SAP CONNECTION

October, 2020

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

www.pnsas.org

PNSAS INTERAGENCY UPDATE

PDE 4092 (SAP Reporting)
Last March school districts dealt with several challenges due to COVID-19. SAP teams continued as best they could to operate over the remainder of the 2019-20 school year. Many SAP teams were able to ensure the referral process remained to help students. This year, schools are still facing "interesting times" and are doing their best to be flexible to the needs of students. The SAP reporting system for 2020-21 will open in early October, 2020 with a newly revised PDE 4092 Reporting Form. To access the reporting system, instructions, and the blank printable form click here. Please note, there is a new SAP reporting Help Desk number, 814-243-3658.

SAP K-12 Training
SAP trainings are available both in person and virtually in certain locations throughout the state.   These trainings are delivered by PA Approved SAP Training Providers. For a complete listing click here to access the training calendar.

Annual PNSAS Surveys
In October PNSAS will be sending out two annual surveys via e-mail. One survey will go to SAP teams and the other is for SAP liaisons to complete. These surveys are helpful for us to have accurate contacts and to assist with understanding local training needs. Each survey will be submitted using survey monkey. Click here to locate your regional coordinators.

Social and Emotional Wellness Resources for Families
During these uncertain times, our communities also have been impacted by racial and social unrest that has added an additional layer of stress to the overall situation that school communities are attempting to navigate. For many families, this added stress relates to concerns on how to balance being a parent or caregiver with helping further the education of their children, how to have difficult conversations about these uncertain times, and how address emotions in their children while they are also experiencing their own strong emotions. With many schools across Pennsylvania moving to virtual or a hybrid model, more children will be learning from a home environment. These pages were designed to assist families with addressing emotions, moving forward with education for their children, and providing resources and ideas to promote a family balance while education is occurring in the home. Click here for more information.

Equity Practices Hub is up and running. The purpose of the Equitable Practices Hub is to establish a coherent collection of resources that an educational community may use in promoting intentional equity in their communities. The resources have been hand-picked and reviewed, and represent best practices, models, and guidance from all their component parts. The 7 Pillars of Practice are also introduced. Click here for more information.

Suicide Prevention Online Learning Center

Prevent Suicide PA and the Pennsylvania Garrett Lee Smith Youth Suicide Prevention Grant are pleased to announce the relaunch of the **Suicide Prevention Online Learning Center**! This site is designed to provide research-based and best practice information to anyone who may come into contact with individuals struggling with suicidal thoughts and behaviors, including educators, mental health professionals, medical professionals, and the general community. New courses will be added to the site in an ongoing manner, including courses that address suicide prevention across the lifespan.
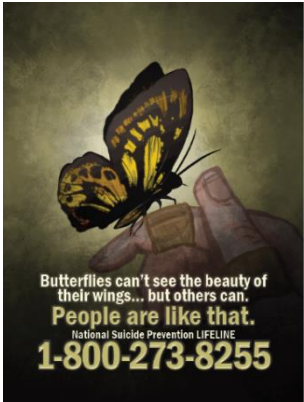
The Online Learning Center can be accessed by visiting https://pspalearning.com/.

Select featured courses include the following:
- Suicide Prevention for Educators (an 8-class course that can fulfill Act 71   requirements for schools)
- Assessment and Clinical Management of Suicidal Youth
- Method Restriction: Primary Care and Public Health Approaches

When visiting the site for the first time, users must click the "login" tab to register, creating a username and password. Then, click the "All Courses" tab to view all site content. Any trainings that users complete will be documented on a transcript that may be downloaded, and some courses will offer printable certificates.

2021 PSA Contest for Youth Suicide Prevention

Butterflies can't see the beauty of their wings... but others can.
People are like that.
National Suicide Prevention LIFELINE
1-800-273-8255

Prevent Suicide PA is once again hosting the annual PSA contest for high school students. This is a great opportunity to engage students in a dialogue around suicide prevention, the importance of positive messaging, and communicating effectively. Staff who have participated in the past have seen this as a way to teach students on many levels (academically, socially, and emotionally), and students have been empowered to use their voice to reach out to their peers.

This year's contest submissions are due by **Wednesday, December 16, 2020**. Contest rules and submission guidelines can be found here.

All of the winning and honorable mention PSAs from previous years are available for free public use and can be accessed by visiting http://psa.preventsuicidepa.org. These are great resources to use throughout the year.

SAP BACK TO BASICS

Grief and Loss

What is grief? – Grief is an individual response to loss. Loss can include the death of a loved one, loss of a pet, the ending of an important relationship, job loss, loss through theft, or the loss of independence through disability.   Grief is a normal, expected set of emotions that can occur after the loss. However, some people experience a more significant and longer-lasting level of grief. This is known as complicated grief.

The process of grieving varies from person to person and may be influenced by the nature of the loss. Loss is an inevitable part of life and grief is a natural response to losing someone or something, tangible or intangible. Grieving and the process of adapting to life after a loss is a deeply personally experience and individuals may experience sadness, loneliness and sometimes despair.

During these unprecedented times some may have experienced loss due to the COVID-19 virus.
Recognizing these losses that have occurred due to the pandemic and addressing their long-term affects is unknown, requiring an acute awareness of observable behaviors and expressed emotions and reactions of the grieving person.

The Center for Disease Control has provided the following explanation with respect to COVID-19: "Some people may experience multiple losses during a disaster or large-scale emergency event. Because of the COVID-19 pandemic, you might be unable to be with a loved one when they die, or unable to mourn someone's death in-person with friends and family. Other types of loss include unemployment, or not making enough money, loss or reduction in support services, and other changes in your lifestyle. These losses can happen at the same time, which can complicate or prolong grief and delay a person's ability to adapt, heal, and recover."

It is paramount to our work that we develop a level of understanding that children may grieve differently than adults. The Pathways Center for Grief and Loss Children and Teens tab provides background information and resources to assist in working with youth who have experienced loss or who may be facing loss due to a terminal illness.

Complicated grief may share many of the same symptoms of depression. It can also lead to depression, or worsen depression in someone who already experiences it.
Symptoms of complicated grief include:

- trouble thinking about anything other than your loved one's death
- lasting longing for your deceased loved one
- difficulty accepting that your loved one is gone
- long-lasting bitterness over the loss
- feeling as if your life no longer has meaning
- trouble trusting others
- difficulty remembering positive memories of your loved one
- grieving that gets worse instead of better

Stages of Grief
There are many stages people experience when they are grieving that may occur in any order. Some may vacillate back and forth as they navigate through the loss. They may experience denial, anger, bargaining, despair or sadness and finally a level of acceptance. People who are grieving do not necessarily go through the stages in the same order or experience all of them. We are unique and therefore process emotions differently. There is no right or wrong way to grieve. What is of tantamount importance is that we allow ourselves to grieve and progress through a continuum to where we can accept the loss as well as be sensitive and patient with others as they grieve.

Denial
The first reaction to loss or news of a serious illness may be to deny the reality of the situation. To think "this isn't happening" or "this cannot be happening," are typical human reactions. Denial is a defense mechanism that may suppress the inevitable for some individuals. For most individuals experiencing grief, this stage is a temporary response to the first wave of pain as we progress to acceptance.

Anger
Anger may set in following loss. Anger may be expressed toward the person or what we have lost. We may resent the person who may passed, or the individual who diagnosed an incurable disease, and see that person as the individual who is causing us pain.

Bargaining
The normal reaction to feelings of helplessness and vulnerability is often a need to regain control through a series of "If only" statements, such as:

- If only we had sought medical attention sooner…
- If only we got a second opinion from another doctor…
- If only we had tried to be a better person toward them…

This is an attempt to bargain. Secretly, we may make a deal with our higher power in an attempt to postpone the inevitable, and the accompanying pain. This is a subconscious line of defense that protects us from the painful reality.
Guilt often accompanies bargaining. We start to believe that if we were able to do things differently we could have stopped the loss from happening.

Depression
Grief can be a trigger for depression; however, not everyone who grieves will experience depression. Clinical depression involves more than a feeling of sadness, it is a level of sadness and disinterest in activities that negatively impact a person's daily functioning. Some may find themselves in a depressed state of mind while maintaining the ability to function as well as be productive.

Acceptance
Losses may be sudden or expected. Not everyone who experiences loss is able to reach a level of acceptance. When an individual reaches a level of acceptance there is a certain calm and peace that is felt allowing them to move forward in the healing process.

Take time for yourself! If you are grieving or assisting another as they grieve take a little more time. The PA Department of Education has provided resources focusing on self-care as well as the need to address our own personal needs that will give us strength to support others. Additionally, The National Institutes of Health has many resources supporting individuals coping with loss and self-care as well as those of us in the field who provide support to schools.

Pathways Center for Grief and Loss has many resources supporting the stages of grief and loss as well as support during the time when a loved one is seriously ill. Supports include groups, individual counseling, online support, children's support groups and more, we welcome the opportunity to support you.
This is a **brave new world** we are living in. Take time for yourself! We will not have the ability to properly care for others if we are not well.

RESOURCES and NEWS

National Institute on Minority Health and Health Disparities (NIMHD)-Funded Study Reveals Advertisements Increase E-cigarette Use Among Younger Populations
E-cigarettes, which contain nicotine and other toxic substances, are harmful to the developing brain and respiratory health of young people. A study published in Pediatrics reveals that youth and young adults who had never smoked but came across e-cigarette marketing were more likely to use e-cigarettes in the future that those who did not encounter e-cigarette marketing at all. This was true especially for those youth who initially reported no interest in experimenting with e-cigarettes. Results of this research identify exposure to e-cigarette marketing as a reason for future e-cigarette use among tobacco naïve youth and young adults. Click here to access the full article.

Now Available: SAMHSA's 2019 National Survey on Drug Use and Health (NSDUH) Report Data Findings
The Substance Abuse and Mental Health Services Administration recently released the 2019 National Survey on Drug Use and Health (NSDUH). The annual survey is the nation's primary resource for data on mental health and substance use among Americans.

The 2019 Key Substance Use and Mental Health Indicators report summarizes the following:

- Substance use: alcohol, tobacco, marijuana, cocaine, heroin, hallucinogens, and inhalants, as well as the misuse of opioids, prescription pain relievers, tranquilizers or sedatives, stimulants, and benzodiazepines
- Initiation of substance use
- Perceived risk from substance use
- Substance use disorders
- Any mental illness, serious mental illness, and major depressive episode

4

- Suicidal thoughts, plans, and non-fatal attempts for adults aged 18 or older
- Substance use treatment and mental health service use

As the NSDUH demonstrates, substance misuse and mental illness continue to be major problems for Americans. These issues demand continued attention and focus across all American communities. The data also reflect impressive progress on the nation's opioid crisis.

View the recorded presentation of the NSDUH data and webcast slides presented by Dr. Elinore F. McCance-Katz. Click here for more information.

The National School Climate Center raises the following: As many schools make their operations virtual and the US Department of Education publishes remote learning guidance, we need to ask: "What does school climate mean when school is not physically in session, and how do we maintain our commitment to equity while embracing virtual schooling?" https://www.schoolclimate.org/. Their answer: School climate is essentially a measure of the overall health of a school community; while buildings may be empty, the school community remains alive, in need of just as much care and attention as it does when gathered in the same physical space. Students' core needs for physical, social and emotional safety and connection with caring adults remain and in some cases are even more urgent now that schools are physically closed to them. Beyond their immediate needs, research shows that maintaining a sense of connectedness during times of major disruption develops resilience for overcoming unforeseen difficulties. It is more important than ever to remind students, staff, and families that they are not alone by providing them ways of connecting with the school and one another so they can see and feel their collective strength. The work of engaging and nurturing community does not look the same everywhere when schools are physically in session, and it surely won't be the same everywhere now. But it can and should be guided by a commitment to equitably uplifting the potential of all students while helping all members of the school community feel safe, included and engaged.

Click here for more information.

SAMHSA: National Center of Excellence for Eating Disorders (NCEED) NCEED has gathered information to help support the community as the COVID-19 crises evolve. Resources were created to provide guidance on how to support yourself, your loved ones, and your patients.
To access "Eating Disorders and COVID-19: What Individuals and Families/Caregivers Need to Know" – Click here.
Go to https://www.nceedus.org/covid/ for more resources from NCEED.

TRAINING OPPORTUNITIES

4th Annual HIDTA Prevention Summit
This virtual event will be held Thursday, October 8, 2020 from 8:30-5:00 PM.

The Office of National Drug Control Policy's (ONDCP) National High Intensity Drug Trafficking Area (HIDTA) Program Office (NHPO) and A Division for Advancing Prevention and Treatment (ADAPT) are pleased to invite you to participate in the 4th Annual Prevention Summit, titled Advancing Substance Use Prevention in HIDTA Communities: Standards, Strategies, and Support. There will be keynote presentations, workshops and panel presentations.

To register for this free event, please click here. You should receive a registration confirmation email with log-in information for accessing the event.

Fetal Alcohol Spectrum Disorders Webinar Series
Presented by: Drexel University Dornsife School of Public Health Maternal & Child Health Public
Health Catalyst Program and PA AAP Medical Home Program

Speakers:
Kathleen T. Mitchell, MHS, LCADC has been working with the National Organization on Fetal Alcohol Syndrome (NOFAS) for over 35 years and is currently their Vice President and Spokesperson. She is a noted international speaker on Fetal Alcohol Spectrum Disorders (FASD), Women and Addiction, and Stigma.

Renée M. Turchi, MD, MPH, FAAP currently serves as Chair, Pediatrics, Pediatrician-in-Chief and Medical Director of the Center for Children and Youth with Special Health Care Needs at St. Christopher's Hospital for Children. She is also the Medical Director at the PA Medical Home Program-PA AAP, Professor of Pediatrics at Drexel Dornsife School of Public Health & College of Medicine, and Director of the Drexel MCH Public Health Catalyst Program.

Fetal Alcohol Spectrum Disorders: The Leading Known Cause of Prenatal Brain Damage
November 4, 2020 from 12:00 – 1:00 PM
Objectives:
- List the three criteria for a diagnosis of fetal alcohol syndrome.
- Identify three common behaviors of an individual living with an FASD.
- Examine current FASD research.

Fetal Alcohol Spectrum Disorders through the Lifespan: Behaviors & Strategies
January 6, 2021 from 12:00 – 1:00 PM
Objectives:
- Identify two evidence- based interventions for children with an FASD.
- List three of the Eight Magic Keys.
- Describe two resources that are available for families living with FASD.

Creating a Circle of Hope for Women and their Families
March 3, 2021 from 12:00 – 1:00 PM
Objectives:
- Examine how stigma is currently expressed towards women and families living with Alcohol Use Disorder/Substance Use Disorder.
- Describe how to approach conversations with mothers around substance use or other substance exposures.
- Identify NOFAS resources for families living with addiction or FASD.

Click here for more information and to register for each webinar.
Pending approval - CME/CEU credits will be available to those who register in advance.
Questions: MCH@drexel.edu

Grief Sensitivity Institute Part 2: Applying concepts to practice
November 12-13, 2020
The Institute includes: Tracked Learning - Each institute has four sessions with three learning tracks (you are open to attend any session in any track):
- Grief Sensitivity
- Evidence-Based Practices for Clinicians
- School Mental Health
- Reflective Discussion **-** On both days of each institute, we'll host optional breakout discussions for participants to join, listen and learn from each other's expertise and experience.

Opening Keynote & Closing Activity:
On Day 1 of both institutes open with a keynote from Dr. Kathy Schear, founder and director of the Center for Complicated Grief.

On Day 2 of both institutes close with a youth listening session on grief and healing.
The speakers for each session will be replicated for Part 1 and Part 2 so that learning is continuous and grows together.
Download the flyer for the event here.
Register for Part 1 here. Register for Part 2 here.

SAVE THE DATE

Virtual 2020 Safe Schools Conference: "Keeping our Children Safe: Strategies for Schools and Communities"
December 8-10, 2020
This virtual event will focus on school safety, cyber security and relationships, bullying prevention, emergency and crisis response, and other relevant topics. Hear state and national experts present the latest research and trends in school safety, youth violence prevention, evidenced-based program models, promising practices, and more. The conference is an exceptional professional development opportunity for school administrators, student support personnel, teachers, school nurses, SAP team members, mental health professionals, school resource officers, local law enforcement and other community partners.
Registration information will be available soon. Check here for updates.

Pennsylvania Association of Student Assistance Professionals (PASAP) 2021 Conference
February 21-23, 2021
Click here for more information on the conference as details become available.

GRANTS

Training Events, Videos, and Reference Materials for Applicants and Grantees
This page contains training announcements and resources for SAMHSA applicants and grantees on accessing and utilizing the eRA online interface to share administrative grant management information with SAMHSA federal staff.

SAMHSA periodically presents live webinar trainings in coordination with NIH eRA for applicants and grant recipients on important topics such as how to apply to a funding opportunity, how to respond to Terms and Conditions in a Notice of Award, how to submit Post Award Amendments and Federal Financial Reports (FFR) for Discretionary Grants, and how to use eRA Commons features, such as initiating correspondence which is automatically added to the official grant file. Click here for more information.

How to Develop a Competitive Grant Application – Webinar
October 22, 2020 at 2:00 PM
SAMHSA will be conducting webinars on how to develop a competitive grant application. The webinars will address:

- The four registration processes that need to be completed,
- Preparing to apply for a grant,
- Key components of the funding opportunity announcement,
- Responding effectively to the evaluation criteria, and
- Resources and technical assistance that are available.

To receive information on how to access the webinars contact GPOtraining@samhsa.hhs.gov.
For information on upcoming events Subscribe to SAMHSA's Newsletter.
A manual is available for applicants: Developing a Competitive SAMHSA Grant Application (PDF | 1 MB).
This manual will provide applicants with valuable information about how to prepare a strong grant application.

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. Click here for more information and application instructions.

Community Violence Prevention/Reduction Funding from PCCD
All eligible community-based organizations, municipalities, and institutions of higher education can apply today for up to $300,000 per application over a two-year project period to implement projects to address community violence in Pennsylvania's communities. This funding comes from the School Safety and Security Committee (SSSC) of the Pennsylvania Commission on Crime and Delinquency (PCCD).

All applications must be submitted electronically through PCCD's Egrants System.
Timelines:
- Application Deadline: **November 10, 2020**
- Recommended applications approved: **January, 2021**
- Targeted start date for all projects: **February 1, 2021**

One aspect of Act 44 of 2018 provided for up to $7.5 million in funding for local efforts to reduce and/or prevent violence for these specific purposes:

- Increasing access to quality trauma-informed support services and behavioral health care by linking the community with local trauma support and behavioral health systems;
- Providing health services and intervention strategies by coordinating the services provided by eligible applicants and coordinated care organizations, public health entities, nonprofit youth service providers and community-based organizations;
- Providing mentoring and other intervention models to children and their families who have experienced trauma or are at risk of experiencing trauma, including those who are low-income, homeless, in foster care, involved in the criminal justice system, unemployed, experiencing a mental illness or substance abuse disorder or not enrolled in or at risk of dropping out of an educational institution;
- Fostering and promoting communication between the school entity, community and law enforcement; or
- Any other program or model designed to reduce community violence and approved by the committee.

For FY20-21, the School Safety and Security Committee (SSSC) has prioritized applications that intend to utilize evidence-based or evidence-informed programs to reduce or prevent community-based violence (e.g., gun violence, gang violence, etc.) in areas identified with high-violent crime rates using Uniform Crime Report offense data or similar local crime statistics. This prioritization does not preclude any other application for any other type of community violence prevention but does mean that applications collectively addressing these areas will receive priority in the review process.

Click here to access the funding announcement.