SAP CONNECTION

January, 2020

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www.pnsas.org

PNSAS INTERAGENCY UPDATE

Update from September 2019 Information re: Obtaining Parent Permission for SAP Referrals for Students Experiencing Homelessness

PNSAS would like to provide clarification to prior information shared within the September 2019 SAP County Coordination Update. The update stated that when a school has a child who is considered homeless and is not living with the parents, there is a required procedure for gaining permission stated as follows:

1. Document attempts to gain parent permission. This documentation must be in writing.
2. District homeless liaison can sign permissions if parent permission has been sought and was unable to be received.
3. If district homelessness liaison is not able to sign (per district protocol) the regional homeless coordinator should be contacted and can give permission.

The above information reflects the appropriate procedures **for the initial SAP consent for schools**, giving the team permission for the student to be involved in the SAP process. Following the initial consent, additional **consent for screenings and assessments by a SAP liaison** should be determined by agency protocols, based on applicable law and regulations.

Resources:

Homelessness and the Student Assistance Program (SAP) Professionals
Information for Student Assistance Program (SAP) Professionals: Homeless and Displaced Families and the School

Pennsylvania's Education for Children and Youth Experiencing Homelessness Site Contacts
There are eight regional sites in operation, with the state coordinator located in Harrisburg. If you have any general questions or questions about specific situations to help students experiencing homelessness, contact a coordinator. Click here for the directory.

Pennsylvania Department of Education Homeless Education website:
https://www.education.pa.gov/K-12/Homeless%20Education/Pages/default.aspx

REMINDER!! Please complete the SAP Team and Liaison Information Surveys!
Has your SAP team or SAP Liaison Provider Agency completed the Information Surveys on Survey Monkey? **The SAP Team Information Survey was emailed to school districts on December 4, 2019 and is due on January 16, 2020** and the **SAP Liaison Information Survey was emailed on November 12, 2019 and was due on December 16, 2019**. Both Surveys are open. **Check with others on your team or agency prior to using the Survey Monkey link since we can only accept one survey per team or agency**. The information you provide allows us to provide better technical assistance so we appreciate your completing them! If you have any questions please contact your Regional Coordinator. The contact information for your Regional Coordinator is located [here](#).

SAP FACTS

We continue our series on the Pennsylvania Student Assistance Program Components and Indicators which focus on SAP best practices. This month highlights the fifth essential component of SAP best practice which is "Team Planning". The original handbook can be located on the SAP website at http://pnsas.org/Portals/1/Uploaded%20Files/componentsandindicators.pdf.

Effective team planning is crucial with regards to helping students achieve success. Before examining how well your SAP team functions with regards to planning, you must first review the composition of your team. SAP teams do not consist of one or two members. When developing an action plan for a student that has a positive impact, you need input from more than one or two members. Check your team membership. A SAP team should consist at a minimum of four members and can include those listed below:

- Administrator
- Nurse
- Counselor
- School Psychologist
- School Social Worker
- Classroom Teacher
- Specialist (PE, Art, Music, Computers, etc.)
- Coach
- Drug and Alcohol and Mental Health Liaisons
- School Resource Officer
- Juvenile Probation Officer
- Youth and Family Services/CYS

Once you have reviewed your team membership, it is time to evaluate your team according to the five essential parts of successful team planning:

- Does your team have a regular meeting time? Is it enough time to complete SAP work?
- Have members' role assignments and responsibilities been communicated to all? (Role assignments include team facilitator, secretary, case manager, etc.)
- Have case assignment and management procedures been communicated to all team members and are they being followed?
- Does the team have a regular confidential meeting space with access to telephone/computer?
- What is the intra-team communication process and is it effective?

The changes to questions 20, 21 and 22 of the 2019 -2020 PDE 4092 also address effective team planning with regards to the outcome for the referral. The questions are listed below:

- Question 20. For this referral a SAP action plan was implemented?
- Question 21. For this referral the identified goals were met?
- Question 22. Please select how each item below influenced the outcomes for the student.

Team meeting frequency was sufficient; team meeting duration was sufficient; and organizational assets which include team dynamics are among the list of items.

(Note: The above is a portion of the 2019-20 PDE 4092 Question 22.)

If you have questions regarding the team planning component contact your Regional Coordinator. The list of Regional Coordinators and their contact information is listed here.

RESOURCES and NEWS

Free EBook on Preventing Adverse Childhood Experiences

The Centers for Disease Control (CDC) and Prevention recently published an eBook *Preventing Adverse Childhood Experiences (ACEs): Leveraging the Best Available Evidence* that includes strategies for preventing ACEs. While many take a multi-generational family approach to preventing ACEs, some of them broadly relate to bullying prevention, such as:

- Teaching social-emotional learning
- Promoting bystander intervention
- Connecting youth to caring adults and activities
- Intervening to lessen immediate and long-term harm

Go here to download the book.

The Real Cost of Vaping Lessons and Activities

Educators can play a critical role in fighting the teen vaping epidemic. FDA research suggests that when teachers talk about the health consequences of e-cigarettes and schools enforce anti-vaping policies, students may be less likely to vape. These resources can help you start an honest conversation with your class and help to change social norms at your school. Access the lessons and activities here. For additional resources go to *Toolkit for Providers—End the E-Cigarette Epidemic* from the American Lung Association or *E-Cigarettes and Youth Toolkit for Partners: How You Can Help End the Epidemic* from the Centers for Disease Control and Prevention.

Zero Suicide Toolkit

The foundational belief of Zero Suicide is that suicide deaths for individuals under the care of health and behavioral health systems are preventable. For systems dedicated to improving patient safety, Zero Suicide presents an aspirational challenge and practical framework for system-wide transformation toward safer suicide care. Zero Suicide operationalizes the core components necessary for health care systems to transform suicide care into seven elements.

To assist health and behavioral health organizations in their adoption of the Zero Suicide framework, the Suicide Prevention Resource Center (SPRC), federally funded by the Substance Abuse and Mental Health Services Administration (SAMHSA), offers a free and publicly available evolving online toolkit that includes modules and resources to address each of the elements of Zero Suicide. Access the toolkit here.

Free Evidence-Based Character Education Program: Choose Love Enrichment Program

The Choose Love Enrichment Program™ is a no cost, pre-K through 12th grade, evidence-based social and emotional (SEL) classroom program teaching children how to choose love in any circumstance. The program, which can be downloaded for free, focuses on four important character values – Courage, Gratitude, Forgiveness, and Compassion in Action – which

cultivates optimism, resilience and personal responsibility. Included elements are positive psychology, mindfulness, neuroscience, character values, and more. The program focuses on four important character values – Courage, Gratitude, Forgiveness, and Compassion in Action – which cultivates optimism, resilience and personal responsibility. Included elements are positive psychology, mindfulness, neuroscience, character values, and more.

In addition to the program, educators have free access to a wealth of Supplementary Resources including an Educator Guide, Mindfulness Extension Lessons, Morning Meeting Infusion Activities, Worksheets, Bookmarks, Posters and other printables, and videos. For more information, including how to access the free curriculum go to https://www.jesselewischooselove.org/choose-love-enrichment-program-at-a-glance/.

Schoolwide Networks of Close Friends and Trusted Adults May Protect Teens from Suicide Risk
Schoolwide networks of close friends and trusted adults may protect teens from suicide risk, a new study suggests. Researchers surveyed students in 38 high schools and asked them to name peers and adults at their school with whom they had close relationships. They found that rates of suicidal thoughts and suicide attempts were higher in schools where students had fewer friends and friendships were concentrated among fewer students. Rates of suicide attempts were also higher in schools where students lacked close connections to adults. In schools where close friends had bonds with the same trusted adult, attempt rates were lower. These findings highlight the value of fostering social connectedness as a prevention strategy, said lead author Peter Wyman, a psychiatry professor at the University of Rochester School of Medicine and Dentistry. "Most suicide prevention is centered on the high-risk individual," Wyman said. "We wanted this study to provide us with new ways of thinking on how to intervene to strengthen protective relationships on a broader school level, and even on a community level." Read more about the study here. For more information on promoting social connectedness click here.

Youth and Young Adult Mental Health Resource List 2019
Youth and young adults (YYA) of transition age (16-25 years of age) are an important population of focus for mental health services and supports. This period involves significant changes, new responsibilities, and decision making related to school, career, family, personal relationships, finances, and other areas of life. For most YYA, these transitions are both exciting and challenging. However, for YYA who experience (or are at risk for) serious mental illness, the transition to adulthood presents unique risks and difficulties that can impact lifelong outcomes. One of the risks of the transition age is that it coincides with the age of onset for most mental and behavioral health challenges. Most mental health challenges emerge in the late teens to early 20s, with roughly 75% of mental health challenges beginning by the early 20s.
The Mental Health Technology Transfer Center Network, a SAMHSA funded organization, has published The Youth and Young Adult Mental Health Resource List which is intended to assist a wide array of stakeholders involved in creating better outcomes for YYA with mental health challenges and SMI. These resources uphold the research-based concept that systems and services should be youth driven, developmentally and culturally appropriate, and trauma informed. Download the resource list here.

Weapon Carrying at School and Suicide Attempts among U.S. Teens
A recent study found that high school students who report carrying a weapon on school property may be at increased risk for suicidal behaviors. This result occurred even after adjusting for known suicide risk factors.
Researchers used 2017 data from the Youth Risk Behavior Surveillance System, a nationally representative survey of high school students. They examined the relationship between weapon carrying on school property in the past 30 days and suicide attempts in the past year, controlling for sociodemographic characteristics and known risk factors for suicide. Those risk factors included past-year experience of bullying; ever experiencing forced sexual intercourse;

feeling sad or hopeless in the past year; cigarette smoking and binge drinking in the past 30 days; and lifetime use of cannabis, illicit drugs, and prescription medication.

The researchers found that youth who reported carrying a weapon on school property were twice as likely to have attempted suicide in the past year as those who did not report carrying a weapon on school property. Understanding the association between weapon carrying and suicide attempts among teens will allow school staff to better identify students at risk. This study highlights the importance of directing suicide prevention and intervention efforts to youth identified as having easy access to weapons. Go here to learn more.

TRAINING OPPORTUNITIES

WEBINAR SERIES: SUPPORTING TRANSGENDER CLIENTS
 The Office of Mental Health and Substance Abuse Services is sponsoring our second annual training series "Supporting Transgender Clients" in partnership with the Gender and Sexuality Development Clinic at Children's Hospital of Philadelphia. Dates for the webinar series are below. Webinar slots are limited, if multiple staff from one location wish to participate please consider viewing jointly. All webinars will occur from 12 p.m.—1 p.m.   If you have questions or would like additional information please e-mail Jill Stemple at jistemple@pa.gov

January 7, 2020: Medical and Psychiatry Supports hosted by Drs. Zachary McClain and Anderson Stills
January 21, 2020: Sexual Health and Education hosted by Erica Smith, M.Ed
February 4, 2020: K-12 Grade School Supports hosted by Samantha King, MSW, M.Ed
February 25, 2020: Complex Cases hosted by Dr. Linda Hawkins, LPC, MSEd

Go here to register.   Webinar login information will be shared prior to training date.

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.

National Association of School Resource Officers (NASRO) Basic Training Course
Jan. 27–31, 2020
8 AM – 4 PM
Central Susquehanna Intermediate Unit (CSIU)
90 Lawton Lane
Milton, PA 17847
This 40-hour course is designed for law enforcement officers and school safety professionals working in an educational environment and school administrators. The program provides tools for officers to build positive relationships with students and staff. The course is beneficial for educational professionals dedicated to providing a safe learning environment and provides a more in-depth understanding of the role and functions of an SRO. If it has been more than three years since attending a NASRO Basic SRO course, it is strongly recommended for you to consider returning to take the new course. NASRO is offering a $100 discount to anyone who has taken the NASRO Basic SRO Course previously. For registration information click here.

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/

SAVE THE DATE

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.

PAPBS Implementers Forum
May 11 and 12, 2020
Hershey Lodge and Convention Center,
Hershey, PA
Stay tuned for registration information.

2020 STAR-Center Conference
Friday, May 15, 2020
Pittsburgh, PA
Information will be available at https://www.starcenter.pitt.edu/

GRANTS

Grants for Expansion and Sustainability of the Comprehensive Community Mental Health Services for Children with Serious Emotional Disturbances
SAMHSA is accepting applications for Grants for Expansion and Sustainability of the Comprehensive Community Mental Health Services for Children with Serious Emotional Disturbances (System of Care [SOC] Expansion and Sustainability Grants). The purpose of this program is to improve the mental health outcomes of children and youth, birth through age 21, with serious emotional disturbance (SED), and their families.   SAMHSA plans to issue up to 24 grants of up to $3,000,000 per year for up to 4 years. **Application due date is Monday, February 3, 2020**. Click here to learn more.

National Training and Technical Assistance Center for Child, Youth, and Family Mental Health
SAMHSA is accepting applications for National Training and Technical Assistance Center for Child, Youth, and Family Mental Health grant. The purpose of this program is to provide training and technical assistance (TTA) to increase the access to, effectiveness of, and dissemination of evidence-based mental health services for children, youth and young adults (through age 21) with Serious Emotional Disturbances (SED)/Serious Mental Illness (SMI) and their families, and to promote the coordination of these services. This Center is a key component of SAMHSA Children's Mental Health Initiative. SAMHSA plans to issue one grant of up to $3,000,000 per year for up to 5 years. **Application due date is Tuesday, February 4, 2020**. Find out more here.

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.