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

December 9, 2021, 1 p.m. ET
Guest Experts

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Behavioral Health/Prevention Administrator, Office of Prevention, Ohio Department of Mental Health & Addiction Services
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
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• No, we used to have an SAP, but it’s no longer active.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:

<table>
<thead>
<tr>
<th>Federal Examples</th>
<th>State Examples</th>
<th>Local Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Project AWARE</td>
<td>- Governor’s K–12 Prevention and Education Initiative</td>
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<tr>
<td>- Safe Schools Healthy Students (SSHS)</td>
<td></td>
<td></td>
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<tr>
<td>- Department of Education</td>
<td>- Ohio School Wellness Initiative (OSWI)</td>
<td></td>
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<tr>
<td>- ESSER</td>
<td></td>
<td>- Levy dollars</td>
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<td></td>
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<td>- Philanthropic dollars</td>
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Funding Example: Washington State

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

<table>
<thead>
<tr>
<th>Federal Examples</th>
<th>State Examples</th>
<th>Local Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• SAMSHA</td>
<td>• Office of Superintendent of Public Instruction ESSER funds</td>
<td>• District Contracts</td>
</tr>
<tr>
<td>o Systems of Care</td>
<td>• Health Care Authority</td>
<td>• Local County Health Departments</td>
</tr>
<tr>
<td>o Project Aware</td>
<td>• WA State Department of Health</td>
<td>• Community-Based Foundations</td>
</tr>
<tr>
<td>o Federal Block Grant</td>
<td>• Managed Care Organizations (MCOs)</td>
<td></td>
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<tr>
<td>• Department of Education</td>
<td></td>
<td></td>
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<tr>
<td>o Elementary and Secondary School Emergency Relief (ESSER) funds</td>
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</table>
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?
Washington Student Assistance Program: MTSS

Connecting Initiatives

**School Safety Centers**
- **Behavioral Health Navigation, Student Threat Assessment, Comprehensive Safety**
- **Tier 3: Behavioral Health Service**
  - Treatment
- **Tier 2: Targeted Interventions**
  - Selective/Indicated
- **Tier 1: School-Wide Practices**
  - Universal

**BH COVID Response**
- **69 regional & site-based positions statewide**
- **Focus**: Behavioral & Mental Health
- **Funding**: State-level ESSER III Funds from OSPI

**CPWI (Community Prevention & Wellness Initiative)**
- **90 school-based positions statewide**
- Supporting over 100 schools
- **Focus**: Substance use prevention
- **Funding**: Federal funding through Health Care Authority

**MTSS (Multi-Tiered Systems of Support)**
- **9 Regional Implementation Coordinator**
  - Working with 50 specific districts identified by OSPI
- **Focus**: Professional development and technical assistance focused on WA State MTSS Framework
- **Funding**: State and federal funding from OSPI
SAP Integration Example: Ohio

Alignment with Other Initiatives

Student Success

- SAP
- Wrap-around
- SEL
- RTI
- PBIS
- MTSS
- Restorative Practices

Ohio School Wellness Initiative

SAMHSA
Substance Abuse and Mental Health Services Administration
SAP Integration Example: Ohio

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?

<table>
<thead>
<tr>
<th>Initiative/Committee/Team</th>
<th>Purpose and Strategic Goal Supported</th>
<th>Measurable Outcome(s) – Data Based</th>
<th>Target Group</th>
<th>Staff Involved</th>
<th>Overlap? Modify? Eliminate?</th>
</tr>
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“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...”
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

“\[\text{I do believe everyone sees this as important work; however, finding time, and for many the energy, to do the work is challenging.}\]”

Biggest challenges:
Time (for planning, teaming, PD) and staff availability

How we are addressing:
Pacing guide, accessible training options, technical assistance bundle, responsive expectations and timelines, exploring ways to secure funded coordinator positions
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

Ohio School Wellness Initiative; Virginia SAP Manual; PA SAP and PBIS Integration
Building Your SAT in a Snapshot

Create SAT and integrate and align with other teams.

Determine team roles.

Plan SAT meetings and processes.

Identify and analyze concerns and involve caregivers.

Develop and implement intervention plan.

Complete case management.

Evaluate effectiveness of intervention.

Ohio School Wellness Initiative (2021)
SAT Tasks

Early Identification
- Plan training and awareness activities
- Recommend SAP referral when appropriate
- Discuss students identified on universal screening or early warning system

Referral
- Receive referral
  - Assign a case manager
  - Gather initial information
  - Partner with caregiver (when appropriate)

Problem Solving
- Review referral
  - Identify the concern and determine if barrier to learning
  - Conduct screening for services and interviews to analyze the problem
  - Invite stakeholders to meetings
  - Determine level of need

Intervention Planning
- Brainstorm intervention and services that match need and reduce barriers to learning
  - Develop intervention and monitoring plan
  - Refer to services (when appropriate)
  - Partner with student and caregiver on intervention planning or referral

Guided Support Services
- Provide case management and regular monitoring
  - Troubleshoot barriers to intervention or services
  - Provide re-entry support if necessary
  - Review progress monitoring data, determine if fade, continue, or modify supports

Ohio School Wellness Initiative (2021)
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

Adapted from SAMHSA, 2019 & Grunenfelder et al., 2012. Ohio School Wellness Initiative (2021)
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.
## Externally Based Model

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
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<tbody>
<tr>
<td>• Provides distance from the school and any internal politics</td>
<td>• Requires strong commitment from school personnel</td>
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<tr>
<td>• Gives student assistance professional clinical supports and training</td>
<td>• Discontinuity and changes in staffing and service quality</td>
</tr>
<tr>
<td>• Does not add more liability to school</td>
<td>• Potential exclusion of school personnel in service delivery decisions</td>
</tr>
<tr>
<td></td>
<td>• Confidentiality regulations</td>
</tr>
</tbody>
</table>
### Internally Based Model

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Student assistance professional viewed as part of the team</td>
<td></td>
</tr>
<tr>
<td>• Expertise provided by addiction/mental health specialist</td>
<td></td>
</tr>
<tr>
<td>• Cost effective</td>
<td></td>
</tr>
<tr>
<td>• Minimizes confusion related to referrals</td>
<td></td>
</tr>
<tr>
<td>• Competing demands on student assistance professional</td>
<td></td>
</tr>
<tr>
<td>• Discontinuity of services if staff leave</td>
<td></td>
</tr>
<tr>
<td>• Limited school ownership and input</td>
<td></td>
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<tr>
<td>• Restricted information sharing due to confidentiality</td>
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</tbody>
</table>
## SAP Service Delivery Models: Core Team

### Core Team Model

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>• School’s buy-in and ownership of program services</td>
<td>• Amount of training needed for school staff</td>
</tr>
<tr>
<td>• Inclusion of school-based team members</td>
<td>• Time allocation</td>
</tr>
<tr>
<td>• Broad-based training and awareness</td>
<td>• Financial support needed for programs and services to be effective</td>
</tr>
<tr>
<td>• Continuity and availability of service providers</td>
<td></td>
</tr>
<tr>
<td>• Ability to use a systems approach</td>
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</table>
### Role of the SAP
- 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

### Role of the School
- 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

### Role of the Coalition
- Establish community norms that foster healthy behaviors
- Community-based behavioral health promotion, awareness and education

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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%

<table>
<thead>
<tr>
<th>SAP service delivery model</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Externally based</td>
<td>22</td>
<td>51%</td>
</tr>
<tr>
<td>Internally based</td>
<td>9</td>
<td>21%</td>
</tr>
<tr>
<td>Core team</td>
<td>29</td>
<td>67%</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>2%</td>
</tr>
</tbody>
</table>

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

Substance Abuse and Mental Health Services Administration (SAMHSA)
SAMHSA