Student Assistance Program (SAP)
K-12 Training Standards
Guidance Document
For Designing, Planning and Implementing Training
(PNSAS March 2020)

General notes:

- The "Minimum Expectations" refer to what the PA Approved SAP Training Providers (PASTP) are expected to present.
- "Helpful Hints" are suggestions to assist PASTPs in providing activities, supplemental materials for that particular training topic. They are not mandatory for a PASTP to use in training.
- The Appendix numbers referenced in the body of the "SAP K-12 Training Standards Guidance Document" provide resources for PASTPs to use during the corresponding portion of the training. PASTPs should emphasize that those documents in the Appendix labeled as "samples" are only examples of forms and are not mandatory templates. Individual school districts are responsible for developing their own versions of these documents, following all relevant, laws, regulations and procedures.

General items to be included throughout the PA SAP Training:

Rather than repeatedly stress items that apply to several of the training components they have been listed below for PASTPs' reference. It is expected that they will be woven as appropriate throughout the training.

1. Emphasize that SAP teams use observable behaviors to identify students who would be appropriate referrals to SAP. SAP teams do not diagnose, refer for treatment or treat. Follow up and support are also critical components of the process.
2. SAP is not a stand-alone program or one working in isolation within a school setting.
3. SAP should be the gatekeeper for students dealing with at-risk issues impacting school performance/success.
4. Parents/guardians are vital members of the team and they are the decision makers for their child. They should be included in the process – their input respected and valued. Parents/guardians should be an integral part of the action planning which is based on student strengths and identified needs.
5. Parents/guardians are key decision makers and have the right to review any information collected through the SAP process.
6. SAP is a behaviorally-based school process.
7. SAP is a team approach.
8. SAP is voluntary.
9. SAP is a prevention/intervention process.
10. All interactions and communication with students/family should utilize culturally appropriate communication models. Awareness of individual/family issues should be utilized throughout the SAP process as well as creating a welcoming and collaborative atmosphere when engaging individuals/families in the SAP process.

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

Standard 1
1.a. Describe Pennsylvania's Student Assistance (SAP) system.

The K-12 Training Components should include:	

1. Outline of the components of the SAP system, including: Interagency Committee, PNSAS and Regional Coordinators, County SCA and MH/ID involvement and liaisons, County Coordination, PDE 4092, Joint Quarterly Reporting System (JQRS) data collection (MH/ID and D&A county data), and other supports for SAP.
 	
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 and coordination, years of success.
	Minimum Expectations
	• Provide an overview [(Appendix A-Pennsylvania SAP System Overview)](#) on components/roles of SAP system which include:
	  – Interagency Committee
	  – PNSAS and Regional Coordinators (There is one approved model in PA)
	  – SAP County Coordination and District Council.
	  – The School District/Administration/School Board
	  – The SAP Core Team, including professionalism, and confidentiality
	  – County Drug and Alcohol/Single County Authority (SCA) and County Mental Health/Intellectual Disability (MH/ID) involvement
	• Clearly convey that SAP is mandated K-12 in PA via Act 211 of 1990 and Chapter 12 of PA school code. Provide overview of PDE 4092 and where to access: www.safeschools.pa.gov. Explain basic elements of the reporting form, such as that it is non-identifiable and access is password protected.
	• Provide overview of Joint Quarterly reporting System (JQRS) - where to access https://sapjqrs.org/ who completes the report, basic information collected.
	• Explain the four phases of the PA SAP process: referral, team planning, intervention and recommendations, follow-up and support.
	• Emphasize continuing care and in-school supports. SAP collaborates with various in-

	and out-of-school resources/services.
	Helpful Hints • SAP web site and/or PNSAS map can be helpful to overview key systems as well as PDE 4092 and JQRS. • The idea that SAP is not treatment or referral for treatment but rather is referral for MH, D&A, and/or Behavioral Health screening/assessment should be woven throughout the training. • SAP teams should provide and coordinate access to a broad array of resources, in-school and out, not just refer for screening. • SAP is a systematic process whereby specially trained teams assist students with at-risk behaviors to help them succeed in school. • If available, access safe schools online at: https://www.safeschools.pa.gov/for PDE 4092 overview. • It would be helpful for all liaisons to review JQRS reports at http://pnsas.org/About-SAP/SAP-Liaisons

1.b. Describe the development and continuing evolution of SAP services in Pennsylvania.

The K-12 Training Components should include:	
1. Review of the history and development of SAP from 1984-Present, highlighting inclusion of MH issues along with D&A, development of PASTPs, Act 211, and Chapter 12. 2. An articulation of the paradigm shifts and subsequent developments in the PA SAP Model: moving from D&A to include MH; the developments of BEC, ESAP, parent involvement, resilience; collaboration with PBIS and RtI.	**Minimum Expectations** Provide an overview of the history of SAP – (Appendix B-History of SAP) keep it brief, highlight items such as: • 1984 started as D&A only, MH, suicide prevention added in 1986. • 1988 Approved Private Training Provider System Instituted (current PASTPs). • 1988 elementary SAP pilots, early 1990s implemented as one of IST components. • Act 211 of 1990. • 1997/98 paradigm shift and new Basic Education Circular (BEC) included: - Parent involvement: excluding to including; student permission to parent consent

	- Resiliency-Problem deficit to strengths-based approach - D&A and MH problems to issues which pose a barrier to learning and school success - Referral for treatment to referral for assessment • 2006 added to Chapter 12 of School Code. • 2007 collaboration with School Wide Positive Behavioral Interventions and Supports (SWPBIS). SAP best fits at Tier 2 (targeted interventions) and Tier 3 (intensive interventions). • March 2012, SAP K-12 certification and revision of training standards and competencies. **Helpful Hints** • Human timeline activity that shows events. • Activity where the history is mixed with pop culture and participants put events in order. • Small groups place timeline items in order. • Information and resources for SWPBIS can be found on PA Positive Behavior Support website at www.papbs.org .

1.c. Describe SAP in Pennsylvania as one process in a comprehensive continuum of services.

The K-12 Training Components should include:	
1. Exploration of SAP within the array of services offered in schools. 2. Analysis of SAP as a systematic process of identification, intervention, referral assistance, support/follow-up, and continuing supports…in a safe and drug-free school environment.	**Minimum Expectations** Clearly explain that: • SAP collaborates and communicates with various in-school and out-of-school supports/programs. • SAP may refer to in-school and out-of-school supports, such as: tutoring, skill-building/support groups, mentoring, MH/D&A screening or assessment, etc. • SAP process and definition of the four phases: referral, team planning, intervention and recommendations, support and follow-up. **Helpful Hints** • Highlight SAP Evaluation conducted by

	University of Pittsburgh, St. Francis Institute for Psychiatric and Addiction Services, and KIT Solutions, Inc. • Present the 9 SAP Component Areas and Indicators. • Small groups could brainstorm in-school and out-of-school supports and resources available for referred students then report out to larger group.

1.d. List and summarize key federal and state legislation/regulations that impact SAP.

The K-12 Training Components should include:	
1. A review of pertinent laws and regulations, including FERPA, PPRA, IDEIA, PA Drug and Alcohol Abuse Control Act, MH-MR Act (1966), Act 147, Rehabilitation Act, Act 145, Civil Immunity Acts, and the PA Code of Conduct. 2. An outline of the legal rights of students and parents. 3. A discussion on the practical implications for SAP process and SAP team functioning. 4. A review of the boundaries of SAP in PA as indicated by Act 211, BEC 151547 and other legal issues listed in #1 above. 5. Exploration of the possible consequences of operating outside the PA SAP model.	**Minimum Expectations** • Include at a minimum these laws: (Appendix C-Summary of Federal and State Legislation//Regulations that Impact SAP) Act 211, Chapter 12, FERPA, PPRA, IDEIA, Act 145 (tobacco), Federal D/A Confidentiality Law, Civil Immunity Law, MH Procedures Act of 1966, 302 procedures for MH, Act 53 of 1997 (court appointed inpatient commitments for drug and alcohol), and Act 147 of 2004 Minor's Consent for MH treatment. • Review concepts of confidentiality, deliberate indifference and exhausting administrative remedies. • Related to PPRA - PA Model deems written parent consent is needed for student to be involved in SAP process. Teams are required to obtain written parent permission prior to interviewing children. (See parent and screening consents located at www.pnsas.org • A separate consent must be obtained if the team feels that the child might benefit from an agency screening/assessment. • Emphasize that working outside the Pennsylvania model for SAP opposes the legal statutory base of Chapter 12 (22 PA School Code § 12.42) and Act 211 of 1990 (P.S.§ 15-1547); there could also be a loss of federal funds if violating FERPA. • Explain the importance of team members being familiar with the SAP Letter of

	Agreement (LOA) between the school district and liaison provider agency and/or county. The LOA outlines roles and responsibilities for all concerned parties. (Appendix D-Sample Letter of Agreement).
	Helpful Hints • Provide disclaimer that this is not legal advice. • Other website resource to supplement Standard 1d. would be "SAP Frequently Asked Questions and Best Practice Responses" (SAP FAQ) (see www.pnsas.org • Have a panel from MH, D&A, and school present legal issues from their perspectives. • Give BEC quiz or a legal quiz; have participants complete prior to presentation on laws. • Conduct a small group activity where participants are assigned a law and must come up with an advertisement or jingle about it and then report back to larger group. • Provide a puzzle pieces exercise where there is a law on one side and a situation that would be affected by that law on the opposite site. • After a lecture on the laws, play a game similar to "Family Feud" for review.

1.e. Identify and describe key local school policies that impact SAP.

The K-12 Training Components should include:	
1. A review of the types of possible policies, guidelines, and procedures schools should have, including D&A, MH/Suicide, Crisis, SAP, and Records. 2. A discussion of the implications of these policies for local SAP team functioning.	**Minimum Expectations** • Teams need to be familiar with district D&A, and MH/Suicide prevention policies, specifically how they relate to SAP. • SAP teams need to be aware of SAP policy and procedures. PASTPs should obtain sample policies from local school districts to show participants or have participants obtain SAP policies from their home districts and bring them to training. PASTPs/school districts/intermediate units

	who are members of the Pennsylvania School Boards Association and subscribe to their policy services can also consult with PSBA for a sample policy at http://www.psba.org . What should be included in a SAP record?
	• SAP records are educational records. Teams need to know their school's records policy.
	• FERPA laws govern maintenance and dissemination of records.
	• SAP team can share information with school personnel based on "legitimate educational interest". They must share all contents of the child's SAP file with parents, if requested. The request and dissemination would follow established school policy/procedure.
	• Outline the differences between SAP school records and agency records.

1.f. Identify and describe the roles of liaisons and other agency personnel in the SAP process.

The K-12 Training Components should include:	
1. A review of relevant laws and regulations, and guidelines impacting liaisons and others, with an emphasis on D&A and MH confidentiality issues.	**Minimum Expectations** • Review appropriate roles of liaisons in working with school SAP teams by referencing the following at www.pnsas.org
2. An emphasis on the importance of detailed Letters of Agreement.	Liaison Best Practice Guidelines
3. A discussion on the ways liaisons can assist SAP teams, student and families.	• Describe the role of agencies that complete mental health, drug and alcohol or behavioral health assessments and treatment in school and in the community as appropriate to local area. • Explain that outside agencies have different confidentiality requirements to abide by. Explain why some information cannot be shared with the team.

	• Discuss the importance of having a letter of agreement (LOA) with any agency working in the school that is signed by administrators from both.
	• Refer to sample Letter of Agreement (Appendix D-Sample Letter of Agreement).
	
	The letter of agreement should include the minimum expectations for the liaisons including:
	  – How often they will attend SAP meetings
	  – If they will complete screenings, assessments and/or conduct educational groups etc.
	  – Other duties that might be done if time permits
	  – Who the school and agency contacts will be if there are concerns
	  – Any services the school will need to provide
	• State other contractual agreements outside of the liaisons' agreement, such as contracting for support groups/ prevention programs.
	• Review the role of the liaison at school SAP meetings and as a screener or assessor (depending on county/agency).
	• If issues are beyond the scope of schools, the liaison can function as a "system liaison" to help students and families access appropriate community services.
	• Indicate what role if any a liaison might play in crisis situations of a mental health or drug and alcohol nature as per LOA.

Standard 2 – The Student Assistance Team and Process
The formation, development, actions, and maintenance of an effective SAP core team and team process.

Standard 2
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.

The K-12 Training Components should include:	
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 and families.	**Minimum Expectations** • Outline each of the four phases of the Pennsylvania SAP model highlighting the important elements of each phase and include a flowchart. (Appendix E-Sample Flow Chart of SAP Process). • Review the boundaries of SAP in relation to the four phases. • Explain team approach. • Define SAP as prevention/intervention and not diagnosis or treatment. **Helpful Hints** • Demonstrate via mock team meeting or have a veteran SAP team process a referral from start to finish. A group exercise using case studies can also be used when outlining the four phases of SAP. • Show a video of a SAP team meeting then break into small groups to practice a team meeting.
2. An outline of the referral process.	**Minimum Expectations** • Explain an appropriate SAP referral. • Review and include sample referral form (Appendix F-Sample SAP Referral Form). • Define "concrete observable behavior" and list examples, such as: decline in grades, change in friends, attendance problems, change in appearance, loss of extracurricular eligibility and/or loss of interest in previously attended clubs/groups, etc.

	• Outline boundaries/scope of SAP in relation to reasons for referring a student, i.e. remember health, safety and welfare of students is the priority. A SAP referral does not take place of emergency services or a referral to Children and Youth Services.
3. A review of the role of parents in the SAP process, including when parental consent is required.	**Minimum Expectations** • Explain the role of parents in each of the four phases of the SAP process. • Reference FERPA and PPRA (Appendix C-Summary of Federal and State Legislation/Regulations that Impact SAP). • Review samples of Parent/Guardian Consent and Screening Consent forms (www.pnsas.org) • Reference or review SAP FAQ-Parent Involvement Section: pages 13-16 (Questions 40-49). • Incorporate a theory of how people change in relation to working with and engaging parents in the SAP process. **Helpful Hints** • Role-play contacting parents or demonstrate a mock parent meeting.

4. A presentation on team planning, highlighting paperwork, agenda setting, team roles, case manager responsibilities.	**Minimum Expectations**
	• List who is part of team planning.
	• Provide participants with a sample of a team meeting agenda (Appendix G-Sample SAP Team Meeting Agenda/Minutes) and review it with them.
	• Outline the roles and responsibilities of the team members, i.e., chairperson, recorder, case manager, etc.
	• Explain basic elements of the reporting form (PDE 4092) in that it is non-identifiable and team members need to have passwords to enter data. (Refer to https://www.safeschools.pa.gov/)
	• Explain the paperwork involved in the SAP process such as record keeping, data collection, and forms which include:
	  – Sample Referral Form (Appendix F)
	  – Sample Student Assistance Behavior Checklist and Elementary Student Assistance Student Information/Behavior Observation Form

	(Appendix H)
	– Sample Release of Information
	(Appendix I)
	– Attendance/academic/disciplinary
	records
	– Sample Parent/Guardian Consent
	(www.pnsas.org)
	
	• Use the following definition of case management: "Case management is defined as a variety of activities designed to engage the student, the school staff and the family in the process in a way that serves their interests effectively." *Ballew & Mink, 1986; Rolhman, 1992; Weil, Karis & Associates, 1985 (CAT Data Committee – Follow-Up and Support Packet).*
	• Outline the components of effective case management (Appendix J-Sample Case Manager Checklist) and the duties of the case manager. Remember case management duties may be individual or shared duties.
	• SAP team meeting minutes are records. They should be kept in accordance with the school district's records policy. When developing the protocol for SAP team minutes consider the content of the minutes including:
	  - How will student(s) be identified to ensure confidentiality?
	  - What content will be included on each student?
	  - Where will team minutes be stored? Who will have access to the minutes?
	  - Appendix G-Sample SAP Team Meeting Agenda/Minutes)
	
	Helpful Hints
	• Give participants index cards with a phase of the process on each one and have them figure out the order and explain each phase.
	• Explain to participants the importance of training staff in the correct way to complete a SAP referral form and behavior checklist i.e. observable behaviors, not opinions.

5. How to plan for student interviews, interventions and recommendations, as well as follow-up and support, including necessary paperwork.	**Minimum Expectations** • Provide participants with a sample checklist for interviewing a student and review it with them (Appendix K-Student Interview Checklist). • List examples of in-school supports and interventions. • List examples of community supports. **Helpful Hints** • Role-play student interview.

2.b. Describe an effective SAP team structure.

The K-12 Training Components should include:	
1. A presentation on possible SAP Team roles and responsibilities, highlighting the roles of school personnel, agency personnel, and others: (SROs, school-based JPOs, etc.).	**Minimum Expectations** • List who should be on the team. Address any issues regarding dual roles: School Resource Officer (SRO), school-based Juvenile Probation Officer (JPO), etc. and potential role conflicts. • All team members must complete SAP training. • Outline the roles and responsibilities of school versus agency personnel. Refer back to sample LOA (Appendix D-Sample Letter of Agreement).
2. A review of "legitimate educational interest".	**Minimum Expectations** • Define "legitimate educational interest".
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.	**Minimum Expectations** • Discuss ways new team members are integrated on to their building SAP teams.

2.c. Define the components and qualities of an effective SAP team approach.	
The K-12 Training Components should include:	
1. A review of the nine Implementation Indicators. 2. A discussion of possible communication resources. 3. Explaining the importance and "how to" of data collection and SAP performance reporting (PDE 4092).	**Minimum Expectations** • Review the components and indicators research study by University of Pittsburgh, St. Francis Institute for Psychiatric and Addiction Services and KIT Solutions, Inc. (www.pnsas.org). The elements should include: policy and procedure, communications, referral mechanisms, parent participation, team planning, intervention and recommendations, follow-up and support, training, outcome indicators and evaluation. • Provide an overview of the data collection process. • Discuss the use of the SAP performance report for evaluating the effectiveness of their team and for the training/maintenance needs that it might highlight. • Explain how to use the reports to in-service and market the team in school and in the community. • Provide participants with copy of the PDE 4092 at https://www.safeschools.pa.gov/ or www.pnsas.org . **Helpful Hints** • Possible exercise-Review SAP State and County data reports. • Small group activity- Have each group analyze a data report and share trends and other observations with larger group. Also have each group include how they would address trends etc.
4. A review of "case management" in the context of SAP.	**Minimum Expectations** • Refer back to Standard 2-section 2.a-number 4.
5. Highlighting the qualities of effective teamwork and the importance of team maintenance, emphasizing active participation, accountability, vision, expectations, boundaries, etc.	**Minimum Expectations** • Define what contributes to team effectiveness: shared leadership, common goals, open/honest communication, sharing of information, task/maintenance

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<tr><td></td><td>roles, roles/responsibilities, etc.

• Explain what team maintenance is and how often team maintenance should be completed. (See www.pnsas.org) "Best Practice Guidelines for SAP Teams".</td></tr>
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2.d. Describe the coordination of school and 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.

The K-12 Training Components should include:	
1. A review of in-school systems/programs already in place, e.g., discipline, SWPBIS, as well as alternative education and placements. 2. A review of community-based systems and programs, e.g., levels of care of MH and D&A issues, and other support services.	**Minimum Expectations** • Refer back to Standard 1- section 1.c. • Describe SAP role in coordinating supports both in school and community. • Outline the continuum of care for students and families referred to SAP. • Outline and describe mental health and drug and alcohol services as related to continuum of care. Include other school-based behavioral health services operating within the district and interfacing with SAP (Refer to LOA). • Explain that in school SAP is the gatekeeper to accessing the continuum of services (D&A and MH) and also provides support during and after treatment.
3. A discussion on re-entry support provided by the SAP team for students returning from and continuing treatment.	**Minimum Expectations** • Review the SAP team role and responsibilities in follow-up and support phase of the SAP process.
4. An examination of possible consecutive and/or parallel interventions for students. 5. A discussion on the role of the SAP team to all of the above resources and processes.	**Minimum Expectations** • Discuss what should occur when a student returns from out-of-school placement or hospitalization. • Describe the importance of ongoing follow-up for all referrals and when multiple interventions are needed.

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

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

Standard 3
3.a. Articulate the roles of families/caregivers, students, SAP team members, agency personnel, and others throughout the SAP process.

The K-12 Training Components should include: 1. A discussion on what constitutes "family" and who should be included in parent/caregiver meetings with the school.	**Minimum Expectations** • Based on personal preferences and cultural roles of a family, address who should participate in the SAP process and whom should be invited to meetings. • Review with participants how to plan a meeting including such considerations as: location, number of family members attending (room size, number of chairs, and seating arrangements), agenda, strengths- based focus, goal setting, family specific issues, etc. **Helpful Hints** • Remember you may need to make accommodations for students whose parents/caregivers have joint custody agreements.
2. A review of consent requirements. 3. Skills useful for initial contact with parents/caregivers.	**Minimum Expectations** • Review PPRA and FERPA-(Appendix C-Summary of Federal and State Legislation/Regulations that Impact SAP) parent's/caregiver's rights. • Include and review sample parent/guardian consent and D&A/MH screening consent located at www.pnsas.org. • Identify good communication skills and describe adaptations and considerations that may be needed to communicate effectively with all parents and caregivers.

	Helpful Hints
	• Role play phone call to parents from a team member.
4. Strategies for involving parents/caregivers in the decision-making process, including any needed follow-up and support.	**Minimum Expectations** • Describe ways to successfully engage parents/caregivers throughout the process. Consider issues such as; ensuring parents understand SAP process and continuum of care, culturally appropriate communication, reading level and language of forms, strengths-based focus, welcoming climate, etc.

3.b. Demonstrate knowledge of the process of change and its application to the SAP process.

The K-12 Training Components should include:	
1. Strategies for appropriately helping parents/caregivers in the change process.	**Minimum Expectations** • Review role of families and the stages of change that a parent and student may move through when hearing information from a SAP team. Describe how to modify approaches based on change as a process involving progress through stages, in which the parent and student may be functioning. • Review and provide examples of how SAP team members need to interact with families so that a family leaves knowing that "the door is always open" and that they are respected. • Discuss the need for SAP teams to respect the family's right to choose to participate in SAP and at what level. • Present information on currently accepted models of change.
2. Strategies for motivating systemic change, when necessary.	**Helpful Hints** • Outline a model of change. Using a case study role play how participants could effectively approach the person(s).

3.c. Describe the elements of successful, culturally competent communication needed in stressful situations and the role empathy plays in parent/caregiver decision making.

The K-12 Training Components should include:

1. Developing cultural sensitivity, appreciating the diversity that exists in schools, among families and within communities.

Minimum Expectations
- Define culture as broader than ethnicity. Schools and communities each have their own unique culture.
- List and discuss the factors that help to define the culture of each student and family such as; gender roles, decision making, family values, traditions, religious beliefs, coping strategies, etc.
- Identify appropriate strategies for working with students at their developmental level considering; culture, language proficiency, age, gender, and other relevant characteristics.

Helpful Hints
- SAP team members should educate themselves about the local community culture and especially individual family cultures to better understand how their own behavior could be perceived by families. Discuss how to adjust actions, statements, and written information, when appropriate, to better communicate with family members.
- Identify the local community cultural issues and their impact on school climate.

2. Developing strategies for effectively communicating with parents, especially in crisis or transitional situations.

Minimum Expectations
- Demonstrate effective interviewing and communication techniques such as; posture, active listening, and open-ended questions, etc.
- Provide a brief overview of individuals/families moving through the stages of crisis/transition.
- Discuss strategies of communication with individuals/families during times of crisis/transition.

3. An understanding of the dynamics of the needs and concerns of parents/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.	**Minimum Expectations** • Review Maslow's Hierarchy and discuss how individuals/families' needs may impact the SAP process and interventions. • Demonstrate methods of communicating empathy during interactions with individuals/families.

Standard 4 – Child and 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.

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<tr><td colspan="2" align="center">Standard 4</td></tr>
<tr><td colspan="2">4.a. Describe a "Resilience/Strengths-Based" approach in addressing concerns and offering assistance to students and their families.</td></tr>
<tr><td>The K-12 Training Components should include:</td><td></td></tr>
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1. A definition of "resilience" and how to promote it through various stages of child development.

2. An exploration of risk and protective factors in age-specific contexts.

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Minimum Expectations
- Outline basic child and adolescent development referencing at least two models i.e. Piaget, Erickson, etc. which should include the milestones that children and adolescents (early, middle and late) must accomplish to develop into healthy adults including brain/cognitive development, social development, self-identity, sexual and physical maturity.
- Present a standard, research-based definition of resilience, such as; *Bernard, Garmezy, Hawkins & Catalano, Henderson, and Werner & Smith,* etc.
- Define risk and protective factors, referencing resiliency research i.e. 40 Developmental Assets, Communities that Care model, etc.
- Discuss the assets that schools may be able to influence.
- Identify and discuss strategies that SAP teams and other adults can use to influence and build resiliency for each developmental stage.
- Discuss SAP team data gathering of strengths on behavior checklists, student interviews and when speaking with parents/caregivers.

Helpful Hints
- Provide case studies and have participants identify risk and protective factors as well as targeted strategies for promoting resiliency.
- Have participants review two different

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	student behavior checklists—one with resiliency factors gathered and one without the resiliency factors. Discuss how the inclusion and/or exclusion of the resiliency factors may impact interactions with the student, family and the success of the outcomes.
	• Discuss the possible role of individuals who are SAP trained but not on the team as supports for at-risk youth (ensuring that appropriate role and confidentiality is maintained).
	• Ask participants to outline the risk and protective factors in the different domains: school, community, family. Portray this using yarn to create a web.
	• Have groups list as many protective factors as there are risk factors for a case study.

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.

The K-12 Training Components should include:	
1. A definition of "behavioral health" and "observable behaviors". 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.	**Minimum Expectations** • Present a standard definition of behavioral health and observable behaviors. Emphasize that SAP teams use observable behaviors to identify students who would be appropriate referrals to SAP. SAP teams do not diagnose, refer for treatment, or treat. • Emphasize that SAP teams have responsibility to explore/gather information and develop a reasonable disposition when they are made aware of student behaviors. • Provide overview of SAP related guidelines, laws, policies, and procedures that govern SAP (or refer back to if already presented). • Discuss the role of the SAP process in cases where a school may use the SAP team for policy violation interventions. **Helpful Hints** • Have participants role play students with different behaviors. Have the rest of the group write down the behaviors they observed during the role play and discuss.

	• Give several sample referral forms to participants in small groups. Each group should list if it is an appropriate referral.

4.c. Outline the basic stages of child and adolescent development (physical and emotional) from early childhood to late adolescence.

The K-12 Training Components should include:	
1. An overview of development within the context of a particular "model" (Erikson, etc.). 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.	**Minimum Expectations** • Refer back to Standard 4-section 4.a- Minimum Expectations. • Provide list of key transition periods in child/adolescent's life including school building transitions from elementary to middle and middle to high school. • List strategies/ways that SAP teams can support students when experiencing transitions or periods of vulnerability including returning from out of school placement.

4.d. List behavioral health concerns which may pose a barrier to learning, noting how concerns may exhibit themselves in students' observable behaviors.

The K-12 Training Components should include:	
1. A review of the range of impediments to healthy development. 2. A list of behaviors which may indicate a behavioral health concern. 3. A review of the role of the SAP liaison in addressing and assessing behavioral health concerns. 4. An emphasis on the need for objective and verifiable information collection.	**Minimum Expectations** • Provide observable behaviors of common child/adolescent behavioral health issues and how they present in the educational setting. • Review appropriate language to document observable behaviors-should not be diagnosing i.e. "appears depressed" and should not be providing personal opinion "is just like his older brother". • Emphasize the need for in-servicing school personnel in the appropriate way to complete SAP referral and behavior checklist including appropriate wording when describing behaviors. • Emphasize the importance of the collaboration between the SAP team and the SAP liaison. Cases should never just be given straight to the liaison without the team

	processing (except in cases of emergency and then crisis policy and letters of agreement with the liaison provider agency should be followed). • Emphasize the need to include parents and non-instructional staff when gathering information on a student. **Helpful Hints** • Give the participants a sample of a diagnosing/judgmental student behavior checklist and have them identify the items that are inappropriate and how they would re-word them.

4.e. Explore trauma and its multiple manifestations, outlining its impact on the physical and emotional development of young people.

The K-12 Training Components should include: 1. A definition of trauma and the distinction between trauma-informed and trauma-specific services. 2. A list of behaviors in students which may be a response to trauma.	**Minimum Expectations** • Provide definitions of trauma, trauma-informed services and trauma-specific services. • Outline the signs of trauma exposure in children and adolescents. What factors influence a child/adolescent's response to trauma. • Describe the behaviors common to traumatized children/adolescents and how response differs at each developmental level. • Give examples of trauma-informed care practices and emphasize the importance of their use. **Helpful Hints** • Keep in mind that participants may be victims of trauma themselves and provide information on services, or allowing participants to take "time outs" during presentation. • Include resources in the manual on: brain development, ACE (Adverse Childhood Experience) www.acestudy.org, and Sandy Bloom sanctuary model.

4.f. Discuss the addiction process and the warning signs of possible substance abuse among young people.

The K-12 Training Components should include:	
1. An outline of the stages of addiction. 2. A differentiation of substance abuse in elementary and secondary schools. 3. A list of the current substances of abuse among young people, including tobacco and medications. 4. A discussion of the impact of parental/familial substance abuse among young people, including COA resources.	**Minimum Expectations** • Provide outline of the stages of addiction and discuss key features of each stage. • Discuss the different characteristics of substance abuse in the following groups: elementary age, middle/secondary age versus adult use. • Describe common observable behaviors of students K-12 who may be using substances-including behaviors that may be observed in the educational setting. • Describe the impact of substance abuse on the physical, physiological, psychological, and sociological development of students. • Provide information on current substances of abuse among children/adolescents including which substances are prevalent according to age groups. Include information on tobacco, over-the-counter medications, and prescription medications. • Describe the continuum of care for substance abuse services that agencies provide and how they correspond to the level of use/abuse. • Provide overview of problem gambling and prevalence in child/adolescents /adults including elements of addiction similar to alcohol and drug addiction. • Discuss addiction and families including parental/familial abuse, impact of addiction on the family system, and Children of Alcoholics (COA) issues. • Provide information on resources for child/adolescents who are affected by family addiction. • Provide overview of concept of enabling, defining personal, familial, and professional systems enabling and their impact. **Helpful Hints** • Review any surveys that indicate local patterns of use (age groups, substances of choice) such as the Pennsylvania Youth

	Survey (PAYS) or Communities That Care (CTC) survey.
	• Give participants scenarios or have them role play situations when adults have intervened with students who are suspected of substance abuse. Discuss if the behaviors were appropriate or enabling the abuse to continue.

4.g. Identify risk factors and/or observable behaviors that may indicate a mental health concern among young people, including suicide.

The K-12 Training Components should include:	
1. Listing possible MH concerns seen in young people and how these concerns may be expressed behaviorally. 2. An outline of the signs of possible suicide ideation. 3. A review of the school policies concerning suicide and other crisis situations. 4. A discussion of the impact of parental/familial MH issues on young people, including resources to assist students and families.	**Minimum Expectations** • Discuss observable behaviors of common child/adolescent behavioral health issues and how they present in the educational setting (be aware that prescribed medications may influence behavior). • Provide information on grief and loss and how this may be expressed depending on the developmental level of the child/adolescent. • Provide information on suicidal risk factors. • Discuss need for and following of suicide policy and procedures that addresses prevention, intervention, and postvention. Discuss highlights of a good suicide policy. • Describe the possible roles of SAP in a comprehensive safe school plan (including crisis response, post-crises, etc.). • Identify strategies to offer support to students dealing with MH concerns without enabling the child/adolescent. • Discuss impact of parent/family behavioral health issues on child/adolescent. • Provide a list of community resources for child/adolescent and family to address behavioral health issues. **Helpful Hints** • Review a sample of a good suicide policy or procedure and highlight items such as not leaving the student alone, contacting parents, and use of local crisis center for assessing suicidal risk. Recommend that SAP teams may want to discuss this issue

	with their mental health liaisons at the beginning of each school year to clarify current policies and procedures. Also www.starcenter.pitt.edu under the resource tab has a sample school district suicide prevention policy. • Provide resources in the manual such as STAR Center at www.starcenter.pitt.edu and Prevent Suicide PA https://www.preventsuicidepa.org/

4.h. Outline a continuum of care for behavioral health issues, including resources for after-care and continuing care.

The K-12 Training Components should include:	
1. A listing of the local levels of care available for MH and D&A issues. 2. An exploration of the role of the SAP liaison in the SAP process and within the continuum of care. 3. A listing of other local resources and supports for students and families. 4. Appropriate strategies for SAP teams and/or schools to provide after-care and support for students during and after treatment.	**Minimum Expectations** • Provide outline of continuum of care from least restrictive to most restrictive including in school supports that are available in districts/communities of participants. • Provide overview of D&A services that correspond with each level in the continuum of care. • Provide overview of MH services that correspond with each level in the continuum of care. • Provide brief explanation of dual diagnosis and available services. • Discuss the need for natural supports for child/adolescent and ways to strengthen those supports. • Discuss MH laws related to confidentiality/treatment and what that means in an agency vs. school setting and communicating with SAP team. • Discuss D&A laws related to confidentiality and what that means in an agency vs. school setting and communicating with SAP team. • Identify barriers that can present problems for students returning from treatment whether D&A or MH. • Discuss need for after care and support for students and relation to case management by SAP team. • Identify ways to provide after care and support in the school setting.

	• Discuss role of SAP liaison in continuum of care, taking into consideration letter of agreement with liaison provider agency. • Discuss possible concerns/ barriers to accessing services for child/adolescent in school/community including managed care, insurance, availability, etc. • Provide lists or web sites of local resources pertinent for the participants attending training.

Appendices

*Be sure to check the PNSAS.org website for the most recent version of these documents