

SAP CONNECTION

December, 2019



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

www.pnsas.org

PNSAS INTERAGENCY UPDATE

2020 Prevent Suicide PA PSA Contest for Youth Suicide Prevention – Vote!

Prevent Suicide PA has received wonderful submissions for the 2020 PSA contest and they look forward to sharing them with you. Finalists will be displayed on the PSA website starting Monday, January 6. Even though submissions are no longer being accepted, there are still ways to participate.

- School-wide vote: From Monday, January 6 through Friday, January 31, schools that would like to provide a school-wide vote may enter one vote on behalf of the entire school for each of the PSA categories (i.e., poster, 30-second video, 60-second video, 30-second audio).

Full details can be found on the PSA website: psa.preventsuicidepa.org/2020psa

- Public vote: From Monday, January 20 through Friday, January 31, 2020 anyone can go on the site and vote for any of the entries once per 24 hour period. This is available to all individuals, even if they are part of the school-wide vote. If you have any questions about the process, visit our website psa.preventsuicidepa.org/2020psa or email rose.milani@jefferson.edu.

The Pennsylvania Career Ready Skills (PA CRS) are social emotional learning progressions that support the development of student competence. By design, the PA CRS reflect priorities to ensure youth are career ready and prepared to meet the demands of the 21st century workforce. The PA CRS are grouped into three domains.

- Self-Awareness and Self-Management
Skills to understand and manage behavior, including the abilities to set goals, recognize feelings, and respond effectively to challenges.
- Establishing and Maintaining Relationships
Skills that support healthy relationships, including awareness and respect of diversity, and the abilities to communicate and resolve conflicts effectively.
- Social Problem Solving
Skills that support students to understand social norms, make responsible choices, and engage effectively in diverse contexts.

For additional information click [here](#).

ACT 147 OF 2004 WEBINAR

On October 8, 2019, the Office of Mental Health and Substance Abuse Services (OMHSAS) hosted a statewide webinar to discuss Act 147 of 2004, Mental Health Treatment – Consent to Treatment, Release of Medical Records. The recording of the webinar along with supporting documentation can be found [here](#).

A frequently asked questions document is also being created and will be available upon completion.

If you have any questions regarding Act 147 of 2004, please submit them to: ra-pwAct147of2004@pa.gov.

2019-20 Student Assistance Program PDE-4092

The 2019-20 SAP reporting website opened at the beginning of October to accept your data! The PDE-4092 form has been updated based on input from schools. Please review the form, particularly to the changes that have been made to questions: 8, 9, 10, 16, 20, 21, and 22. The due date for submission of your 2019-20 SAP data is June 30, 2020. If you have any questions, please contact your [SAP Regional Coordinator](#).

SAP FACTS

We continue our series on the Pennsylvania Student Assistance Program Components and Indicators which focuses on SAP best practices. This month highlights the 4th essential component of SAP practice which is “Parent Participation”. The original handbook can be located on the SAP website by clicking [here](#).

Component 4: Parent Participation

The *Pennsylvania Student Assistance Program Components and Indicators Handbook* identifies best practice indicators that should be present in order to effectively engage parents in the SAP process. These indicators include:

- Policy statement defining parents/guardians as decision makers who provide active consent and includes a formal parent involvement and satisfaction procedure
- Confidentiality guidelines known and respected
- Demonstration of respect for parent and family privacy rights
- Clear and consistent parent consent process and procedures
- Information release form process and procedures for consent to exchange student information

These indicators all support the research-based indicator of having a Formal Parent Involvement Procedure. Formal parent involvement goes beyond communication efforts with parents and procedures to gain parent consent for services and actively works toward parent engagement. Parent engagement is defined in the literature as parents and educators sharing a responsibility to help their children learn and meet educational goals. Parent engagement occurs when teachers involve parents in school activities, invite them to meetings, and encourage them to be an active participant in their student’s learning. Often parent participation decreases in the middle and high school years, as youth become more independent and have less of a desire to have parents be a visible part of their school.

Despite this reduction in parent engagement in the middle school and high school years, the adolescent years are a time of rapid social and brain development for youth and parent engagement is a significant protective factor in the school setting. Parent engagement throughout all school years support academic growth, reduce absenteeism, and has been shown to decrease mental health concerns and suicidal ideation and behaviors in youth.

Recent research published in the *Journal of School Psychology* (2019) concluded that middle school students who felt their parents were involved in their education had fewer mental health problems resulting from being victims of bullying, including fewer suicidal thoughts and behaviors, and less overall difficulty with mental health.

Developing a policy on how to engage in parents throughout the SAP process ensures that all parents are invited to be active members of their youth’s team. This enhances academic and emotional growth, allows for consistent communication and

expectations by parents and school staff, and provides staff with a road map when assisting parents who have not yet been engaged in the school setting. The PNSAS website provides schools with guidance documents, team self-monitoring and resources that can help teams to enhance parent engagement. It is never too late to build foundations for parent-team engagement in school.

RESOURCES and NEWS

FindTreatment.gov

SAMHSA announced the launch of FindTreatment.gov, a new and improved website for helping to connect Americans throughout the United States who are looking for substance abuse treatment. Visitors can access information treatment providers' locations, treatment options, payment and insurance information, and on more than 13,000 state-licensed facilities, based on data compiled by SAMHSA.

Center for MH in Schools & Student/Learning Supports at UCLA: How effective is youth mental health support? Excerpt from: "An Upper Limit to Youth Psychotherapy Benefit?" (2019)

"...outcome of youth psychotherapy is highly overdetermined, with substantial variance accounted for by an array of additional factors ... that impact the lives of young people. In addition to psychotherapy, factors encompassing genetic endowment, biological makeup, family context, and the broader social environment may exert strong influence, in some cases eclipsing the influence exerted by psychotherapy. This may be especially true for young people, whose ability to control life events and living conditions is more constrained than is the case with adults; youth outcomes may be impacted by family financial resources, parents' behavior, sibling relationships, peer influence, neighborhood conditions, events at school, and a variety of other forces the young person may have little or no capacity to alter. Ultimately, an hour of psychotherapy per week is in a kind of competition with all that happens during the other 110+ waking hours, and many of the forces that can contribute to psychological distress and dysfunction during those hours may not be readily altered by therapy. From this perspective, it may make sense to construe youth psychotherapy as but one of many forces that can impact youth mental health and functioning and in many cases not the most powerful of those forces.... One logical implication of this view is that there must be a natural upper limit to the influence psychotherapy alone can exertThe traditional office-visit psychotherapy model carries certain limitations. Given the modest results of our estimated limits of psychotherapy outcome, psychotherapy cannot be considered to represent a complete solution to mental illness. Moreover, the psychotherapy model is unsustainable on a large scale; there are simply not enough therapists to do the job or funds to compensate them for all the care that may be needed. Scalable mental health promotion and prevention efforts may hold promise to alleviate the burden of mental illness. In addition, much of the variance in mental illness can be explained by social and occupational factors, such as socioeconomic status, job stress, academic stress... Rather than working separately, psychotherapists could collaborate within teams of general practitioners, psychiatrists, social workers, sociologists, and others to address factors that are often unaddressed by psychotherapy.... "

Click [here](#) for more information on this or more articles from Center at UCLA.

Center for MH in Schools & Student/Learning Supports at UCLA: Is poverty a risk factor for learning, behavior, and emotional problem?

<http://smhp.psych.ucla.edu/practitioner.htm>

Is poverty a risk factor for learning, behavior, and emotional problems? It is important not to mistake risk indicators for risk mechanisms. On the whole, at any one point in time, poverty and social disadvantage are accompanied by an increased risk of psychopathology. The secular trend data, however, are persuasive in showing that it is most unlikely that the risk mechanism lies in either poverty or poor living conditions per se. Rather, the evidence suggests that the effect comes about because poverty is, in turn associated with family disorganization and breakup, which are rather nearer to the relevant risk mechanisms. This year the American Psychology Association inaugurated a Deep Poverty Initiative. It provides guidance for schools in addressing the social/socioeconomic factors impacting students, families, and communities. Click [here](#) for the Deep Poverty Initiative Toolkit.

“Deep poverty occurs when an individual’s household income falls below fifty percent of the poverty line. More than 18.5 million people within the United States live in deep poverty. Research has shown that living in deep poverty can have profound effects on an individual’s behavioral, physical, and emotional well-being ...”

...Explore your school’s absence and tardy policies (if any). Determine what accommodations you can make in your own classroom for students dealing with structural factors that may inhibit their full and timely participation (e.g., public transportation, childcare, required case management appointments). If evidence is needed to justify an absence or tardy, consider accepting non-standard forms of “proof” (e.g., notes from “eyewitnesses,” pictures, or video) and work with department and school administration (if necessary) to accept these as “legitimate.” documentation. ... Spend time getting to know your students. Learn about them and where they are coming from. Consult the student demographics at your institution to get a sense of the communities and cultures from which your students are coming. Tell stories that allow your students to get to know you and where you are coming from. Practice active listening and follow through with resources that address issues students bring to you. Become familiar with the transportation available to students – is it free, accessible, and reliable? Is there support for students as part of either campus resources or within the community (i.e., vouchers, free/reduced fares with student IDs, carpools)... What is your school's policy on lunch time and costs associated with meals – can the students in your classes afford to eat at school? Are students and families aware of any free/reduced price lunch programs and how to apply for them (if applicable)? Consider donating regularly to the school’s food pantry or providing food as part of course activities.. .If a food pantry doesn’t exist, mobilize faculty/staff/administrators to create a food pantry. Familiarize yourself with available, affordable, and ample food options for students when schools are closed. Familiarize yourself with what options are available for emergency housing for students facing eviction... Know the resources available to students to support their physical and mental health, including free or reduced cost access to medical doctors (including dentists and ophthalmologists) and mental health providers.....”

For more on these matters and specifically on how schools can promote healthy development and implement prevention, early intervention, and treatment, see the links provided to resources from our Center and from others on the Center Quick Find click [here](#).

Prevention for at risk students click [here](#).

Children and poverty click [here](#).

Engagement/re-engagement click [here](#).

Addressing Barriers to Learning: In the Classroom and Schoolwide click [here](#).

Finally, we stress that a key concern in all this is promoting student engagement in schooling. Positive feelings can payoff both for academic performance and reducing problems at schools. Helpful guidelines are found in research clarifying normal trends for school-age youngsters’ efforts to feel competent, self-determining, and connected with significant others. Measurement of such feelings can provide indicators of the impact of a school on students. For example, in assessing school climate, positive findings are expected to correlate with school engagement and academic progress. Negative findings are expected to correlate with student anxiety, fear, anger, and alienation, a sense of losing control, a sense of impotence, hopelessness, and powerlessness. In turn, these negative thoughts, feelings, and attitudes can lead to externalizing (aggressive, "acting out") or internalizing (withdrawal, self-punishing, delusional) behaviors. And, of course, promoting healthy development, well-being, and a value-based life are important ends unto themselves. Therefore, an enhanced commitment to enhancing positive feelings toward and engagement in school should be a core focus in school improvement efforts.

Click [here](#) for more information on this and other articles from Center at UCLA.

TRAINING OPPORTUNITIES

Building the Prevention Workforce Skill-Base – Part 1 of 6: Overview of the Strategic Prevention Framework and the Importance of Ethics in Prevention – SAMHSA Webinar Series

Tuesday, December 3, 2019

1:00 PM - 2:00 PM

This is the first of a six-part series designed to build the capacity of the prevention workforce. This training will detail the steps to implementing a comprehensive, evidence-based approach to prevention using the five stages of SAMHSA's Strategic Prevention Framework. This series will also discuss other relevant topics such as ethical approaches to prevention, how to prioritize data, and how to modify programs. The other webinars in the series will be held on December 17, January 28, February 20, March 16, and March 26.

Click [here](#) for more information.

Introduction to Children's System of Care – Webinar

Wednesday, December 4, 2019

12:00 PM - 1:30 PM

This webinar will provide attendees with an introductory explanation of children's system of care (SOC) by sharing material on values and principles; SOC network structure; relation and differences to the adult SOC; defining intermediary organizations and their role in SOC; and stakeholder, partner, provider, and family/caregiver engagement as a key component to a successful children's SOC.

Click [here](#) for more information.

Trauma-Informed Skills for Educators (TISE) - Part 2: Trauma-Responsive Skills and Strategies – Webinar Series

Wednesday, December 4, 2019

2:00 PM - 3:30 PM

This webinar is the second in a six-part series on creating trauma-responsive schools. This webinar will provide concrete strategies and skills to help educators engage with students in a more trauma-responsive way including: building resilience, fostering a trauma-sensitive classroom climate, enhancing trauma-responsive communication, de-escalating disruptive incidents, and fostering trauma responsiveness throughout the school community.

Click [here](#) for more information.

Vaping Overview and Catch My Breath Program – SAMHSA Webinar

Thursday, December 5, 2019

12:00 PM - 1:00 PM

This webinar outlines exactly what E-cigarettes are, explores the youth vaping epidemic, and introduces CATCH My Breath as one possible solution.

Click [here](#) for more information.

Marijuana Prevention Education Toolkit Launch & Listening Session – SAMHSA Webinar

Monday, December 9, 2019

12:00 PM

The nationwide PTTC Network Marijuana Risk Work Group has released a Marijuana Prevention & Education Toolkit. This webinar will present a detailed overview of each of the four components in the tool kit.

At the conclusion of the toolkit overview, the remainder of the webinar will serve as a listening session where participants can share other issues and challenges related to marijuana prevention.

Click [here](#) for more information.

The National Institute of Mental Health is sponsoring a webinar about transitioning from pediatric to adult health care for youth with autism. This webinar will feature a parent and daughter discussing their experiences and perspectives about making the health care transition.

December 13, 2019

Time: 2:00 PM - 3:00 PM

Topics will include:

- What information and help from your health care provider would be most useful,
- Concerns about making the shift to adult care, and
- Suggestions for health care providers for pediatric and adult patients to make the transition successful for youth and young adults with autism and their caregivers.

This webinar will also provide new and useful resources available at Got Transition, the national resource center on health care transition supported by the federal Maternal and Child Health Bureau, Health Resources and Services Administration.

Presenters:

- *Allysa and Lauren Ware, Family Voices*
- *Sarah McLellan, Maternal and Child Health Bureau, Health Resources and Services Administration, U.S. Department of Health and Human Services*
- *Peggy McManus, Got Transition/The National Alliance to Advance Adolescent Health*

Registration is not necessary. Click [here](#) to learn more and to join the web-ex.

PASAP Member Webinar:

“How Can SAP Teams Help with All This Vaping?”

Presenter: Melissa Groden, Council of Southeast Pennsylvania

January 15, 2020

2:30 PM—3:30 PM

This webinar will provide current education on vaping in schools and discuss ways SAP teams can support students who would like a vape-free school, those who would like to stop vaping and how team members can provide education/resources to their educational community. Register [here](#).

SAVE THE DATE

2020 PASAP Conference

February 23-25, 2020

Penn Stater Conference Center Hotel

215 Innovation Blvd.

State College, PA 16803

Information and registration are available at: <http://www.pasap.org/>

PASAP Member Webinar:

“Teens and Technology”

Presenter: Sarah Billman

April 22, 2020

2:30 PM - 3:30 PM

Webinar Description: Social media, online gaming, video games and gambling have the same effect on the brain as drugs and alcohol. Teens, as digital natives, are the most frequent users of technology and therefore more vulnerable to the negative impacts. This workshop provides insight to this emerging process addiction.

Registration information coming soon.

The Pennsylvania Annual Suicide Prevention Conference

May 6 and 7, 2020

Best Western Premier, Harrisburg, PA

Five tracks for the conference:

- Youth Transition age youth
- Adults
- Older adults
- Military/Law enforcement
- Attempt/loss survivors

Registration information coming soon.

2020 STAR-Center Conference

Friday, May 15, 2020

Pittsburgh, PA

Information will be available at: <https://www.starcenter.pitt.edu/>

GRANTS**SAMHSA-National Child Traumatic Stress Initiative – Category II**

SAMHSA is accepting applications for the National Child Traumatic Stress Initiative (NCTSI) - Category II, Treatment and Service Adaptation (TSA) Centers grants. The purpose of the TSA Centers is to provide national expertise for specific types of traumatic events, population groups, and service systems, and support the specialized adaptation of effective evidence-based treatment and service approaches for communities across the nation.

- SAMHSA plans to issue 7 grants of up to \$600,000 per year for up to 5 years.
- Application Due Date: Monday, December 23, 2019
- Click [here](#) for more information on SAMHSA grants.

SAMHSA-National Child Traumatic Stress Initiative – Category III

SAMHSA is accepting applications for the NCTSI - Category III, Community Treatment and Service (CTS) Centers grants. The purpose of this program is to provide and increase access to effective trauma-focused treatment and document services systems in communities for children and adolescents, and their families who experience traumatic events throughout the nation.

- SAMHSA plans to issue 10 grants of up to \$400,000 per year for up to 5 years.
- Application Due Date: Monday, December 23, 2019
- Click [here](#) for more information on SAMHSA grants.

SAMHSA-Recovery Community Services Program

SAMHSA is accepting applications for the Recovery Community Services Program. The purpose of this program is to provide peer recovery support services via recovery community organizations to individuals with substance use disorders or co-occurring substance use and mental disorders or those in recovery from these disorders. The program's foundation is the value of lived experience of peers to assist others in achieving and maintaining recovery. These services, in conjunction with clinical treatment services, are an integral component of the recovery process.

- SAMHSA plans to issue 6 grants of up to \$300,000 per year for up to 5 years.
- Application Due Date: Monday, December 23, 2019
- Click [here](#) for more information on SAMHSA grants.

Substance Abuse and HIV Prevention Navigator Program for Racial/Ethnic Minorities Ages 13-24

SAMHSA is accepting applications for the Substance Abuse and HIV Prevention Navigator Program for Racial/Ethnic Minorities (Prevention Navigator). The purpose of this program is to provide services to those at highest risk for HIV and substance use disorders.

- SAMHSA plans to issue 82 grants of up to \$200,000 per year for up to 5 years.
- Application Due Date: Friday, December 27, 2019
- Click [here](#) for more information on SAMHSA grants.

Kars4Kids Small Grant Program

Kars4Kids is dedicated to helping children develop into productive members of their communities.

To that end, the organization's small grant program supports educational initiatives and youth development programs in North America with grants ranging from \$500 to \$2000. The program is especially interested in encouraging continued education outside of school and empowering future citizens and leaders of the community. Fundable activities include libraries, afterschool programs, mentoring, exercise programs, weekend programming, incentives for continued reading and math work, and anti-bullying initiatives. Go [here](#) for more information and application instructions.