WEBINAR #3: Student Assistance Program (SAP) Services | Assessing Needs and Building Capacity
“Talk. They Hear You.”® Campaign SAP Webinar Series

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Guest Experts

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Behavioral Health/Prevention Administrator, Office of Prevention, Ohio Department of Mental Health & Addiction Services
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
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

- **February**: IRB Approval!!
- **March 1st**: Gathering contacts and planning administration plan
- **April**: Pilot testing and refining needs assessment
- **Late May**: Initial analysis

**Sent to schools**
Needs Assessment Example: Ohio School Wellness Initiative

How have needs changed since COVID-19?

- Suicidal ideation attempts: Decreased 34, Remained the same 58, Increased 8
- Moderate/severe depression: Decreased 17, Remained the same 80, Increased 3
- Significant Anxiety: Decreased 12, Remained the same 84, Increased 4
- Social Isolation: Decreased 22, Remained the same 75, Increased 4
- Trauma Exposure/PTSD: Decreased 38, Remained the same 57, Increased 5
- Disordered Eating: Decreased 67, Remained the same 15, Increased 18
- Substance Use: Decreased 1, Remained the same 52, Increased 13
- Substance Abuse: Decreased 62, Remained the same 25, Increased 13
- Attention/Hyperactivity: Decreased 56, Remained the same 37, Increased 7
- Behavior Problems: Decreased 8, Remained the same 37, Increased 48
- Self-Harm: Decreased 44, Remained the same 47, Increased 10
- Grief/Loss: Decreased 44, Remained the same 51, Increased 5

Data based on staff member report from 115 buildings with 101-106 responses for each item.
<table>
<thead>
<tr>
<th>8th Grade Depression (students feeling sad/hopeless for 2 weeks in past year)</th>
<th>HYS 8th Grade Anxiety (students feeling anxious, nervous, or on edge)</th>
<th>8th Grade Alcohol Use (past 30 day alcohol use)</th>
<th>8th Grade Marijuana Use (past 30 day marijuana use)</th>
<th>NOTES ON HYS DATA</th>
<th>2020–2021 Student Enrollment</th>
<th>% of Students Who Are Low-Income</th>
<th>% of Students Meeting ELA Standard</th>
<th>% of Students with Regular Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>41%</td>
<td>53%</td>
<td>10%</td>
<td>10%</td>
<td>Bold numbers are higher than state average</td>
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<td>32%</td>
<td>44%</td>
<td>4%</td>
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<td>645</td>
<td>55%</td>
<td>56%</td>
<td>95%</td>
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<tr>
<td>69%</td>
<td>60%</td>
<td>6%</td>
<td>18%</td>
<td>Darkened areas are elevated compared with county, ESD, and state averages</td>
<td>290</td>
<td>76%</td>
<td>34%</td>
<td>82%</td>
</tr>
<tr>
<td>33%</td>
<td>56%</td>
<td>7%</td>
<td>7%</td>
<td>Bold numbers are higher than state average</td>
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</tr>
<tr>
<td>32%</td>
<td>55%</td>
<td>8%</td>
<td>5%</td>
<td>Darkened areas are higher than ESD 113 average</td>
<td>617</td>
<td>35%</td>
<td>66%</td>
<td>94%</td>
</tr>
</tbody>
</table>

*2018 HYS data supressed < 15 valid surveys
*Missing >90%
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
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: [Name]
School: [School]
Grade: [Grade]
Parent Name: [Parent Name]
Parent Phone: [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 □
5. If yes, how? [Answer]

When? [Date]
If yes, how? [Answer]

If the student answered YES to any of the above, ask the following question: Yes □ No □
Are you having thoughts of killing yourself right now?

Next Steps:
- If the student answers "No" to all questions 1 through 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 (800) 803-8833
    - Thurston/Mason cell (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
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
Training Roadmap:

_Examples of Topics Covered_

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

TRUE NORTH

WE’RE HERE TO HELP

CRISIS RESPONSE DISPATCH:
Olympic Health & Recovery Services:
Grays, Lewis & Pacific Counties: 800-803-8833
Thurston & Mason Counties 360-754-1338

TRUE NORTH ADOLESCENT BEHAVIORAL HEALTH SERVICES:
360-464-6867
esd113.org/behavioral-health

RESOURCES TO SUPPORT CHILDREN’S MENTAL HEALTH

SUICIDE PREVENTION LIFELINE: 800–273–8255
CRISIS TEXT LINE: Text HOME to 741741

SAMHSA
Substance Abuse and Mental Health Services Administration
# 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.

<table>
<thead>
<tr>
<th>TASK</th>
<th>WHO</th>
<th>WHEN</th>
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<tbody>
<tr>
<td>01</td>
<td>Schoolwide Awareness Activities or Events</td>
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<td>02</td>
<td>Staff Awareness Activities</td>
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</table>

### What is SAP?

Student Assistance Program is a comprehensive school-based framework consisting of school teams, caregivers, and community partners promoting positive social, emotional, and behavioral functioning.

A team collaboratively works to:
- Assist students
- Build school and family relationships
- Foster healthy family and community partnerships
- Implement evidence-based practices
- Implement all Tiers of intervention

### Why SAP?

- Opportunities to help student build on:
  - Positive coping skills
  - Protective factors
  - Self-control skills
  - Relationship skills
  - Responsible decision making
- Small groups and individual counseling
- Opportunities to help student reduce:
  - Behaviors to learning
  - Risk factors

### When to contact your SAP

With any concerns regarding student behavior such as:
- Unexplained physical injuries
- Talks of suicide
- Acts aggressively or withdrawn
- Needs money with no explanation
- Experimenting with alcohol or drugs

### Our School’s SAP

Considerations for what to add here:
- Team leaders
- Available services
- Community partners
- More information about problems prominent in the school
- Support groups
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 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.
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

Steps to Integrate SAP with Other School-Based Programs

**Identify** the cross-cutting connections between and among existing school-based programs and initiatives.

**Seek to build** depth and quality systematically in multi-tiered systems of support by providing more targeted wellness supports and services in tiers 2 and 3.

**Designate** liaisons from each problem-solving team to **facilitate cross-team communication efficiently** and allow for discussion regarding referring students to the most appropriate service combinations.
Integration with Other School-based Programs Example

Hoquiam HOPE Squad
Q&A

LET’S TALK

SAMHSA
Substance Abuse and Mental Health Services Administration
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 #4: Planning and Implementation

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

DATE: February 23, 2021
Did this presentation cover the intended objectives?

A. Yes

B. No
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:

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