

SAP CONNECTION

March, 2021



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

www.pnsas.org

PNSAS INTERAGENCY UPDATE

SAP Liaison Handbook Now Available!

Pennsylvania's Department of Drug and Alcohol Programs' (DDAP) Prevention Workgroup, in collaboration with additional representatives from PNSAS and SAP liaison agencies, has developed a *SAP Liaison Handbook*. This handbook was modeled after the *Prevention Staff Handbook* that was created two years ago. This *SAP Liaison Handbook* is a customizable tool for outlining important information, resources, documents, and tasks that SAP liaisons may be responsible for. We hope the handbook may be a particularly useful tool to improve the transfer of knowledge and information from existing liaisons to new liaisons. We encourage agencies to make the handbook their own by customizing the Word version to reflect the roles, responsibilities and resources relevant to their liaisons. The handbook can be viewed and downloaded [here](#). The Prevention Staff Handbook can also be viewed and downloaded [here](#).

SAP BACK TO BASICS

Tips for New and Existing Elementary SAP Teams

Give me an "E!"
Give me an "S!"
Give me an "A!"
Give me a "P!"

What does that spell? ESAP, also known as Elementary Student Assistance Program!

Section 1547 of the [Pennsylvania Public School Code](#) requires each school district to establish and maintain a Student Assistance Program for all students K-12. While this looks different at each building, the goal of a SAP team is to identify and remove barriers to a student's success. How can a school establish an elementary SAP team? There are some key components necessary to get started.

- The administration and staff need to commit to the time and resources necessary to implement and sustain the team. Each team member is required to complete [SAP training](#) from a Pennsylvania Approved SAP Training Provider.
- Establishment of policies and procedures, which identify the SAP team as the mechanism to help students and families, while involving caregivers in the process.

- Ensuring the focus is on student needs and integration with any multi-tiered systems of support already in place. Many schools have structures in place to support student needs, such as Child Study Teams, PBIS, IST, etc. Take an inventory of current school supports to avoid creating silos or duplicating efforts when providing support.
- Develop a plan to in-service staff, students, and caregivers about SAP. This could include, but is not limited to:
 - What constitutes an appropriate referral?
 - What are observable behaviors?
 - Where can someone find a referral form?
 - Where is the referral form sent?
 - What is confidentiality as it relates to SAP?
 - What are protective factors?
- Establish a professional development plan for the SAP team members to enhance knowledge and skills. Administrative support is critical to aid in the sustainability of the team.
- Learn about the annual data submission of the PDE Form 4092. Utilize the data from each school year to plan for future programming.
- Reach out to your local SAP Liaison Agency or county contacts to determine the availability of SAP Liaisons to support your school teams. A PNSAS survey from August 2020 indicated that a range of activities are provided by SAP Liaisons to elementary SAP teams, including attending team meetings, assisting with parent/family meetings, conducting screenings and/or assessments, implementing prevention and intervention groups, and supporting with aftercare/reentry planning and postvention.
- Utilize the [Implementation Checklist for New Student Assistance Teams](#) and the [Best Practice Guidelines for New Teams](#).
- Contact your team's PNSAS [Regional Coordinator](#) for technical assistance.

If you have established an ESAP team, make sure to do the following to ensure sustainability:

- Keep procedures simple and aligned with other procedures within the district.
- Maintain focus on the student and family.
- Maintain administrative commitment to the SAP team, team meetings, and continued professional development for the team members.
- Ongoing in-service to the staff and students operationalizes the SAP team into the everyday culture of the school, which aids in the service delivery to students and families.
- Collaborate with school-wide initiatives that integrate with the goals of the SAP team.
- Utilize the [Best Practice Guidelines for Fidelity](#), and the various surveys to assess the functioning of your team. If your team decides to utilize any of the surveys to gather feedback, please be intentional about using the feedback.
- Contact your team's [PNSAS Regional Coordinator](#) to provide technical assistance.

Each year, your team can chip away at implementing the best practice guidelines so that your SAP team is functioning well, serving the needs of students and families, and engaging in continuous improvement.

RESOURCES and NEWS

Register Now for National Drug and Alcohol Facts Week®

Your efforts to empower teens and young adults to make informed decisions about drugs and alcohol are more important than ever. The National Institute on Drug Abuse (NIDA) invites you to join National Drug and Alcohol Facts Week® (NDAFW), March 22–28, 2021. NDAFW is a week-long national health observance highlighting the science-based facts about how drugs and alcohol affect the brain and body.

Here's how to get involved:

1. Check out these [five steps to hosting an NDAFW event](#).
2. Find [ideas and resources](#) to support your virtual or socially distanced activities.
3. [Register your event online](#). (It takes only a few minutes to register.)

If you have questions about NDAFW, please contact NIDA's Brian Marquis at drugfacts@nida.nih.gov for assistance.

Advisory: Screening and Treatment of Substance Use Disorders among Adolescents

The advisory, [Screening and Treatment of Substance Use Disorders among Adolescents](#), from the Substance Abuse and Mental Health Services Administration ([SAMHSA](#)) is based on TIP 31, Screening and Assessing Adolescents for Substance Use Disorders (SUDs) and TIP 32, Treatment of Adolescents with SUDs. It includes recommendations for engaging adolescents in SUD risk assessment, screening, and treatment.

Treatment for Suicidal Ideation, Self-Harm, and Suicide Attempts among Youth

The Substance Abuse and Mental Health Services Administration ([SAMHSA](#)) has released [Treatment for Suicidal Ideation, Self-Harm, and Suicide Attempts among Youth](#). It offers guidance for health care providers and administrators, community members, and policymakers.

Talk. They Hear You. New Publications from SAMHSA

[Talk. They Hear You. Talking with Your Teen About Marijuana: Keeping Your Kids Safe](#)—Parent Brochure

A brochure for parents and caregivers about the risks associated with marijuana for teens and the importance of having conversations with their children to help them avoid substance use.

[Talk. They Hear You. Talking with Your Teen About Vaping: Keeping Your Kids Safe](#)—Parent Brochure

A brochure for parents and caregivers about the risks associated with vaping for teens and the importance of having conversations with their children to help them avoid substance use.

[Talk. They Hear You. 5 Conversation Goals: Talking with Teens About Alcohol and Other Drugs](#)—Mini Brochure

A mini brochure for parents and caregivers on the five goals to keep in mind when having conversations about alcohol and substance use with their teens.

[Talk. They Hear You. Talking with Your Teen About Opioids: Keeping Your Kids Safe](#)—Parent Brochure

A brochure for parents and caregivers about the risks associated with misusing prescription pain medications for teens and the importance of having conversations with their children to help them avoid taking medication that is not theirs.

Suicide Best Practices for Child Death Review Teams

The National Center for Fatality Review and Prevention ([NCFRP](#)) has released [Suicide Best Practices](#) with guidance to support child death review teams in understanding the circumstances surrounding youth suicide.

Transforming Systems: Accelerating Collaboration Between Youth Homelessness Providers and Youth Policing

The National Network for Youth ([NN4Y](#)) in partnership with the [Coalition for Juvenile Justice](#) is excited to release a new toolkit for practitioners. This toolkit, entitled *Transforming Systems: Accelerating Collaboration Between Youth Homelessness Providers and Youth Policing and Incarcerated Systems*, highlights the top six steps a community should take to build an effective relationship between youth homelessness services and the youth court system. These steps include:

1. Open the lines of communication to begin to build a positive and strong relationship.
2. Include court and probation system partners in your collaborative community and state work to prevent and end youth homelessness.
3. Center youth and young adults with lived experiences of homelessness, placing an emphasis on BIYOC and LGBTQIA young people.
4. Identify the top challenges and opportunities for collaboration. Be honest.
5. Set clear goals and be persistent in achieving them.
6. Evaluate progress towards goals and reaffirm or create new goals at least every six months.

Download the toolkit [here](#).

TRAINING OPPORTUNITIES

Adapting Prevention Practices for the Pandemic – Tip Sheet and Webinar

This handout was created using responses collected during the New England Prevention Technology Transfer Center Network (PTTC) Prevention in Action Webinar, "Adapting Prevention Programs to COVID-19". The webinar is available on-demand on their YouTube Channel [here](#). Download the tip sheet [here](#).

Addressing the Adverse Impacts of COVID-19 on Children with Serious Emotional Disorders

March 3, 2021

1:00 pm - 2:30 pm

Since March 2020, children across the country have been isolated at home participating in distance learning. The impacts academically, socially and emotionally have been staggering, particularly for children with pre-existing serious emotional disorders and their families. There has been a reduction in referrals to child protective services, an increase in isolation, depression, anxiety, and a decrease in engagement which can lead to lower academic success. What do all of these things mean in the short-term and the long-term? What can be done to attempt to mitigate some of these adverse effects? Join our Roundtable Discussion as we provide information and answer your questions.

By the end of the roundtable discussion, participants will be able to:

1. Understand the impact of distance learning on academic outcomes
2. Explain the social-emotional impacts of distance learning
3. Describe two trauma-informed, resilience-oriented strategies to address the impacts

Register [here](#)

PA Care Partnership: The Power of Simple Interactions: Understanding and Promoting Everyday Human Interactions

March 11, 2021

2:30 pm - 4:00 pm

Serving children and families requires us to understand and address a complex system of challenges and opportunities. It is sometimes difficult to imagine how a single, small, and ordinary moment fits within these complex challenges and rising demands for outcomes, yet such moments are the most essential building blocks of a healthy community. Finding meaningful ways to talk about such moments can be encouraging, enriching, and empowering at every level of a system in service of children, youth, and families. Each simple interaction lays the groundwork for lasting developmental relationships. At the foundation of all healthy human development is the power of human connection – and we will explore the power we have to build connections and contribute to the positive development of those around us.

OVERALL LEARNING OBJECTIVES

1. Recognize the role of interactions in human development;
2. Identify ways that human interactions can be encouraged and grown across all levels of a system;
3. Apply the conceptual foundation of developmental relationships to the everyday practice of supporting the learning and growing of children, families, and colleagues.

Register [here](#).

PASAP Members Webinar - The Power of PDE Reporting

March 17, 2021

2:30 pm - 3:00 pm

This presentation will discuss the power of PDE 4092 reporting, the valuable information it can provide and the potential uses for a school district, building and/or SAP Team. By quantifying areas of concern not only from a demographic and socioeconomic standpoint, but also shows elevations of behavioral health concerns. Presenting statistical data from the report shows the impact of SAP and can help drive future programming, grants, school initiatives, and Tier 1,2, & 3 supports. Register [here](#).

Equity and Trauma Series: Working with Vulnerable Students

Part 1 | Begin the Journey: The Pennsylvania Department of Education Equitable Practices Hub

March 25, 2021

11 am - 12 pm

The Pennsylvania Department of Education released the Equitable Practices Hub in September 2020. The hub is organized by six equity pillars of practice: 1) General Equity Practices, 2) Self-Awareness, 3) Data Practices, 4) Family and Community Engagement, 5) Academic Equity, and 6) Disciplinary Equity. This session will provide an overview of the hub and the importance of equity in Pennsylvania schools.

Part 2 | Employing Self Compassion and Relationship Building to Address Trauma in Youth

April 1, 2021

11 am - 12 pm

“Trauma-Informed PA: A Plan to Make Pennsylvania a Trauma-Informed, Healing-Centered State” was released July 2020 by the Office of Advocacy and Reform. The plan presents a continuum starting with becoming trauma aware and moving toward being a healing-centered state. This presentation will utilize the continuum presented in the plan to address relationship strategies when working with youth, as well as strategies to move from compassion fatigue to compassion resilience to assist adults who are working with youth who have experienced trauma.

Presenters:

Nikole Hollins-Sims, Ed.D., Education Consultant for Pennsylvania Training and Technical Assistance Network (PaTTAN), and Special Advisor on Equity for Pennsylvania Department of Education, Statewide Co-Lead for the Behavior Initiative

Dana Milakovic, Psy.D., Mental Health/Alcohol and Other Drug Specialist, Office for Safe Schools, Pennsylvania Department of Education

Go [here](#) for registration information.

PA Care Partnership: Moral Injury: Invisible Wounds and Unspoken Words

April 8, 2021

2:30 pm - 4:00 pm

This presentation, provided by Rev. Toneh Smyth, L.S.W. will focus on the effects of moral injury from trauma (causal mechanisms, symptoms, behavior manifestation, psychosocial effects, and interventions). The demographic focus will be veterans with military sexual trauma, children of veterans, and family systems. It will address the gap in services as well as barriers faced. It will end with methods and current programs to address this void in interventions.

Learning Objectives:

- Articulate the definition and effects of Moral Injury (PTSD vs Moral Injury, manifestations, symptoms)
- Describe the effects of Moral Injury on the family systems
- Discuss what interventions and tools are available to address Moral Injury

Register [here](#).

SAVE THE DATE

Prevent Suicide PA 2021 Virtual Conference

May 13-14, 2021

Registration information coming soon.

Go [here](#) to check registration availability.

GRANTS

Screening, Brief Intervention, and Referral to Treatment (SBIRT)

SAMHSA is accepting applications for fiscal year (FY) 2021 Screening, Brief Intervention and Referral to Treatment (SBIRT) grants. The purpose of this program is to implement screening, brief intervention, and referral to treatment services for children, adolescents, and/or adults in primary care and community health settings (e.g., health centers, hospital systems, health maintenance organizations (HMOs), preferred-provider organizations (PPOs), Federally Qualified Health Care (FQHC) systems, behavioral health centers, pediatric health care providers, Children's Hospitals, etc.) with a focus on screening for underage drinking, opioid use, and other substance use.

Eligible applicants include:

Public and private non-profit health care or behavioral health care systems such as HMOs, PPOs, FQHC systems, hospital systems, pediatric health care providers, children's hospitals, and community health or behavioral health centers. (Note: For community health or behavioral health centers, the highest office of a Director or Chief Executive Officer must be the applicant.) Preference is for systems with integrated specialty treatment care or the ability to establish integrated care mechanisms.

Application Due Date: Monday, April 19, 2021. Read more [here](#).