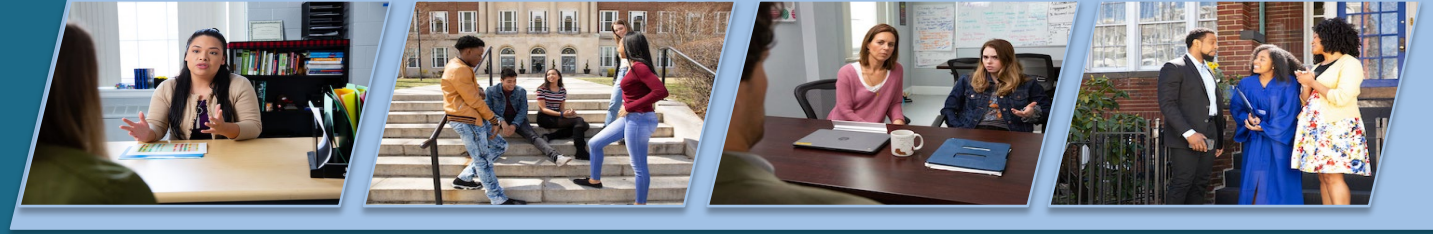

talk they hear you®

WEBINAR #3: Student Assessment Program (SAP) Services | Assessing Needs and Building Capacity

"Talk. They Hear You."® Campaign SAP Webinar Series

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January 26, 2022, 3 p.m. ET

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Today's Session Objectives

Today's session will cover:

- Conducting a needs assessment
- Things to consider when developing SAP policies and procedures
- Staff development and training on all aspects of the SAP
- Building program awareness and promotion
- Considering other partnerships within the school and community

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 Implementation
- Webinar #5: Program Evaluation and Improvement

Polling Questions

This presentation includes 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 who answered each question.
- By answering the questions, you agree to have your answers anonymously included in the totals as percentages.

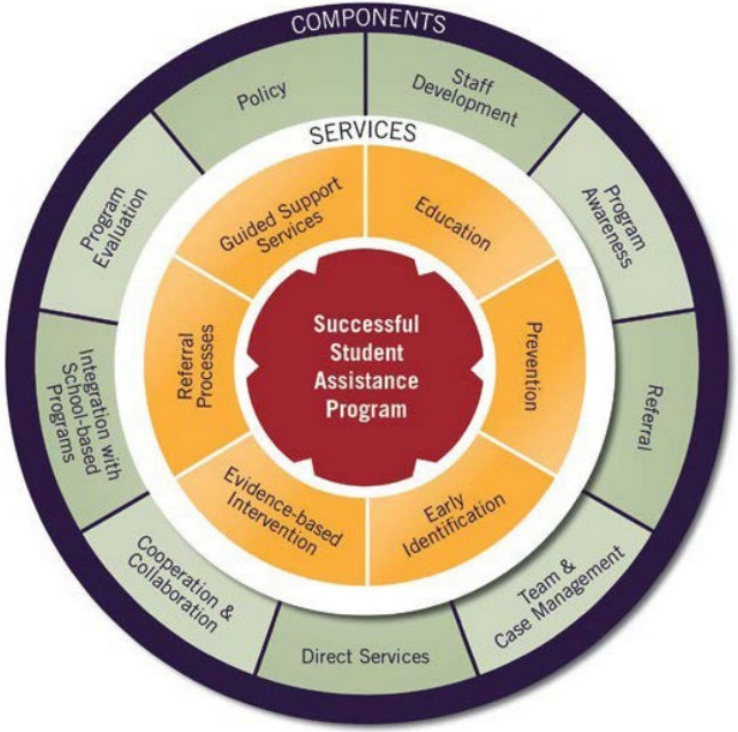
Poll Question #1

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)

Review: 9 Critical Components of Effective SAPs

1. School Board Policy
2. Staff Development
3. Program Awareness
4. Internal Referral Process
5. Problem-solving Team and Case Management
6. Direct Services to Students
7. Cooperation and Collaboration
8. Integration with Other School-based Programs
9. Program Evaluation and Improvement



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SAMHSA Strategic Prevention Framework: 5-Step Planning Process

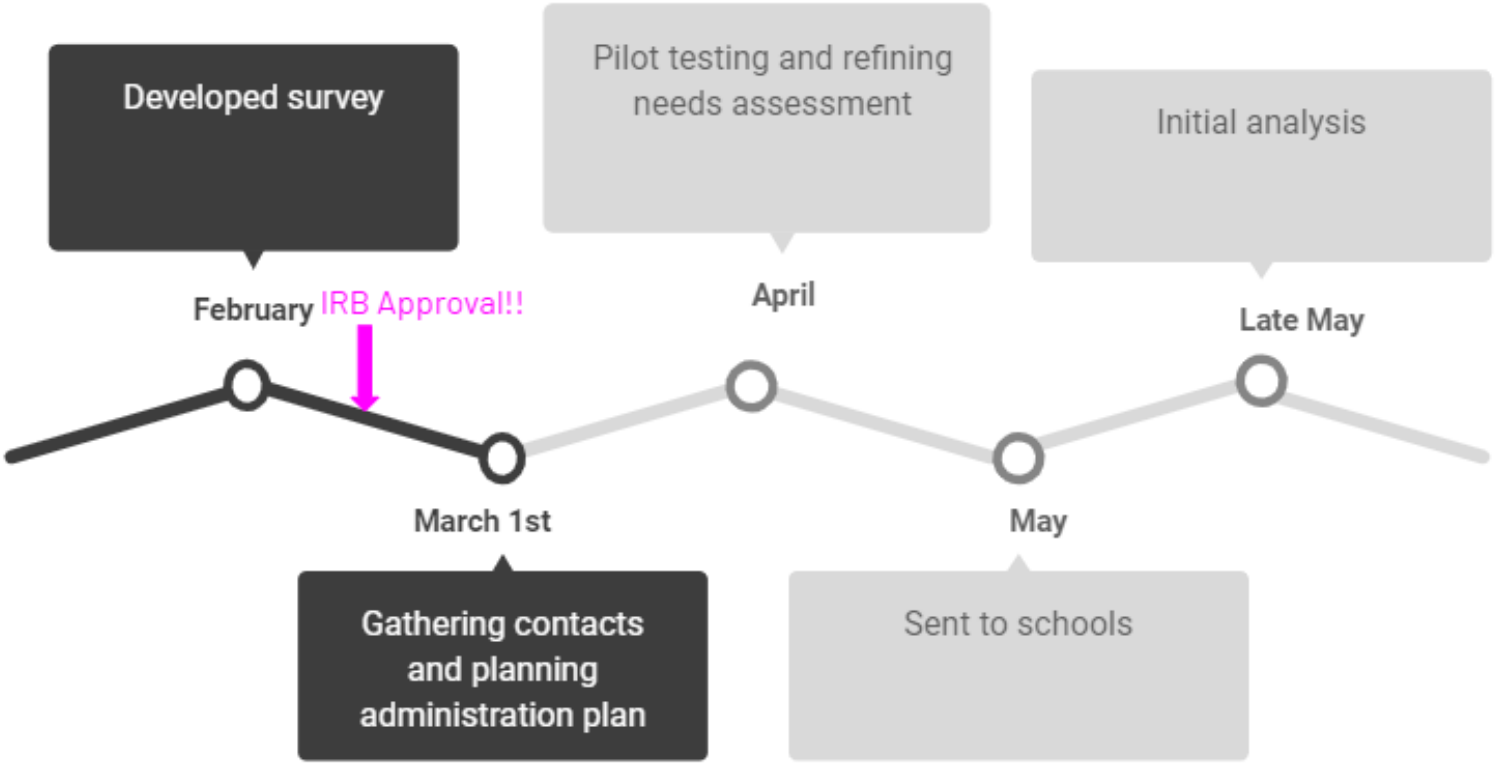
There are many ways to get started depending on your existing infrastructure, resources, need, etc.

Conducting or Supporting a Needs Assessment

Assessing needs:

Identify school, district, and community-wide needs related to substance use and mental health issues and available resources and readiness to support promotion, prevention, treatment, and support efforts in the school setting.

Needs Assessment Example: Ohio School Wellness Initiative



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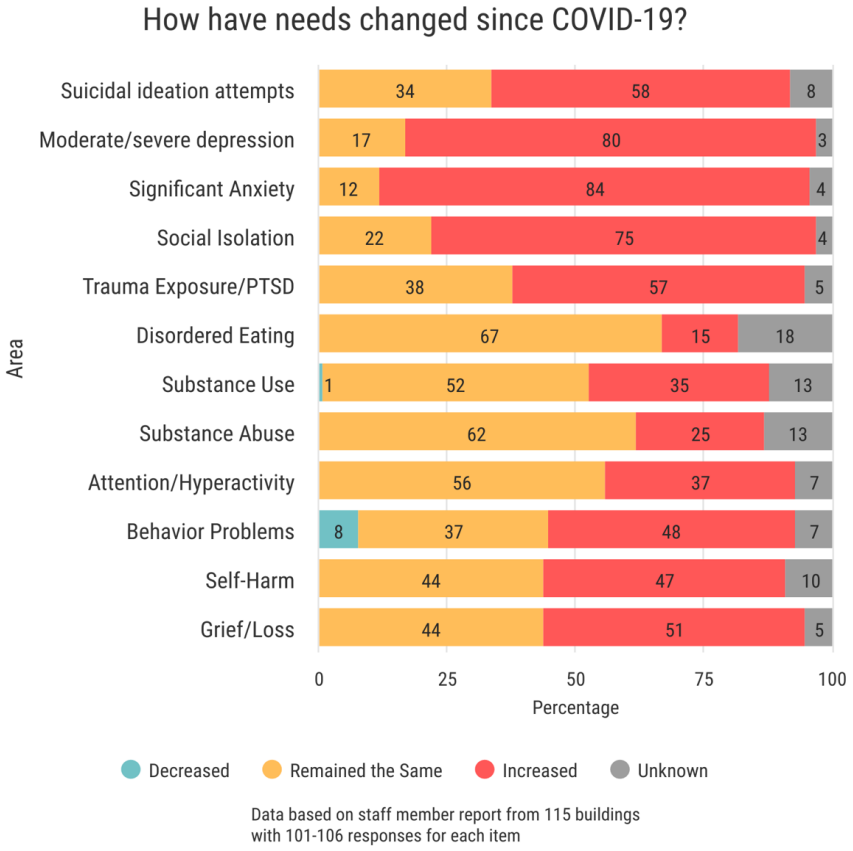
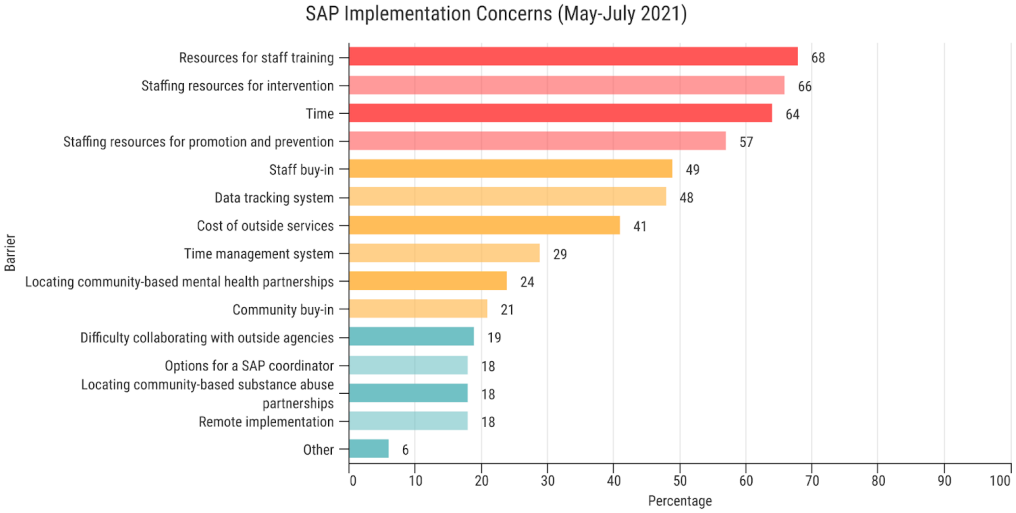
Needs Assessment Example: Ohio School Wellness Initiative





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Washington ESD 113: Readiness to Benefit

8th Grade Depression *(students feeling sad/hopeless for 2 weeks in past year)*	HYS 8th Grade Anxiety *(students feeling anxious, nervous, or on edge)*	8th Grade Alcohol Use *(past 30 day alcohol use)*	8th Grade Marijuana Use *(past 30 day marijuana use)*	NOTES ON HYS DATA	2020–2021 Student Enrollment	% of Students Who Are Low-Income	% of Students Meeting ELA Standard	% of Students with Regular Attendance
41%	53%	**10%**	**10%**	Bold numbers are higher than state average				
32%	44%	4%	4%		645	55%	56%	95%
69%	60%	6%	18%	Darkened areas are elevated compared with county, ESD, and state averages	290	76%	34%	82%
				*2018 HYS data supressed < 15 valid surveys	208	*Missing	37%	>90%
33%	**56%**	7%	7%	Bold numbers are higher than state average				
32%	55%	8%	5%	Darkened areas are higher than ESD 113 average	617	35%	66%	94%

Effective Policies, Procedures, and Practices

Things to consider:

- State- and federal-level laws and regulations
- Programmatic-level policies, procedures, and practices (foundational procedures all SAPs should follow)
- School board-level policies and procedures
- Will vary by state, program, building, etc.
- School's role in creating a safe and secure learning environment

Policies and Procedures Example

TRUE NORTH
AT CAPITAL REGION ESD 113

Suicide Risk Screening

Policy:
Capital Region ESD 113 – True North will conduct a suicide risk screening with True North participants any time there is an indication of suicidal ideation, including after completion of the 3 Page Screen/GAIN-SS if suicidal ideation has been identified. Based on the outcome of the Suicide Risk Screening True North staff will coordinate with crisis or other identified resources as needed.

Service: Suicide Risk Screening

Modality: Individual or Family Session

Approximate Time: 10 minutes

Eligible Facilitators: True North Student Assistance staff (SUDP/SUDPT, LMHC/LMHCA, Agency Affiliated or equivalent)

Participants: Any True North participant indicating suicidal ideation in the past year

Goals and Objectives: Identify youth at risk of suicide and connect with appropriate resources

Procedure:

Suicide Risk Screening Tool

Student Name:	DOB:
School:	Grade:
Parent Name:	Parent Phone:

1. **In the past few weeks, have you wished you were dead?** Yes ☐ No ☐
2. **In the past few weeks, have you felt that you or your family would be better off if you were dead?** Yes ☐ No ☐
3. **In the past week, have you been having thoughts about killing yourself?** Yes ☐ No ☐
4. **Have you ever tried to kill yourself?** Yes ☐ No ☐

If yes, how? _____

_____

When? _____

If yes, how [2]

If the student answered YES to any of the above, ask the following question:

5. **Are you having thoughts of killing yourself right now?** Yes ☐ No ☐

Next Steps:

- If the student answers "No" to all questions 1 though 4, screening is complete (not necessary to ask question #5). No intervention is necessary. (**Note: Judgement can always override a negative screen).*
- **If student answers "Yes" to any of questions 1 through 4, or refuses to answer, they are considered a positive screen. Ask question #5 to assess acuity:**
  - ☐ **"Yes" to question #5 = acute positive screen** (imminent risk identified)
    - Keep student in sight. Notify parents, school staff, and initiate crisis resources.
    - Call Designated Crisis Responder for Safety Evaluation:
      - Grays, Lewis, Pacific call (800) 803-8833
      - Thurston/Mason call (360) 754-1338
    - Stay with student until crisis response is complete OR arrange another staff to stay with student.
  - ☐ **"No" to question #5 = non-acute positive screen** (potential risk identified)
    - Notify student that parents will need to be contacted regarding potential suicide risk and a recommendation for further evaluation will be made.
    - Notify parents/guardian and provide referrals.
    - Follow up with student the following day regarding connecting for MH referral.
    - Continue follow up as needed.

All students will be provided a TN Resources postcard with contact info for:

- Crisis Dispatch/DCR through Olympic Health & Recovery Services
  - Grays, Lewis, Pacific: (800) 803-8833
  - Thurston/Mason: (360) 754-1338
- Suicide Prevention Lifeline: (800) 273-8255
- Crisis Text Line: Text *"HOME"* to 741741

Poll Question #2

Do you currently have an active SAP?

A. Yes, we currently have an active SAP.

B. No, we used to have an SAP, but it's no longer active.

C. No, but we are currently in the process of developing an SAP for implementation.

D. No, but we plan to develop and implement an SAP at some point.

E. No, and we don't plan to develop and implement an SAP.

Staff Development and Training

Things to consider:

- Your needs assessment data — How does it inform staff training needs?
- Understanding/learning policies, procedures, and practices
- Confidentiality
- Regional learning communities
- Direct student assistance capacity building versus professional development
- Statewide and then scale up to service-based

Staff Development and Training

Training programs should be practical, experiential, and designed to increase the knowledge and skills necessary to provide educational support groups, agency referrals, mediation, mentoring, and research-based prevention curricula.

Themes to emphasize in training and ongoing support for effective SAP implementation include:

- Reducing risk and enhancing protective factors
- Improving school climate and student connectedness
- Identifying students who are contending with risk conditions and presenting early and more advanced signs of difficulties
- Delivering prevention and intervention services within schools
- Working with community partners to coordinate services for students presenting more intensive needs

Staff Development and Training Example: Ohio

Training Roadmap:

Examples of Topics Covered

	Regional Learning Communities	Online Training Platform	In-Person Direct-to-Schools Training
Foundations	Introduction to SAP	Students with MH/BH Concerns	Prevention 101
Preparing for Implementation	Building Your SAP Team	How to Triage MH/BH Concerns	Prevention Module 2
Implementation and Refinement	Leveling Up SAP Continuum of Services	Toolbox of MH/BH Skills	Prevention Module 3

More Staff Development and Training Examples

- Student Assistance Framework
- Motivational Interviewing
- Multi-Tiered Systems of Support
- Cognitive Behavioral Therapy
- Brief Intervention (e.g., Teen Intervene)

Poll Question #3

How did you hear about this webinar?

A. “Talk. They Hear You.” Campaign E-newsletter/E-blast

B. SAMHSA Facebook

C. SAMHSA Twitter

D. SAMHSA LinkedIn

E. Other (please specify)

Building Capacity

Components of capacity-building:

- Program awareness and promotion
- Cooperation and collaboration
- Integration with other school-based programs

Strategies for Program Awareness and Promotion

- Disseminating program flyers throughout the school and local community
- Developing posters and newsletters
- Holding community awareness and training events
- Including it in the parent/student/teacher handbooks
- Conducting homeroom presentations
- Using local media outlets

Program Awareness and Promotion Example: ESD 113

Program Awareness and Promotion Example: Ohio

Awareness Planning Template

Use this document to strategically plan education and awareness activities. Not all rows need to be completed; each completed role should identify a lead and timeline. Can use this template to plan multi-year activities

☑	TASK	WHO	WHEN
01	**Schoolwide Awareness Activities or Events**		
☐			
☐			
☐			
☐			
☐			
02	**Staff Awareness Activities**		
☐			
☐			
☐			
☐			

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Poll Question #4

Did you attend SAP Webinar #1 and Webinar #2?

A. Webinar #1

B. Webinar #2

C. Both

D. Neither

Cooperation and Collaboration

Build bridges between schools, parents, and community resources through referral and shared case management.

- Community agencies and counselors working together can help students with assessment, evaluation, and counseling for educational, substance use, mental health, or family concerns.
- Parents, community agencies, law enforcement, and private practitioners can help schools with prevention activities, consultation, technical assistance, and support.
- Parents are key partners in the success of all student assistance services.

Cooperation and Collaboration Example: Ohio

Cooperation and Collaboration Best Practices

- ❑ The SAT or district or building representative has investigated and arranged linkages with services within the community.
- ❑ Community-employed mental health, behavioral health, and/or substance abuse staff participate regularly on the SAT.
- ❑ Relevant community service organizations working with students in the school receive information concerning the SAP and services offered.
- ❑ The SAT has developed guidelines on how caregivers and students will become involved in the SAP process.
- ❑ Clear and consistent caregiver consent processes and procedures are in place.

Cooperation and Collaboration Example: Ohio

Self-Assessment

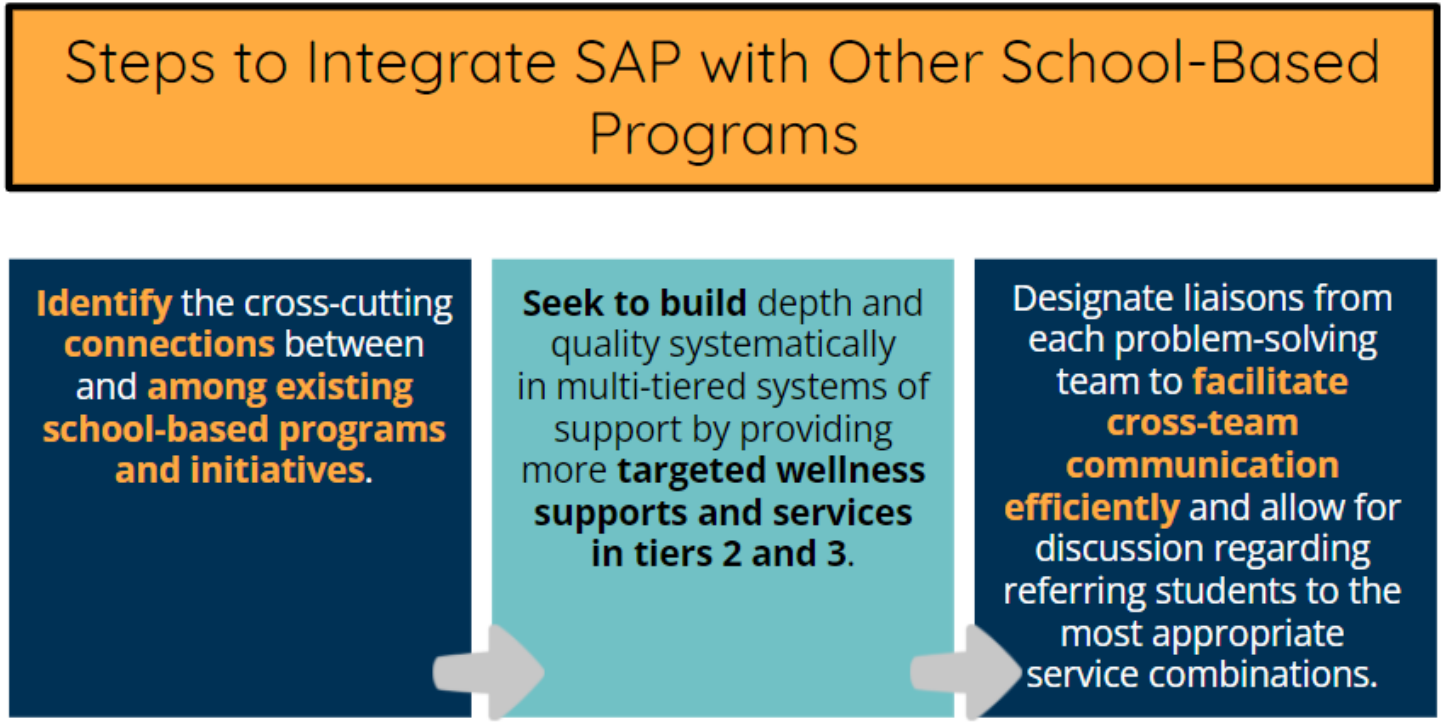
Going well?	
Areas for improvement?	
Priorities?	

Integration with Other School-based Programs

Depending upon your needs assessment, consider integrating these additional student assistance services:

- Classroom Prevention Curriculum
- Parent Education
- Character Education
- Identification of Learning Styles
- Career Exploration
- Conflict Resolution
- Peer Mediation
- Mentoring; Service-Learning
- Community Mobilization
- Asset Development
- Violence Prevention and Crisis Response Team

Integration with Other School-based Programs Example: Ohio

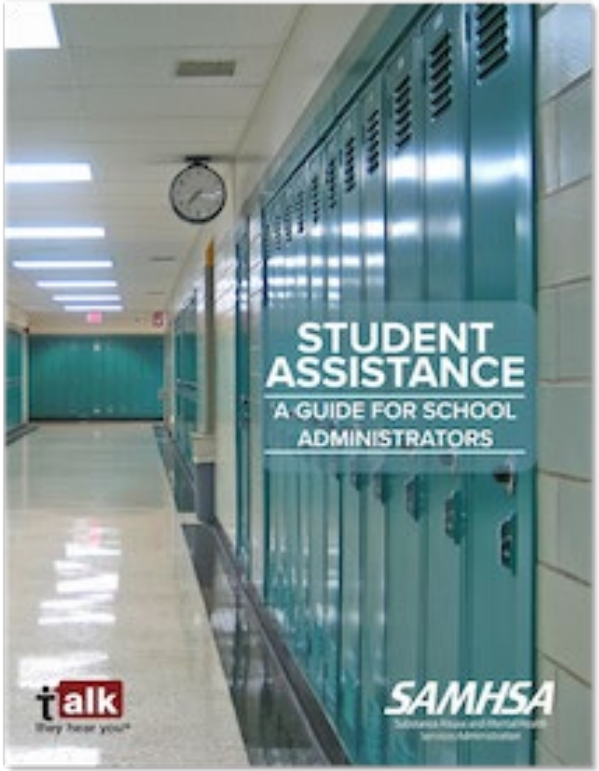


Integration with Other School-based Programs Example

Hoquiam HOPE Squad

Q&A

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

What's Next

WEBINAR #4: Planning and Implementation

- Quality implementation
- Internal referral process steps
- Direct services to students
- Understanding risks and protective factors

DATE: February 23, 2021

Final Poll

Did this presentation cover the intended objectives?

A. Yes

B. No

Thank You

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