

**Pennsylvania Student Assistance Program
K-12 Training Standards & Competencies**
(3 day training minimum)
January 2020

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"> 1. Outline of the components of the SAP system, including: InterAgency Committee, PNSAS & Regional Coordinators, County SCA & OMH involvement and liaisons, County Coordination, PDE 4092, Joint Quarterly Reporting System (JQRS) data collection (MH & DA 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 & coordination, years of success
<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"> 1. Review of the history and development of SAP from 1984-Present, highlighting inclusion of MH issues along with D&A, development of PA Approved SAP Training Providers (PASTP), Act 211, and Ch. 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 SWPBIS.
<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"> 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 & 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"> 1. A review of pertinent laws & regulations, including FERPA, PPRA, IDEIA, PA Drug & Alcohol Abuse Control Act, MH-MR Act (1966), Act 147, Rehabilitation Act, Act 145, Civil Immunity Acts, & 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 15-1547 and other legal issue listed in #1above 5. Exploration of the possible consequences of operating outside the PA SAP model
<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"> 1. A review of the types of possible policies, guidelines, & 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
<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"> 1. A review of relevant laws & regulations, and guidelines impacting liaisons and others, with an emphasis on D&A and MH Confidentiality issues 2. An emphasis on the importance of detailed Letters of Agreements & MOU's 3. A discussion on the ways liaisons can assist SAP teams, student and families

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">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 & families2. An outline of the referral process.3. A review of the role of parents in the SAP process, including when parental consent is required4. A presentation on team planning, highlighting paperwork, agenda setting, team roles, case manager responsibilities5. How to plan for student interviews, interventions & recommendations, as well as follow-up & support, including necessary paperwork
<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">1. A presentation on possible SAP Team roles & responsibilities, highlighting the roles of school personnel, agency personnel, and others (SRO's School-Based PO's, etc.)2. A review of "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

<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"> 1. A review of the 9 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) 4. A review of “case management” in the context of SAP 5. Highlighting the qualities of effective teamwork and the importance of team maintenance, emphasizing active participation, accountability, vision, expectations, boundaries, etc.
<p>2.d Describe the coordination of school & 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"> 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 & programs, e.g., levels of care of MH and D&A issues, and other support services 3. A discussion on re-entry support provided by the SAP team for students returning from and continuing treatment 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

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"> 1. A discussion on what constitutes “family” and who should be included in parent/caregiver meetings with the school. 2. A review of consent requirements 3. Skills useful for initial contact with parents/caregivers 4. Strategies for involving parents/caregivers in the decision-making process, including any needed follow-up and support
<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"> 1. Strategies for appropriately helping parents & caregivers in the change process 2. Strategies for motivating systemic change, when necessary
<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"> 1. Developing cultural sensitivity, appreciating the diversity that exists in schools, among families and within communities 2. Developing strategies for effectively communicating with parents, especially in crisis or transitional situations 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

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">1. A definition of “resilience” and how to promote it through various stages of child development2. An exploration of risk and protective factors in age-specific contexts
<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">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
<p>4.c Outline the basic stages of child & adolescent development (physical & emotional) from early childhood to late adolescence</p>	<p>The K-12 Training Components should include:</p> <ol style="list-style-type: none">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
<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">1. A review of the range of impediments to healthy development2. A list of behaviors which may indicate a behavioral health concern3. A review of the role of the SAP liaison in addressing and assessing behavioral health concerns4. An emphasis on the need for objective and verifiable information collection

<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"> 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
<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"> 1. An outline of the stages of addiction 2. A differentiation of substance abuse in elementary & secondary schools 3. A list of the current substances of abuse among young people, including tobacco & medications 4. A discussion of the impact of parental/familial substance abuse among young people, including COA resources
<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"> 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
<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"> 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