



WEBINAR #4: Student Assistance Programs (SAP) | Planning and Implementation “Talk. They Hear You.”[®] Campaign SAP Webinar Series



Robert M. Vincent, M.S.Ed.
Associate Administrator for Alcohol
Prevention and Treatment Policy,
SAMHSA



Erin L. Wick, M.B.A., SUDP
Senior Director, Behavioral
Health and Student Support,
Capital Region ESD 113



Kristy Brann, Ph.D., NCSP, Assistant
Professor of School Psychology,
Department of Educational Psychology,
Miami University

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SAMHSA
Substance Abuse and Mental Health
Services Administration

Guest Experts



Izzy Chavez
Student Assistance
Professional
Capital Region ESD 113,
Washington



Sara Ellsworth
Regional Administrator,
Behavioral Health &
Student Supports
Capital Region ESD 113,
Washington



Jill Smith
School Counselor, Hoquiam
High, Washington



Emily M. Eckert,
LPCC-S
Assistant Director,
Office of Whole
Child Supports,
Ohio Department
of Education



Valerie Connolly-Leach,
OCPS
Behavioral Health/Prevention
Administrator, Office of
Prevention and Wellness,
Ohio Department of Mental
Health & Addiction Services

Today's Session Objectives

Today's session will cover:

- What does quality implementation mean?
- Steps within the internal referral process
- Direct services to students
- Understanding risks and protective factors

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 five 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 how specific individuals answered.
- By answering the questions, you agree to have your answers anonymously included in the totals as percentages.

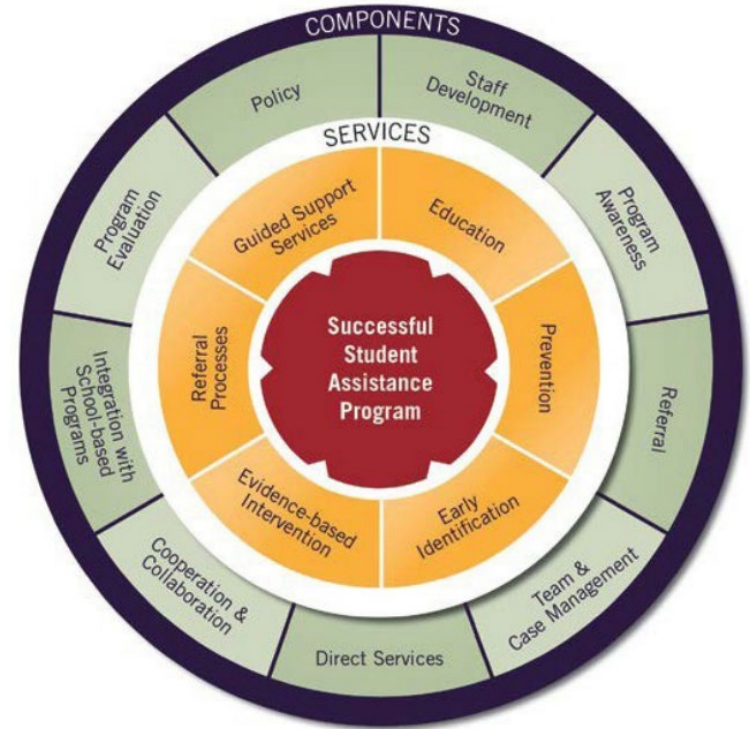
Poll Question #1

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



SAMHSA Strategic Prevention Framework: 5-Step Planning Process



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

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.

Successful Prevention Programs

Characteristics Fundamental to Prevention Success:

1. Theory and evidence- or research-based program content, structure, and implementation
2. Clearly defined, attainable, and agreed-upon goals
3. Multi-system, multi-level perspectives addressing numerous influences
4. Attends to dosage (intensity of service—insufficient and excessive)
5. Adopts strengths perspective to address competence and protective factors
6. Sensitive in both content and structure/implementation
7. Incorporates high-quality evaluation and monitoring
8. Easily transferable and translatable among settings
9. Attends to diverse resource needs
10. Characterized by socio-political sensitivity

Understanding Risk and Protective Factors

Risk and Protective Factors According to Different Contexts

Context	Risk Factors	Protective Factors
Family	<ul style="list-style-type: none">• Parental divorce• Family conflict• Abuse and/or neglect• Harsh, lax, or inconsistent discipline	<ul style="list-style-type: none">• Parental involvement and monitoring• Warm, supportive relationships with parents and other caring adults
Peer group	<ul style="list-style-type: none">• Weak ties to friends• Involvement in criminal behavior, violence, and/or drugs• Gang membership	<ul style="list-style-type: none">• Strong bond with friends who engage in pro-social, conventional behaviors
Community	<ul style="list-style-type: none">• Neighborhood crime, drugs• Neighborhood disorganization	<ul style="list-style-type: none">• Availability of faith-based resources and afterschool programs
Environment	<ul style="list-style-type: none">• Norms and laws favorable to substance use disorders	<ul style="list-style-type: none">• Local ordinances that prevent underage smoking and drinking

Understanding Risk and Protective Factors

Understanding how risk and protective factors influence one another underscores the importance of intervening early and developing interventions that target multiple factors, rather than addressing individual factors in isolation

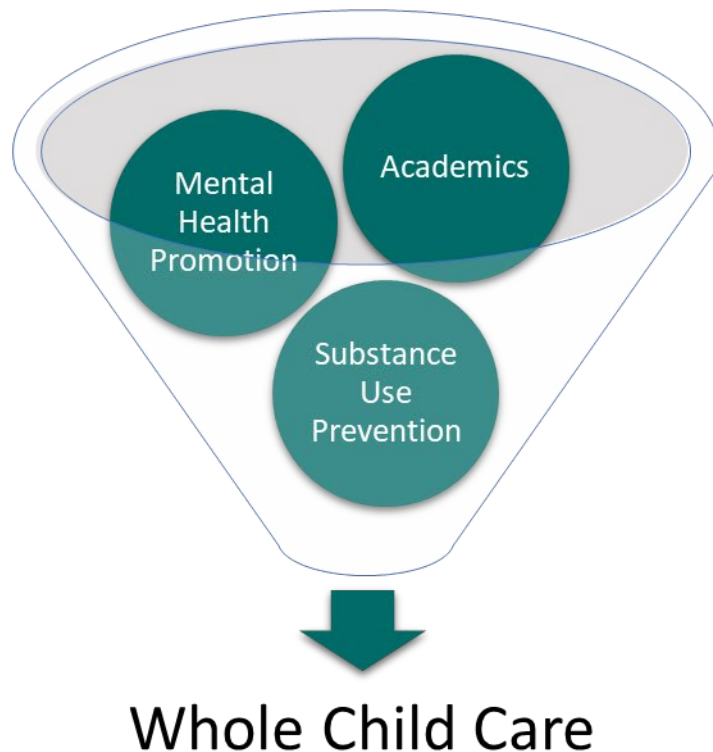
SAPs promote the following protective factors:

- Increase in students' grade-point average
- Students' positive attitude toward school
- Staff involvement in student issues
- Parental and community support

Characteristics Fundamental to Treatment Success:

1. Assessment and treatment matching
2. Comprehensive, integrated treatment approach
3. Family involvement
4. Developmentally appropriate approaches
5. Engaging and retaining the adolescent in treatment
6. Qualified staff (licensing and certification varies by state)
7. Gender and cultural competence
8. Assertive continuing care
9. Treatment outcomes

Cumulative Approach = Better Outcomes



Poll Question #3

How did you hear about this webinar?

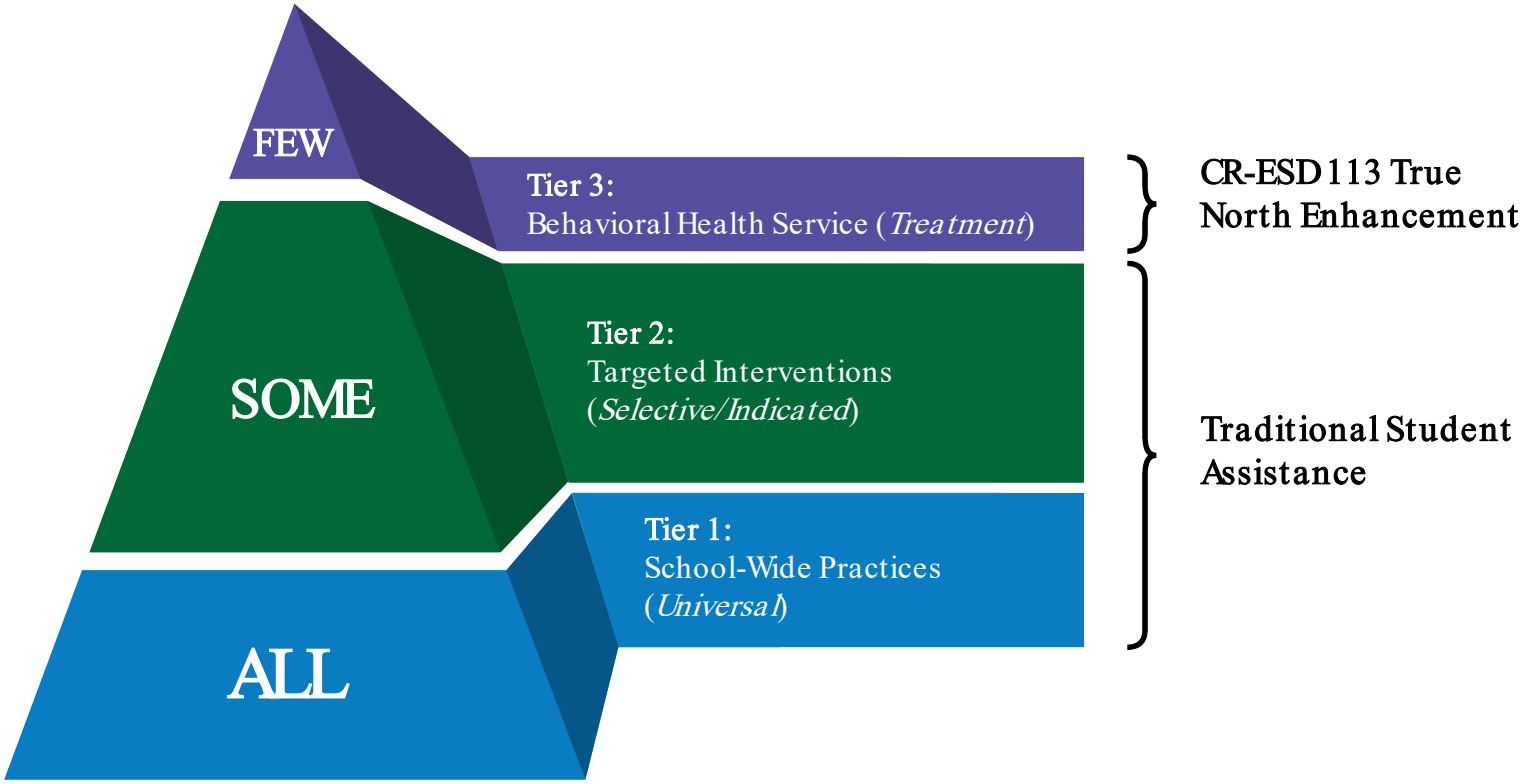
- A. “Talk. They Hear You.” Campaign E-newsletter/E-blast
- B. SAMHSA Facebook
- C. SAMHSA Twitter
- D. SAMHSA LinkedIn
- E. Other (please specify)

Prevention and Treatment Success

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

Source: OSPI. (2012). Washington's Student Assistance Prevention-Intervention Services Program: Program Manual
<https://www.k12.wa.us/sites/default/files/public/preventionintervention/pubdocs/sapismanual2012.pdf>

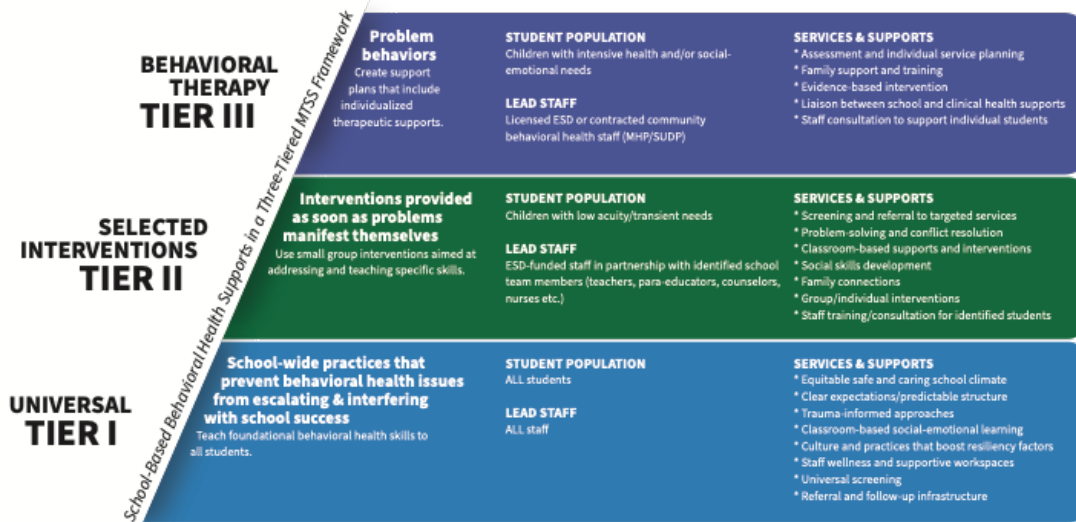
Quality Implementation – ESD 113



Tiered Supports

ESD 113 Comprehensive Student Assistance Program Services

Multi-Tiered System of Support (MTSS) Framework



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 systems 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, GRT, 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



Fall Pacing Guide for OSWI Pilot Schools

Friendly Note: Each school will be unique in their readiness and capacity and we recognize that change takes time. This guide outlines minimal expectations to assist your school in developing your Student Assistance and Staff Wellness programs in your pilot year. We understand that you may not have full Student Assistance and Staff Wellness programs implemented until after the pilot year. This is also a learning process for OSWI so please share feedback, resources, and ideas with our Evaluation Team to assist us in co-constructing the best model and supports. The LiveBinder folder for [OSWI SAP Resources](#) (access code = OSWI) has the manual and additional resources.

August

Accomplish the following...

SAP	
<input type="checkbox"/>	Identify SAP Coordinator and at least four SAP team members that represent school staff (see Team Planning Template resource (fillable form version), be prepared to turn in completed document to regional affiliate by Sept. 15)
<input type="checkbox"/>	Determine common weekly SAP meeting time (40-60 min. per week)
Staff Wellness	
<input type="checkbox"/>	Identify staff wellness coordinator and team members
<input type="checkbox"/>	Identify staff wellness common weekly or biweekly meeting time (30-40 min.)
Overall	
<input type="checkbox"/>	Meet with regional team and/or Learning Community
<input type="checkbox"/>	Complete OSWI Fidelity checklist as a team and begin Goals and Action Planning Form (page 7) to outline goals for this year (forms due Sept. 15)

Ohio School Wellness Initiative Ohio Model Student Assistance Program Manual



Draft OSWI Fidelity Checklist

Directions: As a team, complete the checklist below to identify your school's existing practices for each item and the priority for improvement. This tool is intended to guide discussion, goal setting, and action planning and we will ask you to complete this checklist two or three times this year. Use the following rating and priority scale:

- Rating:**
- 0 = Never Present
 - 1 = Sometimes Present
 - 2 = Usually Present
 - 3 = Almost always present

- Priority:**
- 0 = Not a priority
 - 1 = Not currently a priority, but may become a priority in the future
 - 2 = A priority worthy of discussion, but not a high priority in the next 3 to 6 months
 - 3 = A high priority, and will be working on this in the next 3 to 6 months

School Name: _____

SAP Best Practice	Rating (0-3)	Priority (0-3)
Build Awareness		
1. The process for accessing SAP services and the steps using the Student Assistance Team (SAT) when a referral is received is published and distributed to school staff, board members, students, caregivers, and the community.	0	0
2. Information about how and when to contact the SAP with a concern is included on the school's website.	0	0
3. SAP information distributed to students and caregivers is culturally relevant and available in the caregiver's primary language.	0	0
4. Brochures, social media postings, website postings, or newsletters are used to build ongoing awareness for the SAP.	0	0
5. All staff members and community service providers receive annual inservice training on SAP identification and referral process, policies, and confidentiality.	0	0
6. Staff receives professional development on wellness topics (e.g., reducing risk factors and enhancing protective factors, school climate and connectedness, identifying signs of difficulty).	0	0



Goals and Action Planning Template

Directions: As a team, identify your top three priorities from the fidelity checklist above to improve upon and complete the table below. Then, complete the action planning table to plan how you will improve implementation for the priority areas.

Priority Brainstorm

Identify your top three priorities from the fidelity checklist

Priority (items from Fidelity Checklist)	Strategies that Would Help Improve	Resources to Assist	Threats, Barriers, or Challenges
1.			
2.			
3.			

Develop action plans for your priorities from above to outline specific steps to assist your school in improving in that fidelity item. Identify a SMART goal (Specific, Measurable, Attainable, Relevant/Realistic and Time-Bound) and determine specific action steps and resources to accomplish your goal. Identify a timeline, person responsible, and evaluation plan.

Action Plan 1

Priority Area (item from fidelity checklist):

SMART Goal (goals should be ambitious but attainable and realistic to accomplish in the next 6 months):

By _____, the school will _____ [implementation outcome] for _____ [population].

Action steps?	Resources needed?	Who?	When?	Evaluation Plan?
1.				
2.				

Referral Process Best Practices

- SAP referral **procedures and forms** have been developed that include a **process** for accessing services and the steps used by the SAT when a referral is received.
- Referral process includes a clear and consistent student **data collection** and **review process**.
- Caregiver contact attempts and results are **recorded** in the case file.
- Informed written caregiver **consent** is obtained for the SAP process.
- Follow through** on all referrals and **document** all actions and decisions

Self-Assessment

Going well?

Area for Improvement?

Priorities?

Intervention Best Practices

- ❑ The SAT uses the **problem-solving process** to plan interventions for students referred.
- ❑ The SAT uses a **decision-making process** for **matching** students with a range of mental health and substance use needs to appropriate services.
- ❑ Students in need of early intervention receive **Tier 2** supports
- ❑ Students in need of treatment receive **Tier 3** supports
- ❑ The SAT uses procedures to identify **evidence-informed** interventions
- ❑ The SAT ensures that mental health and substance abuse early intervention and treatment (Tiers 2 and 3) services and supports fit the **unique strengths, needs, and cultural/linguistic consideration** of students and families in the school
- ❑ Student interventions, recommendations, and outcomes are **regularly assessed** for quality and goal attainment

Self-Assessment

Going well?

Area for Improvement?

Priorities?

Defining the Tiers

TIER 1: UNIVERSAL, PREVENTION FOR ALL

- Create a safe, supportive learning environment
- Provide all students with information and skills to prevent mental health, behavioral health, or substance use issues

TIER 2: INTERVENTIONS FOR SOME

- Early identification and support for youth with mental health, behavioral health, or substance abuse risk or low-intensity need.
- Reduce need for further interventions

TIER 3: INTERVENTIONS FOR FEW, INDIVIDUALIZED

- Intensive, individualized interventions and case management
- May include referral to community services and/or wraparound



Tiered Best Practices- Ohio School Wellness Initiative

Best practices that apply to all tiers:

- Evidence-based
- Socially valid
- Culturally responsive
- Delivered with fidelity
- Partnership with student and caregivers/families
- Measurable goals



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Tiered Best Practices – Ohio School Wellness Initiative

Tier 1

- Create a safe, supportive learning environment school-wide
- Emphasize prosocial skills and expectations
- Teach and acknowledge appropriate student behavior
- Use data to identify overall needs and strengths

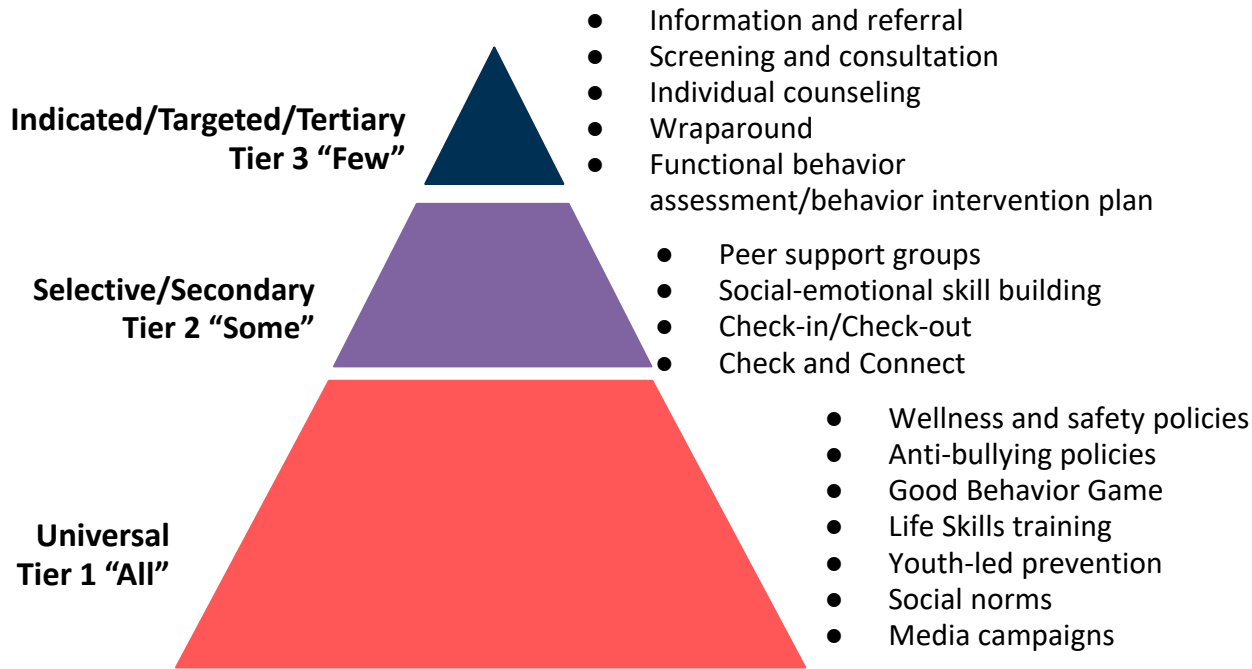
Tier 2

- Use data to proactively identify needs and monitor progress
- System for selecting the appropriate targeted intervention
- Brief problem solving to determine the category of the problem

Tier 3

- Individualize plan that is tailored to student's unique strengths, needs, and culture
- Collect data frequently and systematically to monitor student outcomes
- Increase intensity and explicitness

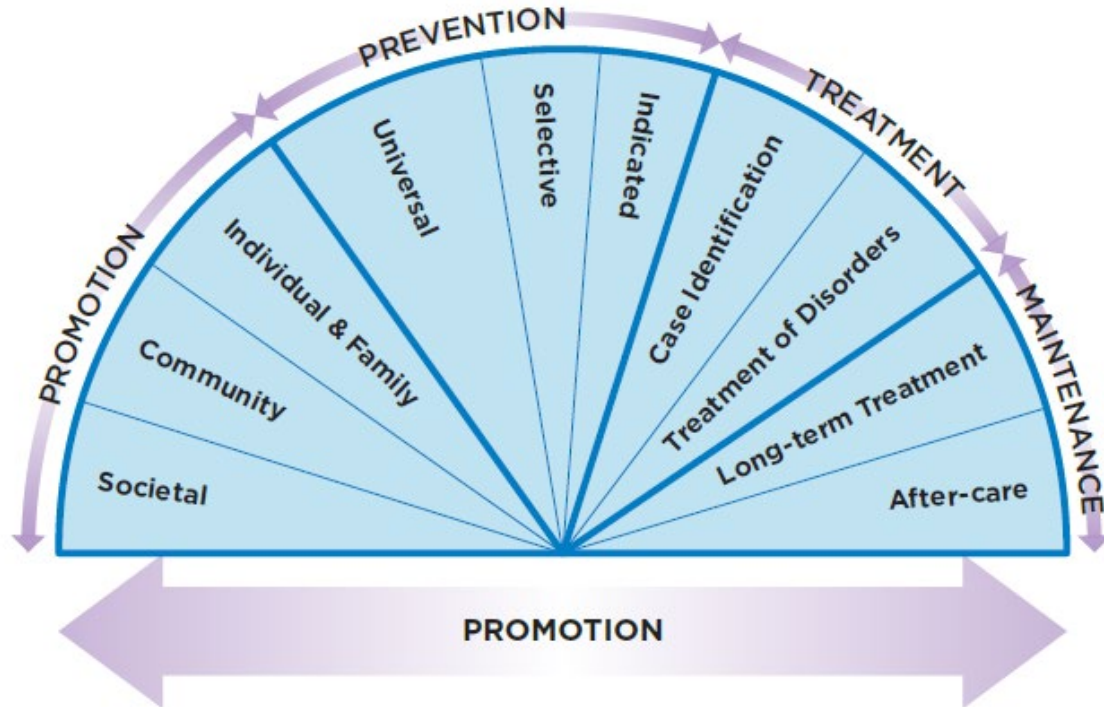
Tiered Implementation Example – Ohio School Wellness Initiative



(adapted from Belliston & Wolff, 2021)

Spectrum of Services

- Promotion
- Prevention
- Treatment
- Maintenance



National Academies of Sciences, Engineering, and Medicine 2019. Fostering Healthy Mental, Emotional, and Behavioral Development in Children and Youth: A National Agenda. Washington, DC.: The National Academies Press. <https://doi.org/10.17226/25201>.

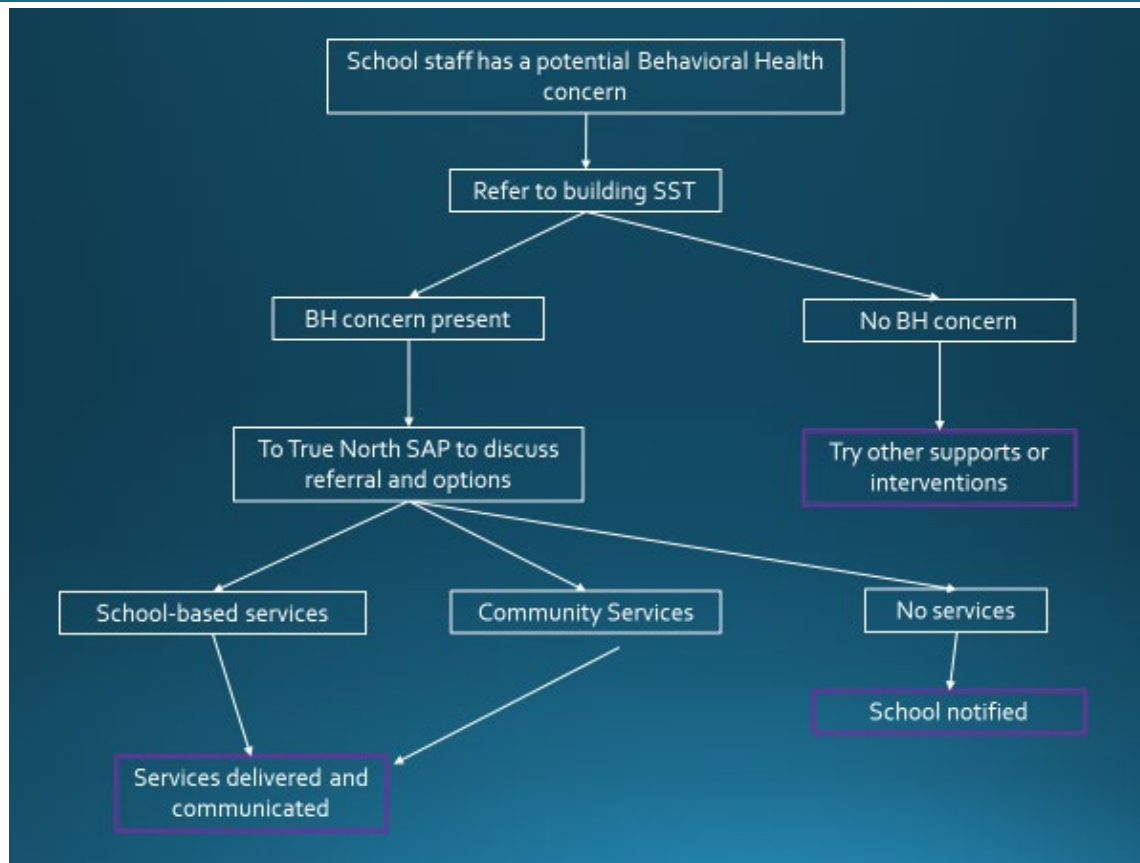
Internal Referral Process

The purpose of the internal referral process is to provide school staff with a mechanism for identifying and referring students contending with risk or presenting with social, emotional, behavioral, or substance use difficulties.

Signs and symptoms of student change that warrant referral to the SAP:

- A decline in grades or class participation
- Decreased attendance rates and increased tardiness
- Disruptive behaviors at school or in the classroom (e.g., fighting, sleeping, acting out)
- Disciplinary and legal problems
- Loss of interest in extracurricular activities they once enjoyed
- Difficulties at home
- Violation of school policies regarding substance use

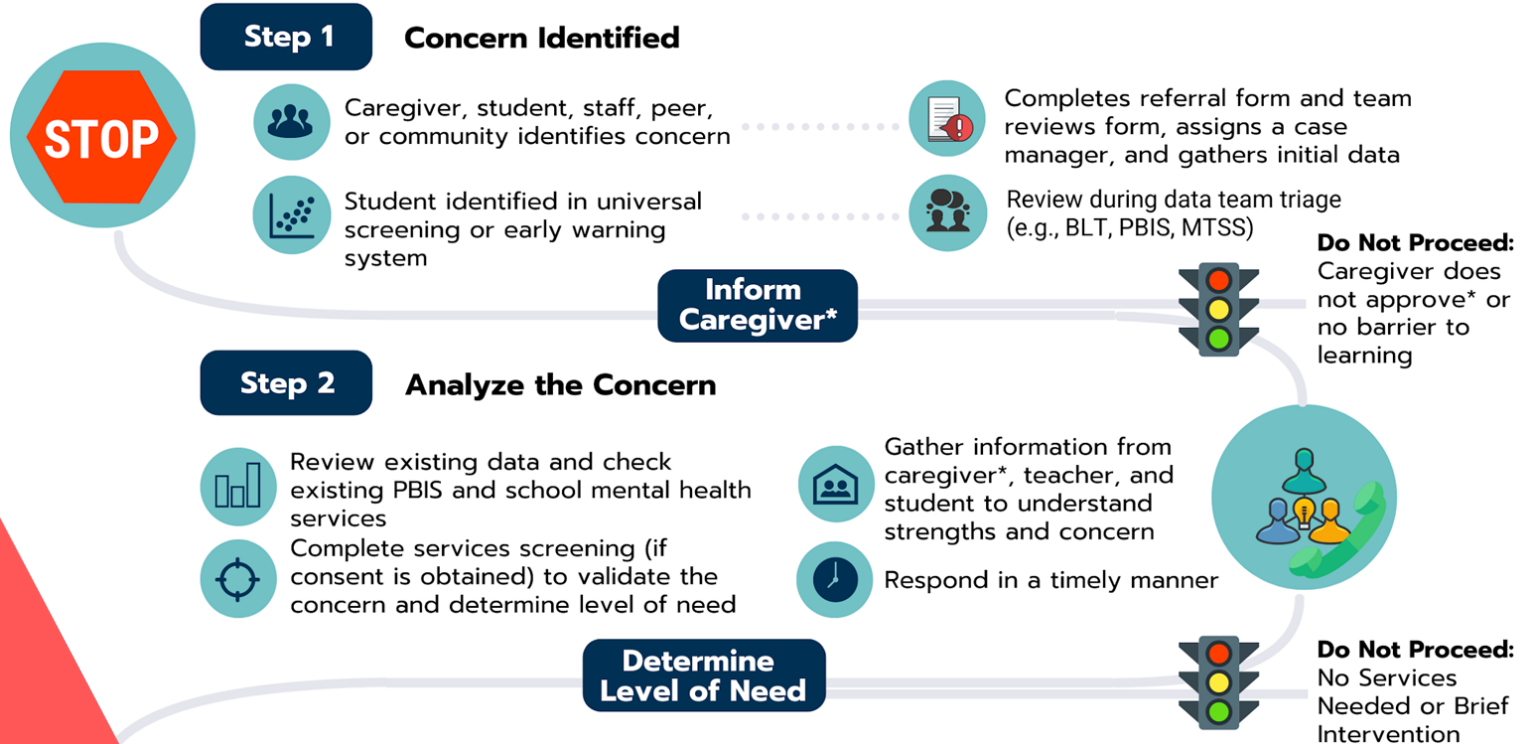
Internal Referral Process Example- ESD-113



Ohio SAP Flow Chart: Part 1



Build Awareness: Proactively provide education and program awareness materials to all students, staff, and caregivers on the referral process (recognize, respond, refer) and SAP services. Provide clear access to referral forms.



*When appropriate to inform caregiver/family and receive consent based on district policy and best interest of the student



Note: This is an example SAP referral form provided for informational purposes. Although districts and schools have permission to adapt it for their use, they should only do so if it is aligned with their policies, procedures, and legal/ethical guidance.

SAP Student Referral Form

Student Name _____ Grade _____ Date of Referral _____

Person Making the Referral:

Student (self-referral) Teacher Caregiver/Parent Classmate of Student
 School Counselor Social Worker School Psychologist Other _____

Name of Referrer _____ Phone _____ Email _____

Reason for Referral (You may choose more than one.) Please briefly define each concern.

- Academic concern(s) _____
- Behavioral concern(s) _____
- Social/emotional concern(s) _____
- Family/home life concern(s) _____
- Substance Use Concern(s) _____
- Other _____

Please give further detail about your concern(s) and reason(s) for referral below:

Please describe the students' strengths or assets:

Previously Tried Interventions (Please briefly describe the intervention and outcomes):

Ohio SAP Flow Chart: Part 2

Step 3

Develop a Plan



Partner with student and caregiver* to develop a plan



Match student to service based on level of need



Plan for progress monitoring



Plan for implementation

Step 4

Implement and Evaluate



Obtain consent for intervention or treatment, and make referral to community supports, if needed



Evaluate progress and monitor functioning over time



Collaborate with family on evaluating progress and invite to team meetings



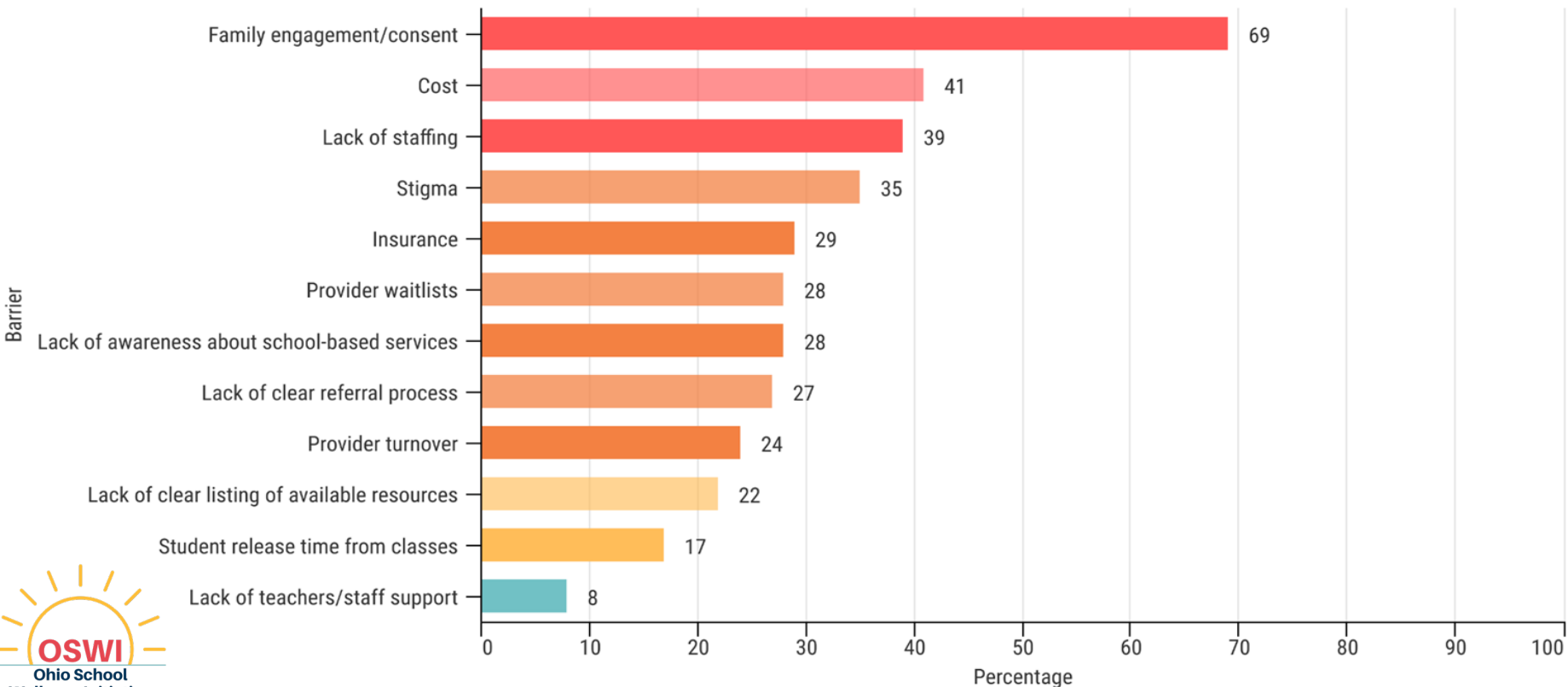
Complete case management as a team, and offer school-based re-entry support after hospitalization, treatment, or discipline removal, if needed



*When appropriate to inform caregiver/family and receive consent based on district policy and best interest of the student

Barriers Example – Ohio School Wellness Initiative

Barriers to School-Based Services



Direct Services to Students

SAPs will match students to the most appropriate and effective programs available within the school:

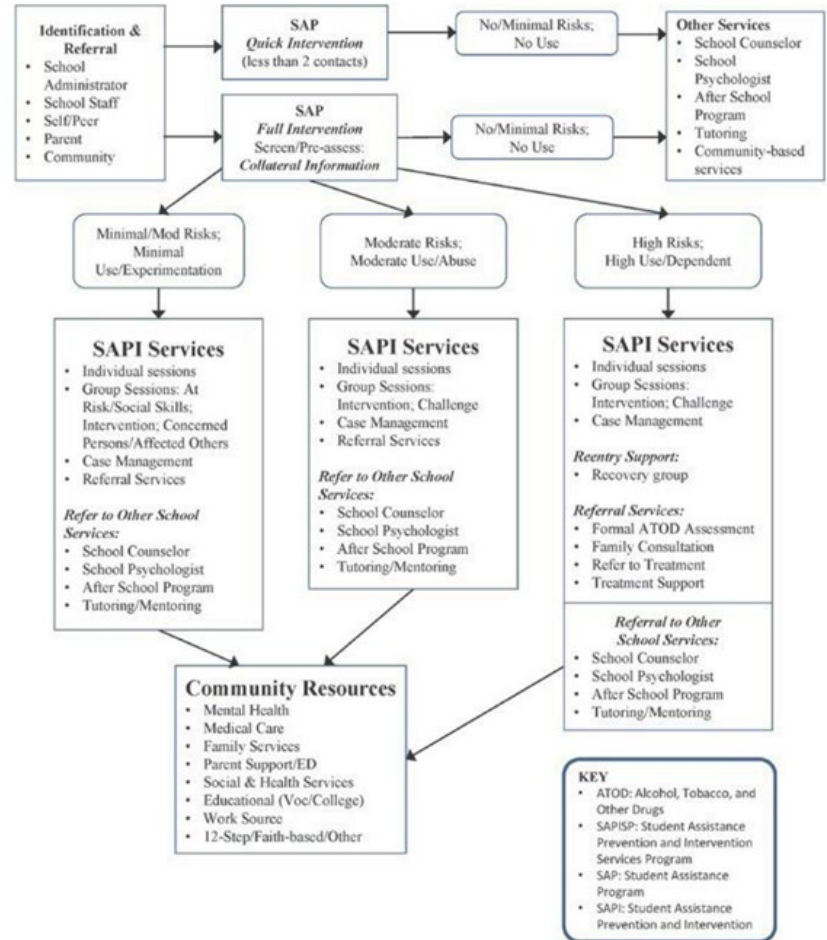
- Counseling
- Afterschool programming
- Tutoring

OR through community partnerships:

- Substance use treatment
- More intensive mental health services
- Mentoring

Direct Services to Students

Services and Decision-Making Process to Match Students to Appropriate Services



Poll Question #4

Did you attend any previous SAP webinars from this series?

- A. Webinar #1
- B. Webinar #2
- C. Webinar #3
- D. All three
- E. None

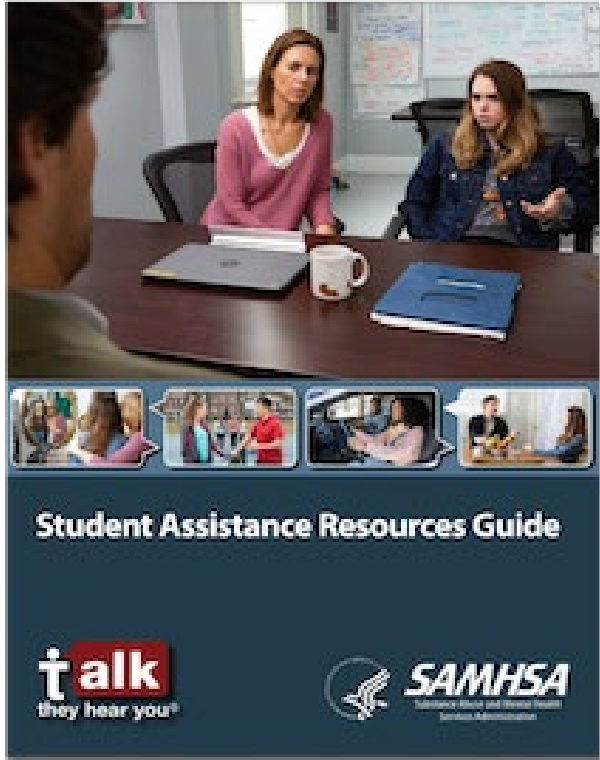


Student Assistance: A Guide for School Administrators



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 #5: Evaluation and Improvement

- Best practices in program evaluation
- Creating an improvement process

DATE: March 30, 2022 | 3 p.m. ET

Did this presentation cover the intended objectives?

A. Yes

B. No

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
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Substance Abuse and Mental Health
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