

# SAP CONNECTION

March, 2020



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

[www.pnsas.org](http://www.pnsas.org)

## PNSAS INTERAGENCY UPDATE

### Suicide Prevention at the Ballparks

Join us for suicide prevention night with the Philadelphia Phillies (Sat., April 18), Pittsburgh Pirates (Sat., May 9), and the Harrisburg Senators (Fri., May 15).



The winners of the 2020 Youth Suicide Prevention PSA contest will be honored with their submissions being shown on the jumbo screens. All proceeds from these games goes towards suicide prevention in PA. For more details visit <https://www.preventsuicidepa.org/2020sportspartners>



### Problem Gambling Awareness Month (PGAM)

March is Problem Gambling Awareness Month (PGAM)! The 2020 PGAM theme is Awareness + Action.

Two million U.S. adults (1%) are estimated to meet criteria for severe gambling problems in a given year. Another 4-6 million (2-3%) would be considered to have mild or moderate gambling problems; that is, they do not meet the full diagnostic criteria for gambling addiction, but meet one or

more of the criteria and are experiencing problems due to their gambling behavior. According to the Pennsylvania Youth Survey, approximately one in three students (36.0%) have gambled in their lifetime and nearly one in ten (9.9%) have gambled in the past month.

Research findings suggest that individuals who are experiencing problem gambling are at an increased risk for job loss, legal and financial issues, substance use, health issues, and mental health issues to include suicidal behavior (60% with suicidal ideation and 20% with attempts). These statistics underscore the importance of increased awareness of and action to address problem gambling.

Visit the [National Council of Problem Gambling](#) website to learn more about problem gambling and access the 2020 PGAM Toolkit. The toolkit includes resources such as a local press release template, sample proclamations, and 31 days of social media posts.

**The Department of Drug & Alcohol Programs in partnership with the Council on Compulsive Gambling of PA, the PA Gaming Control Board and the PA Lottery will be kicking off PGAM with an event on March 3<sup>rd</sup> from 11-1 at Strawberry Square in Harrisburg.** The event will feature speakers and informational tables. If you're in the Harrisburg area on March 3<sup>rd</sup>, stop by the event to learn more about problem gambling.

## **SAP FACTS**

### **Follow-up and Support**

There are nine essential components of SAP practice. Each component area has specific performance indicators and checklists that school SAP teams can utilize to check for fidelity of the program. This month we discuss the seventh component: Follow-up and Support. Check out the original handbook which can be located [here](#) on the PNSAS website. If you missed any of the previously discussed components see the September 2019 to February 2020 SAP Connections listed on the [PNSAS website](#).

Perhaps it is the least discussed component of the Pennsylvania Student Assistance model, yet follow-up and support is one of the most valuable ones. There is special attention paid to making a referral, collecting data and getting a student the help they need. Once help is secured, there is often a sense of relief, and so unintentionally the follow-up and support needed may not get our full attention. Without actually planning and adding as steps in an action plan we may miss a need for additional support or that the student is making progress as a result of our interventions.

The *PA SAP Components and Indicators Handbook* mentioned above, indicates that a checklist can be used to evaluate where a team is in implementing this component. Component 7: Follow-up and Support has five areas for review. These are:

- Procedures promote student access to and compliance with school and community services and treatment recommendations.
- School resources are available and accessible.
- Student follow-up procedure and process promotes student contact and support.
- Community resources are available and accessible.
- Continuous monitoring of student progress, parent involvement and treatment recommendations compliance.

The checklist provides teams the opportunity to rate where they are with the above components, and that is an excellent starting point to evaluate how follow-up and support is done. If there are areas that are not present or only included infrequently, start there. Additional ideas to evaluate your team are:

- Develop an action plan on a student referred to SAP, include how they will be monitored
- Systematically collect data to measure student progress after initiating action plan such as attendance, grades, Office Discipline Referrals (ODRs), health office visits, etc.
- Connect with the student and promote a positive, caring relationship on a regular basis through 1:1 monitoring/mentoring
- Offer support and connection to parent/guardian
- Provide strategies and assistance to involved staff as needed
- Talk with parents/guardian and get their feedback about what is working, what isn't, and what can be done to improve the plan
- Formally seek feedback on student progress from involved school staff
- Establish communication, using appropriate consent practices, with MH/DA provider regarding assessment of the student and recommendations that the school can implement

The best place to start enhancing the process in your school is when you develop an action plan for a referral. Add to your checklist, actions plans, processes how you will follow-up and then individualize for each student. If you schedule the time frame to review, it will increase follow-up and support provided for a student. In addition, contact your SAP liaison and/or SAP Regional Coordinator for support in enhancing the process at your school. There is much to be looked at by SAP teams in regards to follow-up and support. Let's get started now!

## **RESOURCES and NEWS**

### **School Safety Clearinghouse Launched**

In February of this year, the Federal School Safety Clearinghouse at [SchoolSafety.gov](http://SchoolSafety.gov) was launched. This website is a one-stop-shop of resources for K-12 education administrators, educators, parents, and law enforcement to prepare for and address various threats related to safety, security, and support in schools. [SchoolSafety.gov](http://SchoolSafety.gov) features:

- the [School Safety Readiness Tool](#), an assessment that assists users in evaluating their school's posture across 10 foundational elements of school safety (after completing the assessment, users are presented an action plan with task prioritization, options for consideration, aligned resources, and grant opportunities specific to individual needs);
- a [secure information sharing platform](#) for designated school personnel to share school safety ideas, practices, plans, and tactics in a protected environment; and
- an array of [best practices and resources](#) on key school safety topics to assist with building awareness within the community to promote vigilance and develop capacity to respond to incidents.

This launch represents the first phase of [SchoolSafety.gov](http://SchoolSafety.gov), with plans to expand and refine materials in coordination with partners and stakeholders.

### **Enhanced Guidance on Using the Effective Suicide Prevention Model**

The Suicide Prevention Resource Center (SPRC) is pleased to release enhanced guidance on using our Effective Suicide Prevention Model to develop tailored prevention efforts. [Learn how](#) the three elements of the model—[strategic planning](#), [keys to success](#), and a [comprehensive approach](#)--work together and how to adapt the model to fit the needs of your particular situation or setting.

Whether you are starting or midway through a prevention effort, applying a strategic planning approach is critical to maximizing your impact. Drawing on the success of our recently [updated online course](#), we've added expanded guidance to our website on each of the six steps involved in our strategic planning approach--including an interactive tool that can help you find the data you need to inform your efforts.

## **National Drug and Alcohol Facts Week® March 30 - April 5, 2020**

The National Institute on Drug Abuse (NIDA) announces National Drug and Alcohol Facts Week® (NDAFW) which is scheduled for Monday, March 30 through Sunday, April 5, 2020. NDAFW is an annual health observance week that connects teens with experts to **SHATTER THE MYTHS®** about drugs and alcohol, with more than 2000 local events every year. NDAFW was launched in 2010 by scientists at the National Institute on Drug Abuse (NIDA) to stimulate educational events in communities so teens can learn what science has taught us about drug use and addiction.

National Drugs & Alcohol Chat Day, held during NDAFW, provides an online opportunity for thousands of students from around the country to communicate directly with NIDA scientists in a web chat, asking questions about drugs and alcohol.

- **Join National Institute on Drug Abuse (NIDA) in celebrating the 10th anniversary of NDAFW.** [NIDA research](#) shows that people are more likely to try drugs for the first time during the summer, making spring a critical season for reaching teens with important messages about drug and alcohol use.
- **NIDA provides everything you need to plan your event. Here's how it works:**
- You [register and host](#) an NDAFW Event.
- NIDA provides **ideas**, and [free materials](#) and [resources](#) for teens any day of the year!
- [National Drug & Alcohol IQ Challenge](#)
- Join NDAFW by sharing why you want to **SHATTER THE MYTHS®**. Learn more [here](#). Together we **SHATTER THE MYTHS®** about drugs and alcohol!

## **Mind Matters: The Body's Response to Prescription Stimulants**

*Mind Matters* is a visually appealing booklet created by the National Institute on Drug Abuse (NIDA) for students in grades 5<sup>th</sup> through 9<sup>th</sup> that explains how prescription drugs like Adderall® and Ritalin®, changes the way the communication centers in the brain work and ultimately cause their effects. Formerly referred to as Mind Over Matters, this booklet is part of a series focused on easy-to-understand scientific facts.

Access the booklet [here](#).

## **National Guidelines for Mental Health Crisis Care: A Best Practices Toolkit**

SAMHSA is pleased to share its National Guidelines for Mental Health Crisis Care: A Best Practices Toolkit. Crisis services are an integral component of addressing mental illness in communities across the nation. These guidelines are intended to assist states and communities with the development and implementation of effective crisis services and systems. Download the toolkit [here](#).

## **Warning Signs for Teen Dating Violence are Similar to Bullying**

There are similarities between bullying and teen dating violence. Like bullying, teen dating violence can include name calling; making a partner feel bad about themselves; humiliation; and minimizing, denying, and blaming the other person. In teen dating violence, the bullying behavior is often about controlling a partner and the relationship.

According to the [Youth Risk Behavior Survey](#) in 2017, 8% of high school students (among the 69% of students who dated or went out with someone in the past year) had experienced dating violence. But not all teen dating violence is physical. It can be verbal and some occurs online.

Cyber dating abuse may have similar warning signs as cyberbullying. Youth who are experiencing cyber dating abuse may hide their screens, or have emotional responses to what's happening on their device. Like [cyberbullying](#), cyber dating abuse can include threatening text messages, posting embarrassing photos of their partner online; writing mean things about them on their profile page; and spreading rumors via devices, email, apps, and social media.

It is important to be aware of the warning signs of bullying and teen dating violence so that you can address it and stop it as quickly as possible. These warning signs can include unexplained injuries; lost or stolen electronics; difficulty sleeping; changes in eating habits; and avoidance of social situations. Starting a conversation with your teen is the first step to determining if bullying or dating violence is happening. Advocates are encouraged to (1) mandate training for students, parents, and peer mentors to identify warning signs of both dating violence and suicidal ideation; (2) require education for

teens on these topics; and (3) ensure evidence-based interventions are accessible to teens dealing with these issues. [StopBullying.gov](http://StopBullying.gov) has many resources that mentors, parents, caregivers, and teachers can use to help prevent bullying, including: [Digital Awareness for Parents](#); [Other Types of Aggressive Behavior](#); [Bystanders to Bullying](#); and [Respond to Bullying](#).

### **Study: Higher Poverty Tied to Increased Youth Suicide Risk**

New findings suggest there may be a link between poverty and youth suicide. Researchers analyzed national data on nearly 21,000 suicide deaths among people ages 5 to 19 between 2007 and 2016. They found that counties with higher poverty rates had higher rates of youth suicide, especially firearm suicide. “We found that children are nearly twice as likely to die by firearm suicide in counties with high poverty concentration,” said lead author Jennifer Hoffmann, a pediatric emergency physician at the Ann & Robert H. Lurie Children’s Hospital of Chicago. However, further investigation is needed to determine whether there are differences in access to guns or safe storage practices that may account for higher youth suicide rates in poor areas. Read more about the study [here](#). Click [here](#) to find resources for preventing suicide among youth.

### **Mental Health Challenges Are Four Times Higher Among Young Mothers, Study Finds**

A new study from McMaster Children's Hospital published in the *Journal of Adolescent Health* has found that two out of three young mothers (aged 21 and younger) have at least one mental health problem after the birth of their child. Young mothers have been found to have a prevalence of mental health challenges that is up to four times higher than their peers and mothers older than 21 years of age, with almost 40% of young moms having more than one mental health issue, including depression, a range of anxiety disorders, and hyperactivity. The findings, while disquieting, shed better light on the mental health challenges of young mothers and open the door for researchers and physicians to create more inclusive screening processes to insure the health and safety of young mothers and their children. “Now that we understand that young mothers can struggle with problems other than just postpartum depression, our findings can be used to develop better screening processes, more effectively detect mental health problems in teenaged mothers, and direct treatment,” says lead author, Dr. Ryan Van Lieshout, a psychiatrist and Canada Research Chair in the Perinatal Programming of Mental Disorders, as well as an associate professor of psychiatry and behavioral neurosciences at McMaster University. Read more about the study [here](#).

## **TRAINING OPPORTUNITIES**

### **Family Leadership Development Program**

PA Parent and Family Alliance, is accepting applications for a Leadership Development Program for Families. This is an excellent opportunity to locate and build family involvement. Learn more on the [PA Parent and Family Alliance website](#).

#### **This training is for:**

- Parents/primary caregivers who have raised or are raising children who have social, emotional, behavioral, or mental health challenges and who are interested in becoming active in leadership positions to make a difference in mental health issues affecting children and young adults.
- Parents new to leadership and organizing or those who are just getting started

#### **What families will learn:**

- Have a direct impact in an area you are passionate about
- Learn valuable leadership skills
- Find and engage other parents/families in your area and/or with similar concerns

#### **What to expect:**

- Support working on issues in mental health/children/young adult focused areas of your choice
- Mentoring opportunities
- Monthly virtual coaching video conferences

- Networking opportunities
- Two day out of town retreat (State College area) March 29 and 30, 2020 (costs covered)

For more information contact Christina Paternoster of the PA Parent and Family Alliance at [cpaternoster@alleghenyfamilynetwork.org](mailto:cpaternoster@alleghenyfamilynetwork.org)

### **Proactive Approaches to School Discipline Using Alternatives to Suspension and Expulsion**

9:00 a.m. – 3:30 p.m.

PaTTAN Pittsburgh - Wednesday, March 25, 2020

PaTTAN Harrisburg - Thursday, April 9, 2020

PaTTAN East - Thursday, April 23, 2020

Schools implementing school-wide positive behavior interventions and supports (SW-PBIS) are seeking to achieve positive school climate and culture. Despite implementation efforts across the country, there are current statistics that suggest specific subgroups continue to be disproportionately disciplined. These subgroups may include race, ethnicity, disability status, gender, as well as socio-economic status. This workshop will focus on using alternatives to suspensions and expulsions as well as the benefits of considering equitable disciplinary practice via an SW-PBIS framework. Participants will discuss the key responsibility areas for implementing a multi-tiered system of support for behavior with a specific focus on culturally sustaining practices.

Registration Information: You may 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 Nikole Hollins-Sims at [nhollins-sims@pattan.net](mailto:nhollins-sims@pattan.net) or 717-901-2283.

For general registration information and questions, please contact:

Kristen Olszyk, PaTTAN Pittsburgh at [kolszyk@pattan.net](mailto:kolszyk@pattan.net) or 800-446-5607 x 6848

Sonya Delligatti, PaTTAN East at [SDelligatti@pattan.net](mailto:SDelligatti@pattan.net) or 800-441-3215 x7241

Tina Rife, PaTTAN Harrisburg at [trife@pattan.net](mailto:trife@pattan.net) or 717-901-2278

### **PASAP Member Webinar**

“Teens and Technology”

Presenter: Sarah Billman

April 22, 2020

2:30 - 3:30 p.m.

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 at <http://www.pasap.org>.

### **Mental Health Awareness Day**

May 6, 2020

9 a.m. - 12 p.m.

Keystone Building Atrium

400 North St.

Harrisburg, PA

There will be resources, tables, and trainings offered. The awareness day will end with an event drawing mental health leaders, advocates, and state officials in the Capitol Rotunda at 1:30 p.m. Questions? Contact Zack Karenchak, Policy and Program Development Coordinator of Youth MOVE PA by email [zack@youthmovepa.org](mailto:zack@youthmovepa.org) or call 717-564-4930.

Contact Jamal Ford, Youth Resources Coordinator, PA CARE Partnership, primary email: [fordj3@upmc.edu](mailto:fordj3@upmc.edu), state email: [c-iford@pa.gov](mailto:c-iford@pa.gov) business cell: 717-480-1186.

## **The Pennsylvania Annual Suicide Prevention Conference**

May 6 and 7, 2020

Best Western Premier, Harrisburg, PA

The conference has five tracks

- Transition-age youth
- Adults
- Older adults
- Military/Law enforcement
- Attempt/loss survivors
- Click [here](#) for more information and to register.

## **PAPBS Implementers Forum**

May 11 and 12, 2020

Hershey Lodge and Convention Center,

Hershey, PA

Registration information available soon.

## **2020 STAR-Center Conference**

Friday, May 15, 2020

The William Pitt Union

University of Pittsburgh

Pittsburgh, PA

Go [here](#) for more information and to register.

## **SAVE THE DATE**

### **Pennsylvania Association of Student Assistance Professionals (PASAP) 2021 Conference**

February 21-23, 2021

The Penn Stater Hotel and Conference Center

State College, PA

## **GRANTS**

### **School Violence Prevention Program (SVPP)**

Applications for SVPP must be submitted by a state, unit of local government (city, county, township, etc.), or its public agencies (state agencies and units of local government agencies such as, county or city public school systems, public boards of education, independent school districts, police departments, sheriff's departments), or Indian tribes. Recipients of SVPP funding must use funding for the benefit of K-12, primary and secondary schools and students.

SVPP funding will provide up to 75% funding for the following school safety measures in and around *K-12 (primary and secondary)* schools and school grounds:

- Coordination with law enforcement
- Training for local law enforcement officers to prevent student violence against others and self
- Metal detectors, locks, lighting, and other deterrent measures
- Technology for expedited notification of local law enforcement during an emergency

Recipients of SVPP funding must use funding for the benefit of K-12, primary and secondary schools and students. Funding is to be used to improve security at schools and on school grounds in the jurisdiction of the grantee through evidence-based school safety programs. Up to \$50 million is available for this program. **Applications are due by April 8, 2020 at 7:59 PM EDT.** Learn more about the 2020 School Violence Prevention Program [here](#).

### **PLCB Offers Grants to Help Cut Underage, Dangerous Drinking**

The Pennsylvania Liquor Control Board (PLCB) is now accepting applications for grants to fund programs that discourage and reduce underage and dangerous drinking and promote a message of responsible alcohol consumption by those of legal drinking age. **Eligible grant applicants include Pennsylvania school districts and institutions of higher education (including technical, trade and post-secondary establishments), community organizations, municipal police departments, municipal officials/representatives, and nonprofit and for-profit organizations.**

The grant cycle is for two years, from July 2020 through June 2022. Grants will be awarded on a competitive basis with a maximum award of \$20,000 per year and cumulative award of no more than \$40,000 per two-year grant cycle, per eligible applicant. Applications will be evaluated by the PLCB's Bureau of Alcohol Education, with awards made subject to availability of funds. **The deadline to apply for grants is noon Friday, March 20.** The grant application link and guidelines for submission are available on the grants page of the PLCB website located [here](#). The PLCB has awarded nearly \$15 million in alcohol education grants since inception of the grants program in 1999.

### **PCCD Announces \$7 Million in Byrne Justice Assistance Grants (JAG Funding)**

Eligible applicants are local units of government and private non-profit organizations. Among the projects that will be funded by this grant are ones that will:

- Develop solutions for justice-involved individuals with mental illness and/or substance abuse and co-occurring disorders.
- Engage schools, communities and families in violence prevention and increase the support services provided to those who have been victims of violence
- Increase the overall knowledge and skills among victims services, criminal and juvenile justice practitioners through training and accreditation

Applications are due March 27, 2020. Go [here](#) and click on the hyperlink for the 2019/20 JAG Single Solicitation Local Initiatives grant to see a complete list of funded objectives and to register/apply for this grant.