



Webinar #2: Standing Up Student Assistance Program Services | How to Get Started “Talk. They Hear You.” Campaign SAP Webinar Series



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December 9, 2021, 1 p.m. ET



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Today's Session

Today's session will cover:

- Funding history and opportunities
- Integration with other school initiatives like multi-tiered systems of support, school climate improvement, violence prevention, and safety planning
- Challenges and barriers you'll need to overcome to achieve school commitment
- Creating a SAP team
- Selecting the right service delivery model

SAP Webinar Series Overview

- ✓ Webinar #1: Student Assistance Programs
- Webinar #2: Standing Up SAP Services
- Webinar #3: Assessing Needs and Building Capacity
- Webinar #4: Planning and Implementing
- Webinar #5: Program Evaluating and Improving

Polling Questions

This presentation contains four short polls to help us learn more about today's webinar participants.

- All answers will be presented as totals or percentages, and no one will be able to tell by name who answered what question.
- By answering the questions, you agree to have your answers anonymously included in the totals as percentages.

Poll Question #1

What is your current role?

- A. School administrator
- B. District administrator
- C. Student assistance program (SAP) professional
- D. Educator
- E. Health department employee
- F. Prevention coalition staff member
- G. Other (please specify)

Poll Question #2

Do you currently have an active SAP?

- Yes, we currently have an active SAP.
- No, we used to have an SAP, but it's no longer active.
- No, but we are currently in the process of developing an SAP for implementation.
- No, but we plan to develop and implement an SAP at some point.
- No, and we don't plan to develop and implement an SAP.

Poll Question #3

How did you hear about this webinar?

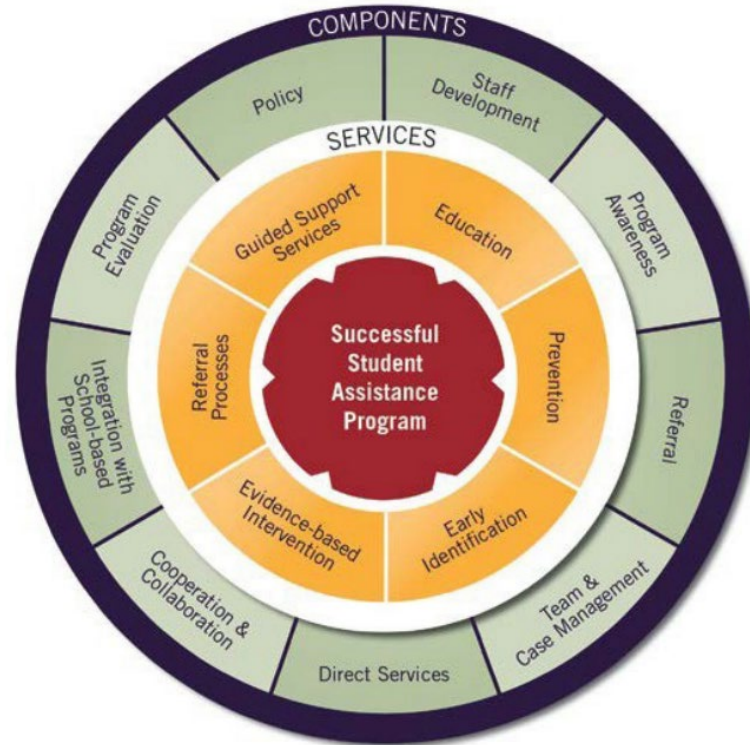
- A. *Talk. They Hear You.* Newsletter/E-blast
- B. SAMHSA Facebook
- C. SAMHSA Twitter
- D. SAMHSA LinkedIn
- E. Other (please specify)

Poll Question #4

Did you attend SAP Webinar #1?

- A. Yes
- B. No

Review: 9 Critical Components of Effective SAPs



Funding Information and Opportunities

Information Dissemination

- Clearinghouse/information resource centers
- Resource directories
- Media campaign public service announcements
- Brochures
- Speakers Bureau radio/TV appearances
- Information lines

Education

- Classroom and/or small group sessions
- Peer leader/helper programs (peer conflict mediation programs)
- Bullying programs
- Education support groups for children of substance abusers; others at high risk of use, suicide, violence, etc.
- Parenting and family management classes

Alternatives

- Drug-free dances and parties (Operation/Program Graduation)
- Youth/adult leadership activities
- After-school programs
- Community recreation and drop-in centers (Boys & Girls Clubs)

Problem Identification and Referral

- Student Assistance Programs (referral and problem-solving/case management components)
- Employee Assistance Program
- Intervention programs associated with disciplinary offenses, juvenile court complaints, or DUI convictions

Community Capacity Building

- School-community team training
- Systematic community planning
- Multi-agency coordination and collaboration

Community Norms and Policies

- Establishing and periodically reviewing school policies pertaining to violence, alcohol, tobacco and other drug use
- Policies used by school, law enforcement, and juvenile court
- Modifying alcohol and tobacco advertising practices
- Merchant and vendor training to prevent underage access to alcohol

Funding Example: Ohio

- Plan with sustainability in mind.
- Explore varied and braided funding sources, such as these:

Federal Examples

- Project AWARE
- Safe Schools Healthy Students (SSHS)
- Department of Education
 - ESSER

State Examples

- Governor's K–12 Prevention and Education Initiative
- Ohio School Wellness Initiative (OSWI)

Local Examples

- Levy dollars
- Philanthropic dollars

Funding Example: Washington State

We have focused on building an adolescent behavioral health system of care that is sustainable.

Federal Examples

- SAMSHA
 - Systems of Care
 - Project Aware
 - Federal Block Grant
- Department of Education
 - Elementary and Secondary School Emergency Relief (ESSER) funds

State Examples

- Office of Superintendent of Public Instruction ESSER funds
- Health Care Authority
- WA State Department of Health
- Managed Care Organizations (MCOs)

Local Examples

- District Contracts
- Local County Health Departments
- Community-Based Foundations

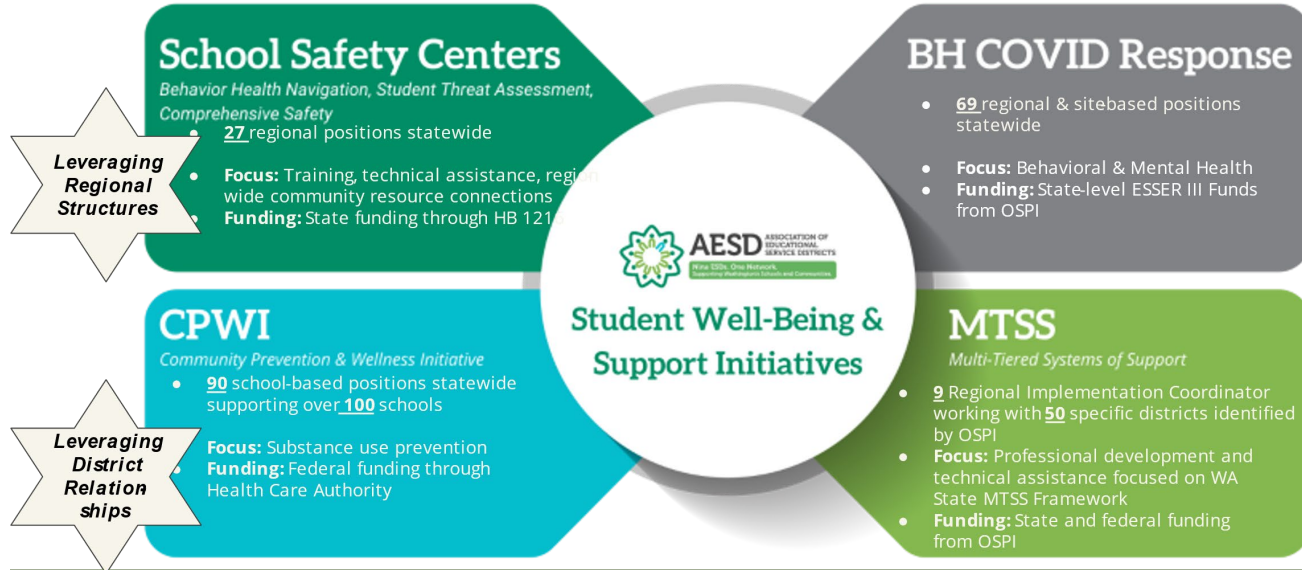
SAPs and Integration with Other School Initiatives

SAPs function collaboratively with other school initiatives, including these:

- Multi-tiered Systems of Support
- Positive Behavioral Interventions and Supports
- School Climate Improvement
- Violence Prevention and Safety Planning
- Trauma-Informed Practices
- Social-Emotional Learning

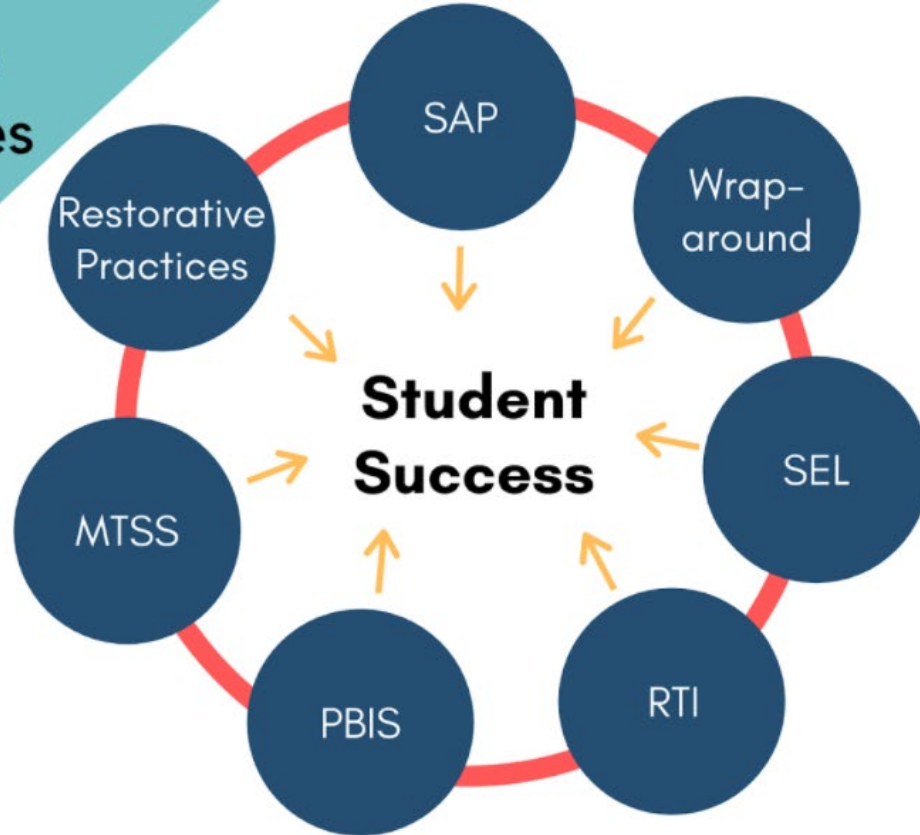
What can you do and how do you leverage what you already have?

Connecting Initiatives



SAP Integration Example: Ohio

Alignment with
Other Initiatives



— MIAMI UNIVERSITY | JUNE 22, 2021

SAP Integration Example: Ohio

[ISF School Installation Guide](#)

ISF V2 Ch 5: School Level Installation Guide (Sept 2020) - Step 1a: Identify need for merging teams with similar goals

Aligning Teaming Structures: Working Smarter, Not Harder

Purpose of this tool is to provide (a) an overall picture of existing teams within the school and (b) determine need for merging teams.

Instruction: Use the Working Smarter worksheet to complete the next two steps:

Step 1: Identify Current Teams (discipline, instruction, climate, school improvement, parent support, etc.) and Initiatives (Second Step, Character Counts, Spirit Committee, etc.)

Step 2: Complete the Working Smarter Table

Step 3: Based on your results, what committees or initiatives can you eliminate; combine; provide more support? How can you infuse PBIS into your current committees/teams?

Initiative/ Committee/ Team	Purpose and Strategic Goal Supported	Measurable Outcome(s) - Data Based	Target Group	Staff Involved	Overlap? Modify? Eliminate?

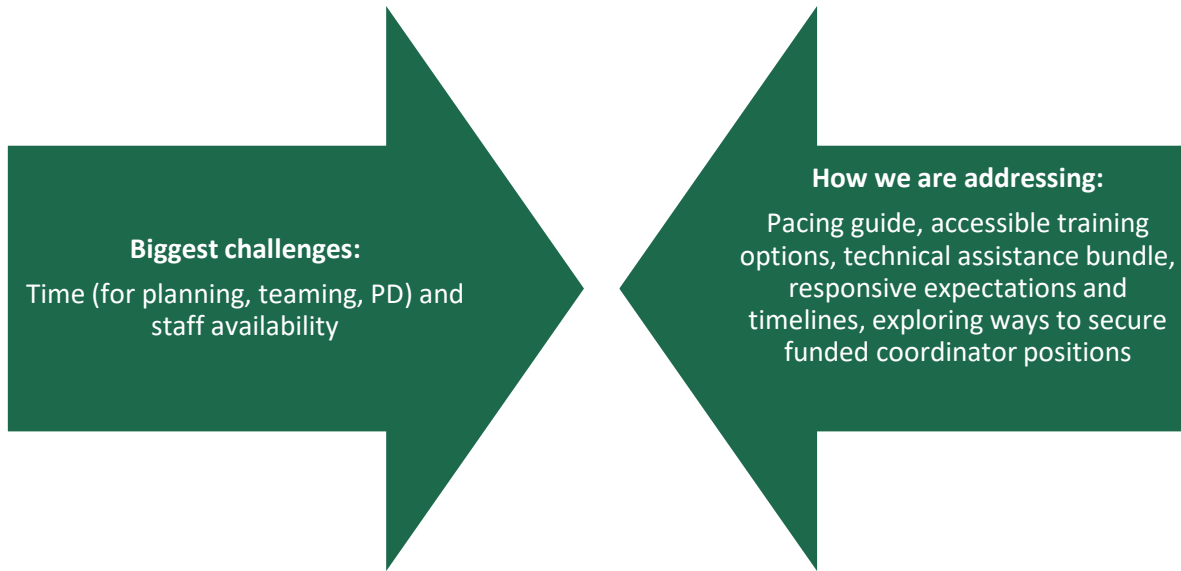
“Their SAP coordinator really saw it as just another piece of their MTSS puzzle and is trying to find ways to make it the other side of their already existing IAT (Academic Focused) interventions...”

Challenges to Getting School Commitment

Logistical and Other Considerations:

- Space in school and timing
- Personnel resources
- Block scheduling (might be incompatible with some treatment programs)
- Support from the district- and school-level administrators, prevention specialists, and licensed health professionals

School Commitment Examples: Ohio



“I do believe everyone sees this as important work; however, finding time, and for many the energy, to do the work is challenging. “

SAMHSA Strategic Prevention Framework: 5-Step Planning Process



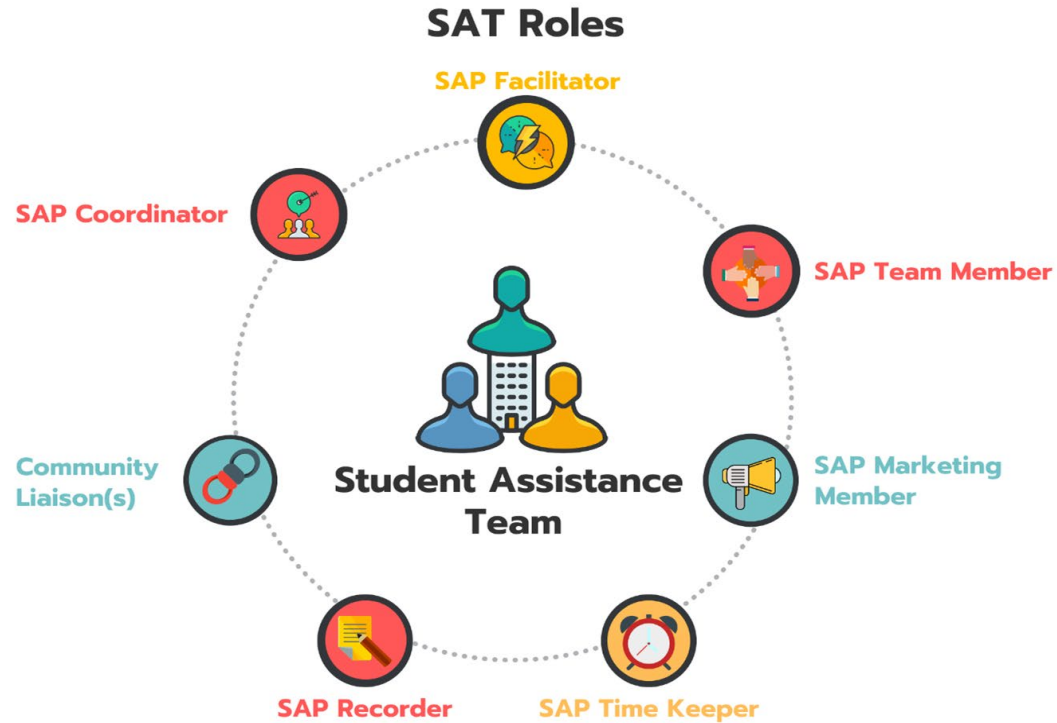
There are many ways to get started depending on your existing infrastructure, resources, need, etc.

Establishing a Student Assistance Team (SAT, aka SAP Team)

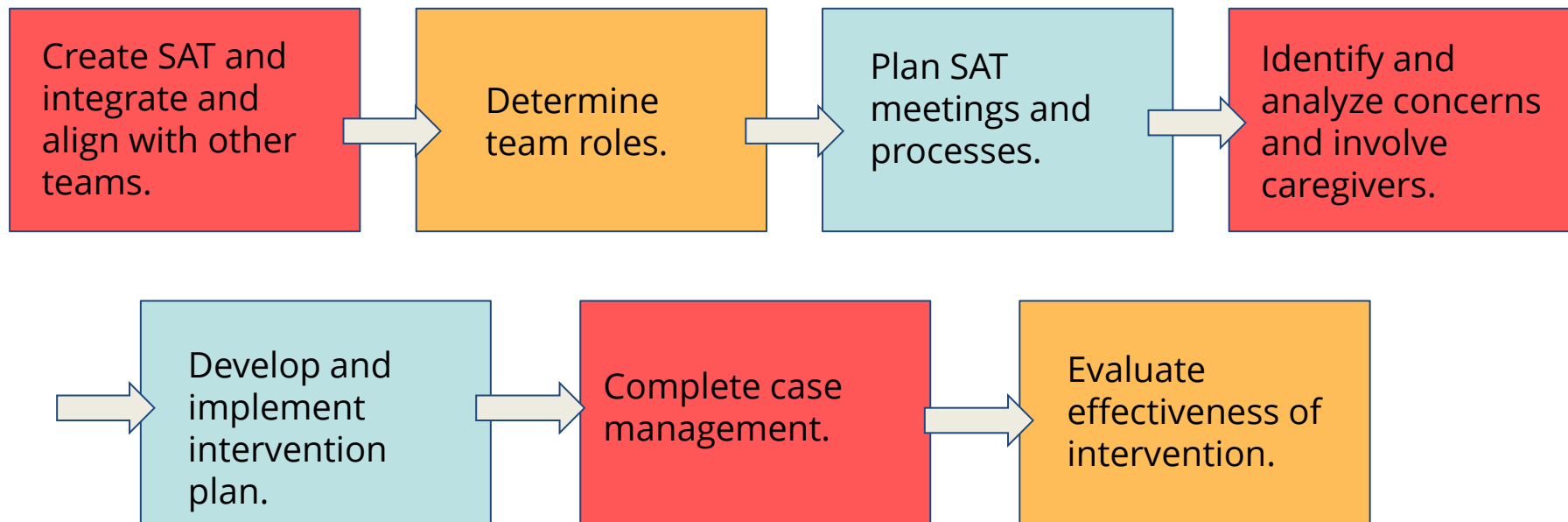
The SAT receives referrals, gathers information, develops strategies to remove barriers to learning, links students to interventions or services, and provides support and follow up.

Components:

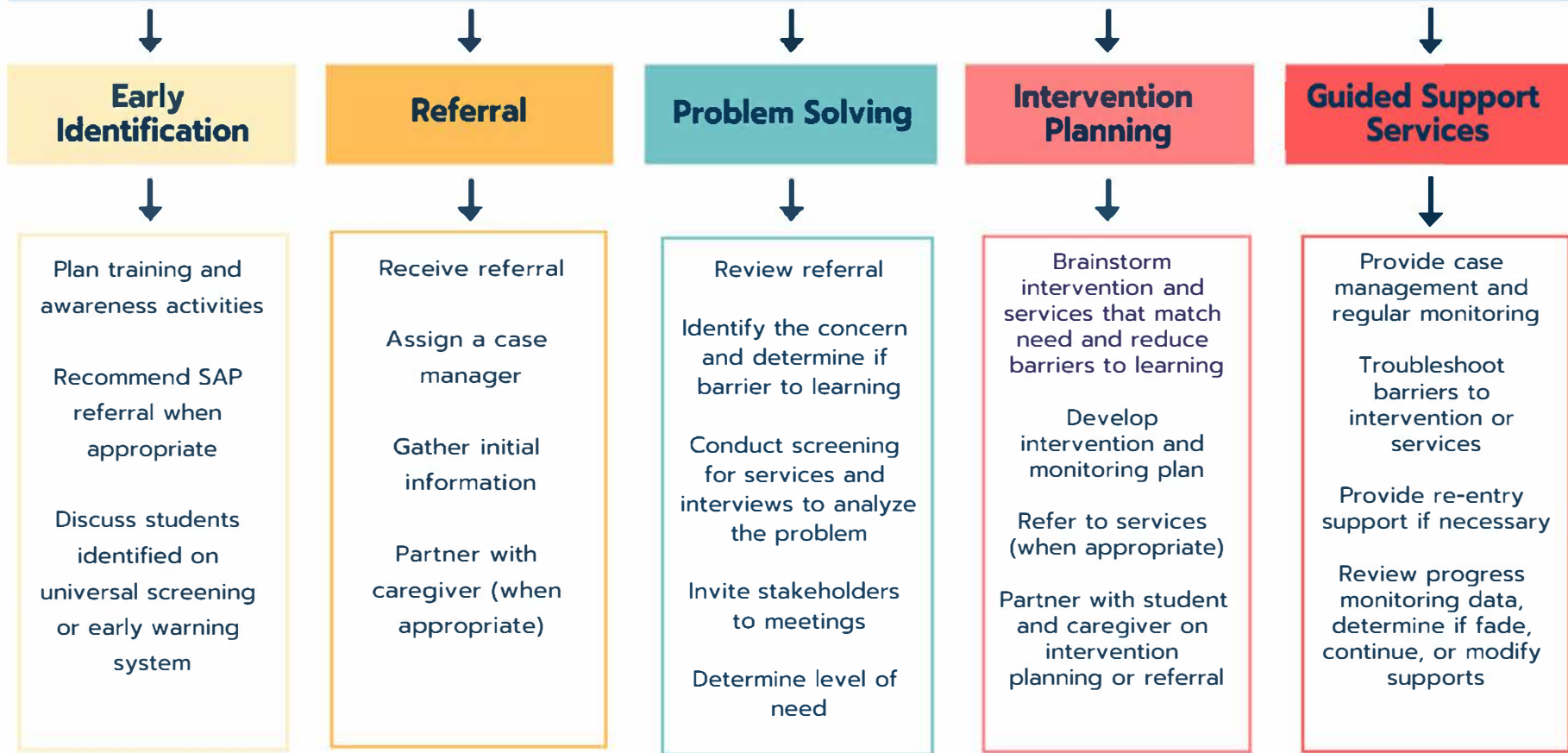
- Regular team meetings to review cases
- Team members offer each other mutual support
- Clear roles and processes



Building Your SAT in a Snapshot





SAT Tasks





Factors Contributing to a Successful SAT


 Administrative support

 Regular SAT meetings


 SAT coordinator provided with release time


 Early caregiver involvement


 Adoption of team meeting agreements

 Clear referral process


 Credibility of SAP process among staff, students, caregivers

 High level involvement of staff beyond SAT members

 Written policy to address students at risk and consistent implementation of the policy with all students

 Ongoing planning, implementation, evaluation, and refining of the SAT

 Sharing information appropriately

 Ongoing training of all staff

SAP Service Delivery Models

Externally based: Schools develop contractual relationships with addiction and mental health specialists from the community to implement school-based prevention, intervention, and treatment and support services within the school or through referrals to the community agency.

Internally based: Service models composed of addiction and mental health specialists are employed by the school district to deliver prevention and intervention services on a full- or part-time basis.

Core team: An on-site school team composed of administrators, teachers, school counselors, school psychologists, social workers, coaches, student assistance professionals, and other trained personnel is charged with identifying and providing services to students.

SAP Service Delivery Models: Externally Based

Externally Based Model

Advantages

- Provides distance from the school and any internal politics
- Gives student assistance professional clinical supports and training
- Does not add more liability to school

Disadvantages

- Requires strong commitment from school personnel
- Discontinuity and changes in staffing and service quality
- Potential exclusion of school personnel in service delivery decisions
- Confidentiality regulations

SAP Service Delivery Models: Internally Based

Internally Based Model

Advantages

- Student assistance professional viewed as part of the team
- Expertise provided by addiction/mental health specialist
- Cost effective
- Minimizes confusion related to referrals

Disadvantages

- Competing demands on student assistance professional
- Discontinuity of services if staff leave
- Limited school ownership and input
- Restricted information sharing due to confidentiality

SAP Service Delivery Models: Core Team

Core Team Model

Advantages

- School's buy-in and ownership of program services
- Inclusion of school-based team members
- Broad-based training and awareness
- Continuity and availability of service providers
- Ability to use a systems approach

Disadvantages

- Amount of training needed for school staff
- Time allocation
- Financial support needed for programs and services to be effective

Washington Commitment and Collaboration Are Key

Role of the SAP	Role of the School	Role of the Coalition
<ul style="list-style-type: none">• Prevention education• Behavioral health promotion and awareness• Participation on school multi-disciplinary team• Screen students for behavioral health concerns• Early intervention support services• Behavioral health treatment• Referral and resources	<ul style="list-style-type: none">• Policy development and enforcement• Provide confidential office space for SAP• Refer students to the SAP• Convene and participate in the school multi-disciplinary team• Promote SAP services within the school community	<ul style="list-style-type: none">• Establish community norms that foster healthy behaviors• Community-based behavioral health promotion, awareness and education

SAP Delivery and Integration Examples: Washington

ESD 113 Comprehensive Student Assistance Program Services

BEHAVIORAL HEALTH TREATMENT TIER III

Problem behaviors
Create support plans that include individualized therapeutic supports.

STUDENT POPULATION
Children with intensive health and/or social-emotional needs.

SERVICES & SUPPORTS

- * Assessment and individual service planning
- * Family support and training
- * Evidence-based intervention
- * Liaison between school and clinical health supports
- * Staff consultation to support individual students

TARGETED INTERVENTIONS TIER II

Interventions provided as soon as problems manifest themselves
Use small group interventions aimed at addressing and teaching specific skills.

STUDENT POPULATION
Children with low acuity/transient needs

LEAD STAFF
ESD-funded staff in partnership with identified school team members (teachers, para-educators, counselors, nurses etc.)

SERVICES & SUPPORTS

- * Screening and referral to targeted services
- * Problem-solving and conflict resolution
- * Classroom-based supports and interventions
- * Social skills development
- * Family connections
- * Group/individual interventions
- * Staff training/consultation for identified students

UNIVERSAL TIER I

School-wide practices that prevent behavioral health issues from escalating & interfering with school success
Teach foundational behavioral health skills to all students.

STUDENT POPULATION
ALL students

LEAD STAFF
ALL staff

SERVICES & SUPPORTS

- * Equitable safe and caring school climate
- * Clear expectations/predictable structure
- * Trauma-informed approaches
- * Classroom-based social-emotional learning
- * Culture and practices that boost resiliency factors
- * Staff wellness and supportive workspaces
- * Universal screening
- * Referral and follow-up infrastructure

SCHOOL-BASED BEHAVIORAL HEALTH SYSTEM OF CARE INDICATORS & DATA-BASED DECISION-MAKING

School Leaders & Staff	School Culture	Families & Community	Students
<ul style="list-style-type: none"> Specialized training examples <ul style="list-style-type: none"> Behavioral health first aid ACEs awareness Social and emotional learning Universal design for learning training on the framework to improve and optimize teaching and learning for all people Trauma-informed support system Increased attention and awareness to disproportional discipline practices Enhanced policies, procedures, and practices to address at-risk students 	<ul style="list-style-type: none"> Connecting at-risk students with systems of support Curriculum in the school addressing violence prevention, problem-solving, empathy, GRIT, and/or resilience Increased trauma awareness and sensitivity across the school supporting students in feeling physically, socially, emotionally, and academically safe Healthy, safe, and trusted school environment that is maintained and sustained 	<ul style="list-style-type: none"> Increased social and emotional awareness Opportunities for learning to ALL Increased resources to enhance family and community supports to students Increased behavioral health awareness by family and community Advocacy and awareness to address social norming regarding substance abuse Parents and community involved in schools 	<ul style="list-style-type: none"> Improved attendance and GPA Increased high school graduation Decreased suspensions and expulsions Increased course completions Reduced involvement with justice system and child protective services Increased supports for at-risk students Increased early warning systems to connect students to supports Increased early detection of behavioral health issues and connections to behavioral health systems

Service Delivery Model Examples: Ohio

School SAP Delivery Model, SAP Needs Assessment, May-July 2021 (n = 43)

Note: Participants were able to select more than one option, resulting in a percentage total greater than 100%

SAP service delivery model	n	%
Externally based	22	51%
Internally based	9	21%
Core team	29	67%
Other	1	2%

“School leaders should consider the advantages and disadvantages of all three service delivery models relative to their own unique local practices, needs, and resources....Schools may elect to implement a single service delivery model or may choose to utilize a combination of service delivery models, based on careful consideration of the level of student need for services, training and expertise of current staff, desired level of school ownership of program services, the availability of community-based resources, and the amount of funding allotted to establish and maintain substance use and mental health services across the continuum of care.” – *Guidance to Schools in OSWI Manual*



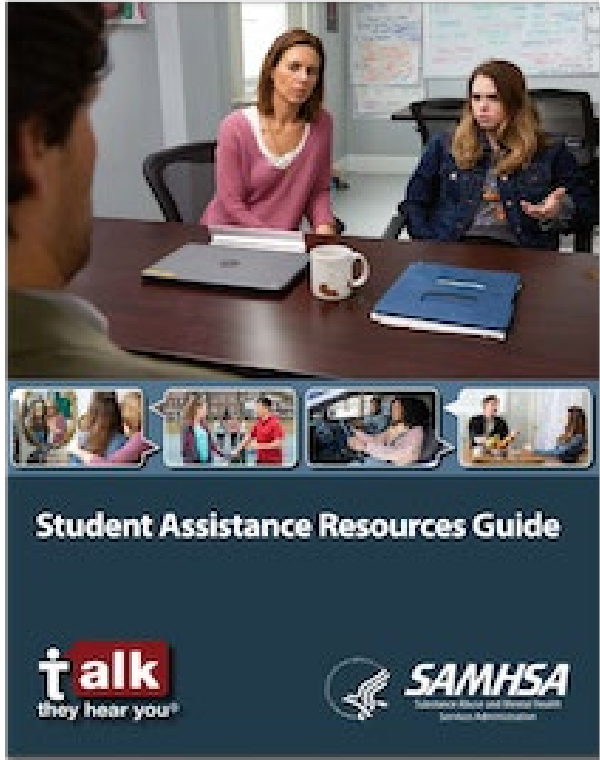


Student Assistance: A Guide for School Administrators



Purpose: This document provides school leaders and administrators with key information about student assistance services for substance use and mental health initiatives.

Student Assistance Resources Guide



Purpose: This document describes some student assistance resources and provides tangible ways school administrators and student assistance teams can implement the strategies. It also assists school leaders and student assistance teams to increase awareness of student assistance services by providing guidance on resources available for this critically important work.

Student Assistance Discussion Starter Video



Purpose: This video describes some student assistance resources and provides tangible ways school administrators and student assistance teams can implement the strategies. It also assists school leaders and student assistance teams to increase awareness of student assistance services by providing guidance on resources available for this critically important work.

Other Helpful Resources

- [“Talk. They Hear You.” Campaign SAP Resources](#)
Includes guides, a discussion starter video, public service announcements, fact sheets, and posters
- [Prevention First Student Assistance Guidebook](#)
- [Pennsylvania Network for Student Assistance Services Website](#)
- School Mental Health Quality Guides (e.g., [Needs Assessment & Resource Mapping Guide](#), [Early Intervention and Treatment Services & Supports guide](#))
- [School-Wide Universal Screening Guidance](#)

Webinar #3: Assessing Needs and Building Capacity

- Policies and procedures
- Assessing needs and building capacity
- Staff development/teaming
- Program awareness
- Partnerships

Date: January 2021

Thank You

Sign up for the monthly
“Talk. They Hear You.” campaign
e-newsletter!



- Pre-crafted social media messages and graphics
- Featured resources and prevention tips
- Campaign news
- Partner spotlights

<http://eepurl.com/grCRjD>

Engage with SAMHSA on
social media:



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