

SAP CONNECTION

September, 2020



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

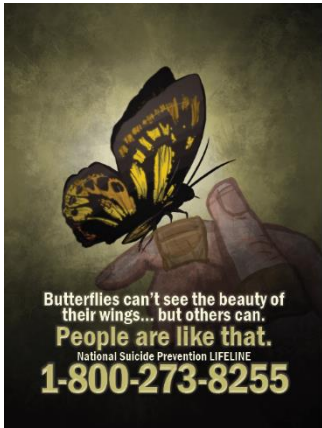
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PNSAS INTERAGENCY UPDATE

September is National Suicide Prevention Month

The week of September 6th through 12th is recognized as **National Suicide Prevention Week**, with Thursday, September 10th marking **World Suicide Prevention Day**. This year's theme is "Working Together to Prevent Suicide." The Jana Marie Foundation, Prevent Suicide PA, Garrett Lee Smith Youth Suicide Prevention Grant, and PNSAS created a [resource guide](#) to support community efforts to commemorate this important month. In the guide, you'll find ideas for suicide prevention awareness, sample social media posts and virtual backgrounds, helpful language to use when talking about suicide, and a variety of other suicide prevention resources to support awareness efforts.

2021 PSA Contest for Youth Suicide Prevention



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 will be announced on **Monday, September 21, 2020** and all 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 during Suicide Prevention Month and throughout the year.

Suicide Prevention Online Learning Center

Prevent Suicide PA and the Garrett Lee Smith Youth Suicide Prevention Grant are pleased to relaunch the [Suicide Prevention Online Learning Center](#). This free training 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.

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

The Online Learning Center can be accessed by visiting <https://pspalearning.com/>.

Suicide Prevention Hotline

On July 16, 2020, The Federal Communications Commission has adopted rules to establish 988 as the new, nationwide, 3-digit phone number for Americans in crisis to connect with suicide prevention and mental health crisis counselors. The rules require all phone service providers to direct all 988 calls to the existing National Suicide Prevention Lifeline by July 16, 2022. During the transition to 988, Americans who need help should continue to contact the National Suicide Prevention Lifeline by calling 1-800-273-8255 (1-800-273-TALK) and through online chats. Veterans and Service members may reach the Veterans Crisis Line by pressing 1 after dialing, chatting online at www.veteranscrisisline.net, or texting 838255.

Read more [here](#).

Fetal Alcohol Spectrum Disorders (FASD) Awareness Month

September is Fetal Alcohol Spectrum Disorders (FASD) Awareness and the PA Department of Drug and Alcohol Programs (DDAP) has updated our existing media toolkit which you may use to promote awareness and prevention throughout the month of September. In addition to this toolkit, DDAP is planning to record and share short video messages promoting FASD awareness from Secretary Smith, several members of the PA FASD Task Force with expertise related to FASD and possibly others. These videos will be shared via DDAP social media pages during the week of September 7th and we would encourage you to share them as well.

FASD Media Toolkit

<http://ddap.pa.gov/Documents/FASD%20Toolkit/FASD-%20Alcohol%20Awareness%20Month.zip>

In the toolkit you will find:

- Sample posts for Facebook and Twitter
- A flip through graphic ad that can be shared on social/digital media
- Still graphic images that can be shared on social/digital media
- The folder named “design files” provides an option for those who may have access to Adobe Suite to add your logo to the graphics.

NOFAS FASD Awareness Month Activities

Visit the [NOFAS website](#) to see their resources for FASD Awareness Month. This year NOFAS is requesting short video submissions from individuals with FASD, parents, expecting mothers, birth mothers, etc. See more info below and their [website](#) for all the details.

“You are invited to submit a short selfie video of yourself. Please answer a question about what one thing you wish your health care provider had told you. This is your opportunity to use your voice to help organizations and agencies, including NOFAS, understand what families affected by FASD need. Everyone who submits a video will receive a complementary special edition NOFAS 30th Anniversary coffee mug! Please email your video to kachor@nofas.org by 8/23.”

For more resources on FASD to include training opportunities, please check out the sites below:

- CDC FASD Training & Resources - <https://nccd.cdc.gov/FASD/>
- Healthy Start EPIC Center Alcohol & Substance Exposed Pregnancy Prevention - <https://www.healthystartepic.org/training-and-events/astep/>
- Proof Alliance - <https://www.proofalliance.org/>
- FASD in NC Webinar Series - <http://www.fasdinncc.org/fasdinncc-to-host-a-four-part-webinar-series/>

Pennsylvania Department of Education PDE Student and Staff Wellness Toolkit

The Pennsylvania Department of Education (PDE) is pleased to announce the release of the next tool in [The Roadmap for Education Leaders: Creating Equitable School Systems](#). The Pennsylvania Department of Education has created a toolkit to help school entities continue to plan for staff and student wellness in their local context. This toolkit does not, and is not intended to, prescribe a specific course of action. This toolkit offers resources to consider when determining (a) effective methods of communication with stakeholders, (b) universal practices to address social and emotional needs, and to create safe, welcoming and equitable learning environments and (c) conditions for monitoring and supporting identified staff and students demonstrating needs related to social-emotional and

psychological supports. As inequities are identified in educational systems, whether as a result of the pandemic closure or newly discovered through professional learning around equity and systemic oppression, the importance of ensuring psychological safety for staff and students in our educational communities cannot be understated. The Student Assistance Program (SAP) is incorporated into the [Staff and Student Wellness Guide](#) which is available on PDE's website. Watch an archived [webinar](#), developed by the Office for Safe Schools that offers a facilitated walkthrough of the staff and student wellness guide.

PDE 4092

The deadline for submission and release of your SY 2019-2020 SAP data was **June 30, 2020**. Has your SAP team completed and released your data? If you have any questions, please contact your SAP Regional Coordinator. Contact information is located [here](#).

DDAP Reports: Health Disparities in Substance Use

The Pennsylvania Department of Drug and Alcohol Programs (DDAP) State Epidemiological Outcomes Workgroup (SEOW) has developed two short reports on data related to disparities in substance use.

- [Health disparities in substance use among Pennsylvania youth](#)
- [Health disparities in substance use among Pennsylvania adults](#)

The youth-focused report looks at data from the PA Youth Survey and the Youth Risk Behavior Surveillance System. The adult focused report looks at data from the National Survey on Drug use and Health, treatment episode data (TEDS) from substance use disorder treatment facilities, emergency department overdose data and overdose death data. Both reports highlight important gaps in data collection that pose challenges to our efforts to identify health disparities.

Significant disparities by race, ethnicity, gender and sexual orientation in substance use and its consequences exist in Pennsylvania and it is important that we all work together to improve data collection and better identify and address these disparities.

SAP FACTS

Addressing Emotions/Needs of Students and Staff as They Return to School

"SEL is the foundation, the heartbeat of the classroom. It's about connecting everybody and making them feel safe and secure before you get to the academics" (Walker, 2020).

When schools re-open, whether they open in-person, remote, or a hybrid of both, we know the school experience will be nothing like it was a year ago. Regardless of how teaching and learning occurs throughout the fall, students and staff are facing unprecedented disruption. Because of the uncertainty and change due to the pandemic, it is increasingly important to focus on social-emotional learning for students and staff as we approach the start of the academic year.

"Reconnect. Recover. Reimagine." That's what we need to do in our classrooms as we re-engage in learning and ready ourselves to support all students this year (Turner, 2020). This a commitment we can make for the first 30 days of school before we get to academics and will help to build strong, healthy relationships.

We can start supporting student and staff mental health during this time by providing space and time to reconnect, recover, and reimagine. While incorporating additional mental health supports into classroom routines may feel like extra work, addressing and processing feelings early on will help students feel more readily available to learn down the road (Farrise, 2020).

There are many resources available to schools as they plan how best to support students' social-emotional learning and mental health as they return to school, such as:

- The Pennsylvania Department of Education [Staff and Student Wellness Guide](#)
- [The Collaborative for Academic, Social, and Emotional Learning](#) (CASEL) SEL Roadmap for reopening schools

- [The American Academy of Pediatrics](#)
- [The Center for Disease Control](#) (CDC) checklist for parents as schools reopen that includes mental health and social-emotional wellbeing considerations.
- [The National Association of School Psychologists \(NASP\) COVID-19 Resource Center](#)

References:

Farrise, K. (2020). How Can Teachers Support Student Mental Health During COVID-19? Retrieved from: <https://www.edelements.com/blog/how-can-teachers-support-student-mental-health-during-covid-19>

Turner, W. (2020). Classrooms Need the Three R's of Social Emotional Learning Right Now. Retrieved from: <http://neatoday.org/2020/08/13/classrooms-need-the-three-rs-of-social-emotional-learning-right-now/>

Walker, T. (2020). Social-emotional learning should be a priority during COVID-19 crisis. Retrieved from: <http://neatoday.org/2020/04/15/social-emotional-learning-during-covid/>

RESOURCES and NEWS

School Safety at Home

To help schools and families protect students in all settings and at all times, including online and during “school at home,” the U.S. Department of Education, Office of Safe and Supportive Schools funded [Readiness and Emergency Management for Schools Technical Assistance \(REMS TA\) Center](#) created two new resources as part of a new publication series, “TA Snapshots.”

[Cyber Safety Quick Links for Protecting Youth: Empowering Students to Become Responsible Digital Citizens and Engage Online Safely](#). This “TA Snapshot” provides key preparedness and response considerations during COVID-19 and gives school safety teams, families, and students practical steps and quick links to websites offering cyber safety resources, tools, and training. Together, communities, led by school safety teams, can enhance their cyber safety knowledge and the capabilities of the whole school community. [Dear School Safety Partner: Cybersecurity and Cyber Safety](#). In this “TA Snapshot,” the REMS TA Center describes cybersecurity for schools and steps educators can take, with the collaboration of parents, to protect student privacy while safely increasing the use of digital learning and video-sharing platforms in response to COVID-19. School safety teams can learn about addressing the threats facing school and district networks and systems, as well as REMS TA Center resources for addressing cyber threats in the school-at-home setting.

Webinar Series: Continuity of Learning and Return to School during COVID-19

The U.S. Department of Education, Office of Special Education Programs (OSEP) hosted a three-part webinar series on Continuity of Learning and Return to School during COVID-19. This series showcases ready-to-use resources, tools, and practices from OSEP partners to support the educational, developmental, behavioral, and social/emotional needs of infants, toddlers, children, and youth with disabilities through remote and distance learning. The archived webinars, feature resources, and additional tools and information to help educators, parents and families, and related service providers provide for the needs of students with disabilities during the pandemic. Access the archived webinar series [here](#).

Rural Community Toolbox

The White House Office of National Drug Policy and senior Trump administration officials recently launched the [Rural Community Toolbox](#) website, a clearinghouse for funding and resources from over a dozen federal agencies to help rural leaders respond to addiction. The site includes information on funding, treatment and services, information resources to address substance use disorder in rural communities, expert help and training, community assessment and a rural community action guide.

Taking Steps for the Behavioral Health Needs of Families

Everyone reacts differently to stressful situations. The past several months have put unprecedented strains on families and parents, and children may not have access to familiar coping tools like sports, arts programs, hanging out with friends or group activities. To help children cope, parents can initiate open age-appropriate discussions with their children about what they're experiencing or worried about. They can help their children feel supported and more secure by reassuring them that they will find positive ways to get through these challenging times together. When children feel supported by their parents

they are also more likely to turn to them for help if they experience bullying. Read more about taking steps for the behavioral health of families go to [StopBullying.gov](https://www.stopbullying.gov).

SAMHSA Guide: Reducing Vaping among Youth and Young Adults

This SAMHSA guide supports health care providers, systems, and communities seeking to prevent vaping. It describes relevant research findings, examines emerging and best practices, identifies knowledge gaps and implementation challenges, and offers useful resources. Download the free guide [here](#).

Parents' Marijuana Use May Increase Children's Risk of Marijuana Use and Favorable Views of Marijuana

This study found that children's risk of marijuana and alcohol use and attitudes toward marijuana were influenced by their parents' marijuana use pattern over time. Children whose parents used marijuana primarily during adolescence/early adulthood and those whose parents continued to use marijuana from adolescence through adulthood were at highest risk. Read more [here](#).

TRAINING OPPORTUNITIES

ICE HSI Promotes Online Safety for Kids through Virtual Presentations

The U.S. Immigration and Customs Enforcement (ICE) Homeland Security Investigations (HSI) Child Exploitation Investigations Unit is now offering virtual presentations for school systems and youth organizations nationwide through the Project iGuardian program. Through online seminars, parents, teachers, and students will have the opportunity to learn more about the dangers of online environments, how to stay safe online, and how to report abuse and suspicious activity — particularly while kids are using online learning tools during the COVID-19 pandemic. Organizations interested in a virtual presentation can email iGuardian@ice.dhs.gov.

Requests should include the following information:

- Contact information, including organization, name, phone number, and email address
- Requested date/time
- Preferred online platform
- Type of audience: parent, guardian, or educator; children (Kindergarten–5th grade); youth (6th–8th grade); and youth (9th–12th grade)

Online Courses Now Available for Suicide Prevention: Across the Educational Continuum (6-Part Webinar Series)

The Mountain Plains Prevention Technology Transfer Center (PTTC) in collaboration with the Mountain Plains Mental Health Technology Transfer Center (MHTTC), would like to share our [Six-Part Suicide Prevention Course Series](#) that has recently been added to the online learning platform at healthknowledge.org.

Just-In-Time Strategies for Ensuring Equity: Learning from High-Poverty, High-Performing Schools

Thursday, September 3, 2020

Time: 3:00 p.m.—4:00 p.m. EDT

There is little doubt the current pandemic will have the greatest adverse impact on the most vulnerable people in the U.S. and globally. The same is true for the most vulnerable students in our schools. In this webinar, authors William Parrett and Kathleen Budge will share equity-focused strategies deployed by educator in the 12 schools featured in the second edition of *Turning High-Poverty Schools into High Performing Schools*. To register go [here](#).

Fetal Alcohol Spectrum Disorder (FASD) Webinar

Friday, Sept 11, 2020

8:00 a.m.—11 a.m. This free webinar recognizes [International Fetal Alcohol Spectrum Disorders \(FASD\) Awareness Day](#) which is observed every September to spread the message that during the nine months of pregnancy a woman should abstain from alcohol. Anytime is a good time to raise awareness about FASD, please join us for this special event on Friday September 11, 2020.

The webinar features Dr. Culshaw who is a faculty member in the Master of Occupational Therapy program at Moravian College. An occupational therapist helps people with injuries, illnesses, or disabilities develop, recover, and improve the

skills needed for daily living and working. Dr. Culshaw has worked in several clinical programs over the years, supporting youth with FASD and their families. Also featured is Lyn Becker who is a FASD Parent Advocate, Activist, and Educator. Lyn's activism focuses on the development of a comprehensive system of care for the prevention, identification/diagnosis and intervention of FASD. As a parent of an individual with a FASD, Lyn understands firsthand how difficult it can be to navigate the healthcare and school systems on behalf of an individual with a FASD.

Who Should Attend:

- Parents, foster parents, caregivers, nurses, social workers, psychologists, and educators.
- Those working in government, healthcare, criminal justice and community agencies.
- Anyone with an interest in the health of our community.

Go [here](#) to register.

MHTTC Grief Sensitive Virtual Learning Institute

In the wake of COVID-19 and the loss and grief experienced by communities and schools, the Mental Health Technology Transfer Center Network (MHTCC) is offering a free two-part **MHTTC Grief Sensitive Virtual Learning Institute** to provide grief sensitive approaches, evidence-based practices, tools and strategies for community and school practitioners.

September 10-11: Grief Sensitivity Institute Part 1: Grounding ourselves in the basics (frameworks, definitions, and foundational concepts)

November 12-13: Grief Sensitivity Institute Part 2: Applying concepts to practice

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, we open with a keynote from **Dr. Kathy Schear, founder and director of the Center for Complicated Grief**.

On Day 2 of both institutes, we 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 our learning is continuous and grows together.

Download the flyer for the event [here](#)

Register for Part 1 [here](#). Register for Part 2 [here](#).

Preventing and Responding to Family Violence during COVID-19

The webinars in this series use case examples and dialogue between experts from the National Child Traumatic Stress Network (NCTSN) to address critical questions that mental health providers are facing during the COVID-19 pandemic. Via telehealth, providers are getting a glimpse into clients' home lives and they are encountering complex family interactions all during a time of stress and danger, with community supports challenged to respond.

NCTSN presenters help providers - even those not accustomed to working with children or families - with practical answers to questions such as:

- How to normalize stress and concerns about safety during this time?
- How to identify risk factors and signs of violence?
- How to assess level of risk, taking into consideration other family situations and dynamics?

- How to identify intervention points and work in partnership with families to prevent escalation of violence?
- What are child safety principles and practical strategies for maintaining safety?
- How to support conversations with parents and children about violence?

Participants in this series will:

- Learn from case examples depicting complex family scenarios
- Apply a trauma-informed lens to families at risk for conflict and violence
- Identify risk and protective factors and apply this information to intervene with families
- Apply a diversity, equity, and inclusion lens to work with families under stress
- Understand Secondary Traumatic Stress and consider their own STS levels and potential self-care strategies
- Appraise the current context of community systems response

View the archived series and download the presentation slides [here](#).

U.S. Department of Education Child Trafficking Prevention Resources

The U.S. Department of Education has conducted a webinar series to address the growing response of America's schools to child trafficking. Interest in the series has been significant, with over 2,000 registrants for the first two events. Given the strong response to the webinars already completed, links to on-demand versions of both are provided here for ease of access. Associated resources, as recommended by subject matter experts who presented each event, are also archived at the links provided.

[Identifying and Supporting Students Affected by Human Trafficking](#)

To address the growing response of America's schools to child trafficking, this event provided an overview of the issue and described the latest strategies being used to identify and support students impacted by trafficking.

[Human Trafficking: Online Safety](#)

In light of current realities related to the COVID-19 pandemic and the resultant increase in young people's online exposure, this event featured strategies in the online space to prevent human trafficking and child labor exploitation.

Both events are designed to provide administrators, teachers, and specialized instructional support personnel, parents, caregivers, and students with trauma-informed and survivor-centered strategies and information to mitigate trafficking activity.

Pennsylvania Association of Student Assistance Professionals (PASAP)

Continue to check PASAP website at www.pasap.org for updates on upcoming professional development opportunities and resources.

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

GRANTS

School Based Behavior Grants

School-based behavior grants are available for schools interested in implementing SWPBIS, Implementing Advanced Tiers or installing RENEW as a Tier 3 intervention. More information on the grants can be found at <https://www.pattan.net/Multi-Tiered-System-of-Support/Behavior/School-Based-Behavioral-Health-Grants> Last day to submit applications is 9/25/2020.

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.