SAP Connection

February, 2021

Prepared by: PA Network for Student Assistance Services (PNSAS)
www.pnsas.org

PNSAS INTERAGENCY UPDATE

2021 Contest for Youth Suicide Prevention
Prevent Suicide PA is pleased to share information about the voting process for this year's entries to the high school PSA contest. Participating in the voting process is a great opportunity to engage staff and students in a dialogue around suicide prevention, the importance of positive messaging and youth voice, and help-seeking.
The 2021 PSA contest page can be accessed at http://psa.preventsuicidepa.org/2021-2/.

The **school wide vote** is open from Wednesday, January 27th through Friday, February 26th.

For info on how to cast your school vote visit http://psa.preventsuicidepa.org/wp-content/uploads/2020/07/2021-School-Wide-vote-process-Final.pdf. We'd love for your school to have a voice and raise awareness, as well as display the work that was created by the students throughout Pennsylvania.

The **public voting** is open from Wednesday, February 3rd through Friday, February 26th. This voting is open to anyone and can be shared widely.

Contest winners will be announced in early March, and winners will be honored in the spring.

All of the PSAs on the Prevent Suicide website are available for public use and to support awareness efforts in schools and communities. The winners and honorable mentions from past years of the contest can be viewed at http://psa.preventsuicidepa.org/.

SAP BACK TO BASICS

As we conclude our series on the PA SAP Components and Indicators that focus on SAP best practices, this month highlights the ninth essential component, which is "Outcome Indicators and Evaluation". Click here to access the original handbook on the SAP website.

Right now you may be feeling very overwhelmed and not so interested in taking the time to evaluate your SAP team to determine if it is as effective as possible. Many team members are struggling with on-line or hybrid learning and keeping up with all aspects of your jobs during the pandemic. However, it may be more important than ever to get the most outcome for your efforts. This article will explore some options to consider in optimizing the time you have for SAP.

Component 9, Benchmarks and Indicators, outlines a few elements that SAP teams need to review to determine if they are effective:

- **SAP monitoring and improvement mechanisms are in place**

Is your team looking at data on a regular basis to determine ways to make your team/school work more smoothly? Have you reviewed the past two years of your SAP PDE 4092 data from the Safe Schools website? Who on the team is charged with this task? What are the data trends for your school? Do you have enough time and team members to address your school's needs?

Many schools are experiencing large increases in truancy and/or lower academic performance. SAP teams can be quickly inundated with these referrals. SAP may not be the most productive way to address this situation for all of these students. Truancy may need to be addressed in universal/tier 1 levels first and also better collaboration with your administration and truancy elimination officers. Otherwise, you will overwhelm the truancy elimination officers and SAP Teams (tier II systems) and find that it hasn't been effective and your teams are frustrated.

It might be helpful to brainstorm school-wide positive behavior tier I/universal supports that would address truancy and other at-risk issues your students are experiencing.   Look at ways to implement rewards, not just punishment. Can the district provide funds for incentives such as: free pizza/local restaurant gift card drawings each Friday? Each student that attends a class gets their name in the drawing-the more times they attend the greater their chances of winning. Are there other community collaboration ideas that can support students and families? According to Attendance Works building relationships is the number one strategy to improving student attendance and is an integral part of being a trauma-sensitive school. Some schools are expanding mentoring to include additional staff since the needs are so great this year!

- **SAP team maintains a student data management system to track student attendance, GPA, failed courses, grade retention, and school leaving**.

Are SAP team case managers able to access information on how students are doing? They may need to have the administrator or counselor check school records if case managers in remote learning do not have access to that information. Can they check with student/staff/family/providers to see if the interventions SAP suggested have been implemented and if they are working? If your building is learning on-line and SAP team members do not have a work cell phone this may be challenging. If needed, there are ways to block your phone number. Communication is the key-keep trying. You may have to check emergency contact cards to reach someone in the family. If students do not improve in a reasonable amount of time, it may be time to re-evaluate options at the next SAP team meeting. However, for some youth at least stopping a downward spiral is a success.

- **Student SAP service participation and utilization system provides accurate and timely information.**

During this pandemic, it is more important than ever to make sure we are not making assumptions about our liaisons and other community providers. Someone from the team should be the point person for the agency and vice versa. The SAP team point person needs to share any changes to the services with all team members. Liaisons need to know if the school rules/procedures/policies/meetings have changed. We are all trying to be flexible and understanding that things change

from day to day, and sometimes hour by hour. Also, many SAP team members provide mentoring-have you continued this in the virtual world?

- **Student interventions, recommendations, and outcomes are regularly assessed for quality and goal attainment.**
Are the liaison agencies able to screen/assess students in person or remotely? Are treatment agencies still offering in person services or tele-med services? Are the tele-med services working for families? There are some families where tele-med services do not work well for a variety of reasons. It may be helpful to explore community agency options.

- **Stakeholder input and suggestions are solicited and utilized**
Since collaboration is one of the areas needed for effectiveness of SAP, we need to check in and see how things are going. Has the SAP team had a chance to ask school staff, SAP team members, and community providers how SAP is working? This can be a formalized tool or a quick email. There are several SAP team self-evaluation tools on the SAP website.

- **SAP satisfaction information is solicited and utilized.**
Dropped down like other sections. Evaluating satisfaction can be more formalized, such as, the parent/guardian and student satisfaction surveys on the SAP website or anecdotal data gathered from team members. Reaching out to families and students can build their connectedness towards school and the SAP team and build better relationships that result in improved outcomes for students.

This is a lot of information-how do you do it all with so little time? The quick answer is: you don't! Pick a couple of small things to focus on. Some of these you may have very little control over, so it is best to focus on 2-3 items that you can impact. As always if you need any assistance, feel free to contact your PNSAS regional coordinator.

TRAINING OPPORTUNITIES

Black Mental Health Matters: Microtrauma and Microaggressions in Communities of Color
Black Mental Health Matters is a two-part webinar facilitated by Dr. Eunice Peterson, a board certified adult and child and adolescent psychiatrist. The webinar is an interactive presentation with a Q&A session designed to provide participants with an understanding of how racism impacts mental health.

Part I: Thursday, February 11, 2021, 2:30-4:00 PM
Part II: Thursday, February 25, 2021, 2:30-4:00 PM
Register: **https://bit.ly/3nicz8F**
Sponsored by PA Care Partnership and Office of Mental Health and Substance Abuse Services. More information.

Safe and Civil Schools: Building a Culture of Attendance:
Strategies for Universal Prevention and Intervention with Absenteeism and Truancy Concerns
Presented by Jessica Sprick

A growing body of research indicates that regular student attendance is one of the most critical yet under-addressed issues in schools today. During the COVID-19 pandemic, concerns about attendance issues have become even more evident and widespread. This session provides participants with practical strategies to monitor and address student absenteeism across all grade levels.

Session Dates: February 16, 18, 23, and 25, 2021.
Registration Fee: $350
Session Time: 12 noon ET
All sessions last 2 hours (8 hours total)
Click here to register.

Pennsylvania Association of Student Assistance Professionals (PASAP) 2021 Conference
Sessions will be available from 12:30 PM on February 21 to 11:00 PM March 21, 2021.
You can earn up to 25 professional development credits!
PASAP member conference fee $95
Non-member $145
Click here for more information on the conference.

Attachment-Based Family Therapy (ABFT) March 2021 Training
Workshops Co-sponsored by Center for Family Intervention Science, the Department of Counseling and Family Therapy at Drexel University College of Nursing and Health Professions and Drexel University College of Medicine Behavioral Healthcare Education.

Program objectives:
- Discuss the theoretical foundation of ABFT.
- Discuss the importance of each of the five treatment tasks.
- Describe how to organize therapy around interpersonal growth rather than behavioral management.
- Apply specific strategies for facilitating the repair of interpersonal ruptures.

This live introductory online training reviews the theory, research, and clinical strategies of attachment-based family therapy (ABFT). ABFT is a manualized, empirically supported family therapy designed to target family and individual processes associated with adolescent depression and suicide. The training is equivalent to our 3-day/two-part in-person workshop and is delivered as 6 half-day live webinars. Participants may enroll in part one only, part two only (if previously attended part one/day one), or the entire two-part Introductory Training.

Dates: Part One: March 8 and 9
                Part Two: March 15, 16, 22, and 23

For additional workshop information and registration: https://bit.ly/2XDEnLx
For more information contact Rebecca Saionz at: rss94@drexel.edu

Enhancing Student Engagement via Integration of Evidence-Based Practices
The Pennsylvania Department of Education, Bureau of Special Education

Presenter: Dr. George M. Batsche
Date/Location: March 11, 2021 - Webinar
Times: 8:30 AM - 11:45 AM
Credits: Act 48 hours available.

Active student engagement is a function of instructional, climate and behavior/social-emotional factors. Traditionally, these factors have been treated separately and siloed. An MTSS provides us with the opportunity to design an engaging environment for all students. Integrating behavior supports, for example, into the design and delivery of instruction is different from providing instruction and behavioral supports separately. The process of integration of academic, behavior and social-emotional factors to create a highly engaging environment must occur in the design of instruction. This session will focus on both the mindset of integration and the design of the delivery process.

Register online by clicking on the name of the event on the Training Events Calendar
at: https://www.pattan.net/events/

For content related information and questions, please contact Dr. Jennifer Collins at jcollins@pattan.net or 717-901-2230.
For general registration information and questions, please contact Kelly Kapp at MTSS@pattan.net or 717-901-2271.

Prevent Suicide PA's Virtual Conference on May 13 and 14, 2021.
The Prevent Suicide PA's conference will be entirely on-line this year. Registration information will be available soon.
Click here for more information about Prevent Suicide PA.

GRANTS

2020-Substance Abuse Education and Demand Reduction(SAEDR) Grants
All three PA Commission on Crime and Delinquency (PCCD) grant applications listed below are due by
February 24, 2021.
Egrants Help Desk (717) 787-5887 or (800) 692-7292; or via email to RA-eGrantsSupport@pa.gov.
Click here for more information about PCCD egrants and here to access the grants listed below.

SAEDR Category 1, Youth Focus
Funding is available for nonprofit organizations to serve youth with research-based or evidence-based approaches to prevention, intervention, training, treatment, and education services to reduce substance use or provide resources to assist families in accessing these services.

Available funds are awarded through the Office of Justice Programs (OJP), Unit of Gun Violence Prevention and Violence Prevention, and will support the implementation of community-based, accessible, research-based approaches and practices in prevention, intervention, treatment, training, and education that reduce and/or eliminate youth substance abuse. Funds will also support resources that assist families/loved ones in accessing these services. These 24-month awards will be approved at the June 9, 2021 Commission meeting, and all projects will begin on July 1, 2021. Eligible applicants include non-profit organizations to support a new project or the expansion of an existing project. Local school districts are not eligible applicants for these funds. However, schools may partner with non-profits on the implementation of eligible applicants' projects.

SAEDER Grant Category 1 Adult
Funding is available to nonprofit organizations to provide research-based approaches to prevention, intervention, training, treatment, and education services to reduce substance use or to provide resources to assist families in accessing these services. Under this solicitation, state funds are being made available to support implementation strategies aimed at combating opioid/heroin overdoses in Pennsylvania communities. Eligible applicants include nonprofit organizations/agencies within the Commonwealth of Pennsylvania. Non-profit organizations/agencies may partner with a local government entity, including school districts, but are not required to do so.

SAEDR Category Two and Category Three
Funds are available to support the implementation of strategies aimed at combating opioid/heroin overdoses in Pennsylvania communities. Funds are being made available for projects designed to educate the public about the dangers of substance use and/or reduce demand for these substances under the following two categories: Category Two funds are intended to educate youth, caregivers of youth, and employers about the dangers of substance abuse and increase the awareness of the benefits of a drug-free Pennsylvania through media-related efforts that may include public service announcements, public awareness campaigns, and media literacy. Special consideration will be given to projects that focus on the use of opiates within the Commonwealth. Category Three funds are intended to educate employers, unions, and employees about the dangers of substance use in the workplace and provide comprehensive drug-free workplace programs and technical resources for businesses, including, but not limited to, training for working parents to keep their children drug-free. Eligible applicants include non-profit statewide organizations and agencies within the Commonwealth of Pennsylvania. Non-profit statewide organizations/agencies may partner with a government entity, including school districts, but are not required to do so. The funding guidelines provide the necessary information to complete this application.