WEBINAR #1: Student Assistance Programs (SAP)
“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 Supports,
Capital Region ESD 113

Amity Noltemeyer, Ph.D., NCSP
Associate Dean of the Graduate School,
Professor of Educational Psychology,
Miami University

November 10, 2021, 1 p.m. ET
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.
• When you answer the questions, you are agreeing 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)
Today’s session will cover:

• What is a student assistance program (SAP)?
• How do SAPs function in schools?
• The links between SAPs and academic and behavioral success
• SAP spotlights
What is an SAP?

Comprehensive, school-based framework designed to provide a variety of services for K–12 students who exhibit a range of risk factors that interfere with their educational success.

Students best suited for involvement in student assistance services are those who are experiencing issues with substance use or misuse and/or mental illness.
What is an SAP?

Services include:

1. Education
2. Prevention
3. Early identification
4. Evidence-based intervention
5. Referral processes
6. Guided support services
How Do SAPs Function in Schools?

Prevention specialists and licensed clinical professionals

School administrators, teachers, nurses, counselors, support personnel, and linked community providers

Access to a range of promotion, prevention, treatment, and continuing care activities

Students in grades K–12
Identification and Referral Process

Identification/referral by...
Teachers, administrators, and interdisciplinary team members

OR

Students and/or families

Process:

1. Provide brief description of concerns.
2. Students receive notification from designated SAP team member(s).
3. SAP team member(s) meets with student and assesses current concerns or risks.
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.
Benefits of SAPs

Promote positive social, emotional, and behavioral functioning through a variety of strategies, including:

1. Improving family-school connections;
2. Offering skill-building to students in core competency areas such as problem-solving and positive coping;
3. Building on behavioral self-management or self-control;
4. Improving relationship skills; and
5. Understanding responsible decision-making.
Benefits of SAPs

Help students in areas related to academic achievement, such as:

• Assisting with organizational skills;
• Completing missing assignments; and
• Obtaining direct tutoring opportunities.

Help to identify specific barriers to student learning and academic success through the development and implementation of individualized skill-building programs that reduce and remove these barriers.
Benefits of SAPs

Complement and strengthen related curricula and existing supports in schools.

Play a key role in linking students in need of more focused or intensive supports to a team of trained school and community personnel and research-based interventions.

Convey a message to students that positive help and assistance from caring adults is available to them and that problems they experience can be mitigated or overcome.
Benefits of SAPs

Achieve outcomes that are valued by families and schools when implemented to reflect best practices and research, including:

1. Improved student behavior;
2. Increased school attendance;
3. Increased assignment completion;
4. Higher grades and academic achievement;
5. Higher rates of high school graduation; and
6. Increased self-control, self-efficacy, and social competence.
Poll Question #3

What are the primary barriers you have faced in creating or maintaining an SAP? (select all that apply)

• School board buy-in
• Funding
• Staffing
• Staff development & training
• COVID
• Other (please specify)
9 Critical Components of Effective SAPs

1. School Board Policy
Provide operational definitions of a school’s role in creating a safe and secure learning environment.

2. Staff Development
Provide professional development, ongoing training and coaching, and technical assistance to school employees and SAP staff members.

3. Program Awareness
Build knowledge for parents, students, and other agencies in the community on school policies while also providing information on increasing and promoting resiliency and student success.
9 Critical Components of Effective SAPs

4. Internal Referral Process
Provide school staff with the tools to refer students contending with risk or presenting with social, emotional, behavioral, or substance use difficulties.

5. Problem-Solving Team and Case Management
Form a student assistance team that will make decisions on how to best serve students identified as in need.

6. Direct Services to Students
Tailor specific prevention and intervention services and supports to students based on individual needs.
9 Critical Components of Effective SAPs

7. Cooperation and Collaboration
Foster strong relationships with youth- and family-serving community agencies.

8. Integration with Other School-Based Programs
Work in collaboration with existing school initiatives supporting academic success.

9. Program Evaluation and Improvement
Develop a deep understanding of local school needs and resources and implement continuous improvement strategies.
Poll Question #4

What are you hoping to get out of this SAP webinar series? (select all that apply)

• SAP overview
• How to get started
• Getting ready with school partners
• Implementing the SAP
• SAP evaluation and improvement
• Lessons learned from current SAPs
• Other (please specify)
Amity Noltemeyer, Ph.D., NCSP
Associate Dean of the Graduate School
Professor of Educational Psychology
*Miami University*
**Ohio School Wellness Initiative (OSWI)**

Jointly supported by:

<table>
<thead>
<tr>
<th>Ohio Department of Mental Health and Addiction Services</th>
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<tbody>
<tr>
<td>Ohio Department of Education</td>
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**Ohio Mental Health, Behavioral Health, and Substance Use Supports Capacity Development**

<table>
<thead>
<tr>
<th>Exploration</th>
<th>Implementation</th>
<th>Sustainability</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Needs assessment with emphasis on identifying COVID-19 needs and potential solutions</em></td>
<td><em>Identify pilot schools to implement SAP, Tier II/III, and staff wellness</em></td>
<td><em>Regional partners provide ongoing training, coaching and technical assistance through COPs</em></td>
</tr>
<tr>
<td><em>Audit of existing resources, services, training, and coaching</em></td>
<td><em>Implement regional model for training, coaching, and COPs</em></td>
<td><em>School and community partners have access to online resource center with guides and protocols, planning &amp; implementation tools, and recognition system information</em></td>
</tr>
<tr>
<td><em>Leverage existing practices and partners</em></td>
<td><em>Disseminate tools, resources, and supports</em></td>
<td><em>Partners have capacity to monitor ongoing fidelity and outcomes</em></td>
</tr>
<tr>
<td><em>Identify gaps &amp; create content and resources</em></td>
<td><em>LEA development of mental health action plans and teaming approaches</em></td>
<td></td>
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How have needs changed since COVID-19?

<table>
<thead>
<tr>
<th>Area</th>
<th>Decreased</th>
<th>Remained the Same</th>
<th>Increased</th>
<th>Unknown</th>
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</thead>
<tbody>
<tr>
<td>Suicidal ideation attempts</td>
<td>34</td>
<td>58</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>Moderate/severe depression</td>
<td>17</td>
<td>80</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Significant Anxiety</td>
<td>12</td>
<td>84</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Social Isolation</td>
<td>22</td>
<td>75</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Trauma Exposure/PTSD</td>
<td>38</td>
<td>57</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Disordered Eating</td>
<td>67</td>
<td>15</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Substance Use</td>
<td>52</td>
<td>35</td>
<td>13</td>
<td>0</td>
</tr>
<tr>
<td>Substance Abuse</td>
<td>62</td>
<td>25</td>
<td>13</td>
<td>0</td>
</tr>
<tr>
<td>Attention/Hyperactivity</td>
<td>56</td>
<td>37</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Behavior Problems</td>
<td>8</td>
<td>48</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Self-Harm</td>
<td>44</td>
<td>47</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Grief/Loss</td>
<td>44</td>
<td>51</td>
<td>5</td>
<td>0</td>
</tr>
</tbody>
</table>

Data based on staff member report from 115 buildings with 101-106 responses for each item.
Implementation: OSWI Framework

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:

<table>
<thead>
<tr>
<th>SAP</th>
<th>Identify SAP Coordinator and at least four SAP team members that represent school staff (see Team Planning Template resource) be prepared to turn in completed document to regional affiliate by Sept. 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Wellness</td>
<td>Determine common weekly SAP meeting time (40-60 min. per week)</td>
</tr>
<tr>
<td>Staff Wellness</td>
<td>Identify staff wellness coordinator and team members</td>
</tr>
<tr>
<td>Overall</td>
<td>Identify staff wellness common weekly or bimonthly meeting (30-40 min.)</td>
</tr>
<tr>
<td>Overall</td>
<td>Meet with regional team and/or Learning Community</td>
</tr>
<tr>
<td>Overall</td>
<td>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)</td>
</tr>
</tbody>
</table>
Implementation: OSWI Framework

1. Educate: 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.

2. Caregiver, student, staff, peers, or community identifies concern.

3. Review existing data and check existing RIS, and school mental health services.

4. Partner with student and caregiver to develop a plan.

5. Teaming: The team analyzes the concern.

6. Decision: Level of need.

7. Do Not Proceed: Caregiver does not approve or Tier 1 concern.


9. Develop a Plan:
   - Staff identified on screening or early warning system
   - Complete referral form, SAP intake form and assigns a case manager
   - Review during data team stage (e.g., BLS, PRT, MTS).

10. Implement and Evaluate Plan:
    - Obtain consent for intervention or treatment.
    - Make referral to community supports if needed.
    - Collaborate with family on evaluating progress and invite to team meetings.
    - Complete case management.
    - Evaluate progress and monitor functioning over time.
    - Offer re-entry support after hospitalization, treatment, or discipline removal if needed.

11. Early Identification Referral:
    - School staff, caregivers, students, peers, or community

12. Early Identification:
    - Universal Screening or Early Warning System

13. Tier 1 (All):
    - Educate about the referral process

14. Guided Supports and Case
    - Mgt Tier 3 (Few) EBI

15. Case Management (Mgt) and Monitoring

16. Early Identification
    - Universal Screening or Early Warning System

17. Tier 2 (Some):
    - Evidence-Based Intervention (EBI)

18. Tier 3 (Few) EBI

19. Teaming
Sustainability: Improve and Scale-Up

- Tools and resources
- Training, coaching, technical assistance
- Learning communities
- Capacity for continued fidelity and outcome evaluation
SAP Spotlight – Capital Region ESD 113

Erin L. Wick, M.B.A., SUDP
Senior Director
Behavioral Health and Student Supports
Capital Region ESD 113
Student Assistance Program: MTSS

Tier 1: School-Wide Practices (Universal)

Tier 2: Targeted Interventions (Selective/Indicated)

Tier 3: Behavioral Health Service (Treatment)

CR-ESD 113 True North Enhancement

Traditional Student Assistance
ESD 113 – Multi-Tiered System of Support (MTSS) Framework

**ESD 113 Comprehensive Student Assistance Program Services**

**Multi-Tiered System of Support (MTSS) Framework**

**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.
- Lead STAFF: Licensed ESD or contracted community behavioral health staff (MH/SUD).
- Services & Supports: Assessment and individual service planning, family support and training, evidence-based intervention, suspension/alternatives, and primary health supports, staff consultation to support individual students.

**SELECTED 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 social/emotional needs.
- Lead STAFF: ESD school staff in partnership with identified school team members (teachers, para-educators, counselors, nurses, etc.)
- Services & Supports: Screening and referrals to targeted services, parent counseling and support, classroom-based supports and interventions, social skills development, family connections, group/individual interventions, staff training/collaboration for identified students.

**UNIVERSAL TIER I**
- School-wide practices that prevent behavioral health issues from escalating and interfering with school success.
- Each foundational behavioral health skill is an asset.
- Student Population: All students.
- Lead STAFF: All staff.
- Services & Supports: Valuable assets and caring school climate, other essential schoolwide supports, trauma-informed approaches,Chooser-based social-emotional learning, culture and practices that build resiliency in others, staff wellness and supportive workspaces, universal screening, referral and follow-up infrastructure.

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

For more information contact:
- LatinoKids, HHS, SJOD, Service Director, Behavioral Health & Student Support
- Capital Region ESD 113, 0405 Tyee Drive SW, Tumwater, WA 98512, (360) 436-0966 | waecs@esd113.org

**SAMHSA**
Substance Abuse and Mental Health Services Administration
Purpose: Provides school leaders and administrators with key information about student assistance services for substance use and mental health initiatives.
Purpose: Describes some student assistance resources and provides tangible ways school administrators and student assistance teams can implement the strategies.

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.
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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 and Resource Mapping Guide, Early Intervention and Treatment Services & Supports guide)**

• **School-Wide Universal Screening Guidance**
WEBINAR #2: Standing up SAP Services

- How to Get Started — Funding, etc.
- Considerations for Program Implementation
  - Options for SAP funding and federal sources
  - Selection of service delivery model

DATE: Early December 2021
Thank You

Sign up for 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:

- @samhsa
- @samhsagov
- Substance Abuse and Mental Health Services Administration (SAMHSA)
- SAMHSA