol style="list-style-type: none"> <li>1. A listing of the local levels of care available for MH and D&amp;A issues</li> <li>2. An exploration of the role of the SAP liaison in the SAP process and within the continuum of care</li> <li>3. A listing of other local resources and supports for students and families</li> <li>4. Appropriate strategies for SAP teams and/or schools to provide after-care and support for students during and after treatment</li> </ol>