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

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February 23, 2022, 3 p.m. ET
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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
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B. No, we used to have an SAP, but it’s no longer active.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

<table>
<thead>
<tr>
<th>Context</th>
<th>Risk Factors</th>
<th>Protective Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family</td>
<td>• Parental divorce &lt;br&gt;• Family conflict &lt;br&gt;• Abuse and/or neglect &lt;br&gt;• Harsh, lax, or inconsistent discipline</td>
<td>• Parental involvement and monitoring &lt;br&gt;• Warm, supportive relationships with parents and other caring adults</td>
</tr>
<tr>
<td>Peer group</td>
<td>• Weak ties to friends &lt;br&gt;• Involvement in criminal behavior, violence, and/or drugs &lt;br&gt;• Gang membership</td>
<td>• Strong bond with friends who engage in pro-social, conventional behaviors</td>
</tr>
<tr>
<td>Community</td>
<td>• Neighborhood crime, drugs &lt;br&gt;• Neighborhood disorganization</td>
<td>• Availability of faith-based resources and afterschool programs</td>
</tr>
<tr>
<td>Environment</td>
<td>• Norms and laws favorable to substance use disorders</td>
<td>• Local ordinances that prevent underage smoking and drinking</td>
</tr>
</tbody>
</table>
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
Successful Substance Use and Mental Health Disorder Treatment

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

Mental Health Promotion
Academics
Substance Use Prevention

Whole Child Care
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

<table>
<thead>
<tr>
<th>Role of the SAP</th>
<th>Role of the School</th>
<th>Role of the Coalition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prevention education</td>
<td>Policy development and enforcement</td>
<td>Establish community norms that foster healthy behaviors</td>
</tr>
<tr>
<td>Behavioral health promotion and awareness</td>
<td>Provide confidential office space for SAP</td>
<td>Community-based behavioral health promotion, awareness and education</td>
</tr>
<tr>
<td>Participation on school multi-disciplinary team</td>
<td>Refer students to the SAP</td>
<td></td>
</tr>
<tr>
<td>Screen students for behavioral health concerns</td>
<td>Convene and participate in the school multi-disciplinary team</td>
<td></td>
</tr>
<tr>
<td>Early intervention support services</td>
<td>Promote SAP services within the school community</td>
<td></td>
</tr>
<tr>
<td>Behavioral health treatment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Referral and resources</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Quality Implementation – ESD 113

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
**Tiered Supports**

**ESD 113 Comprehensive Student Assistance Program Services**

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

**BEHAVIORAL THERAPY 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 (NBCT/CBP).
- **SERVICES & SUPPORTS**:
  - Assessment and individual service planning
  - Family support and training
  - Evidence-based interventions
  - Liaison between school and clinical 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 low-acuity needs.
- **LEAD STAFF**: ESD-based staff in partnership with identified school team members (teachers, para-educators, counselors, nurses, etc.).
- **SERVICES & SUPPORTS**:
  - Scheduling and referrals to internal and external services
  - Problem-solving and conflict resolution
  - 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**: Teach foundational behavioral health skills to all students.
- **STUDENT POPULATION**: All students.
- **LEAD STAFF**: All staff
- **SERVICES & SUPPORTS**:
  - Equitable and caring school climate
  - User expectations predictable structure
  - Trauma-informed approaches
  - Classroom-based social-emotional learning
  - Culture and practices that boost resiliency factors
  - Staff wellness and supportive workplace
  - Universal screening
  - Referral and follow-up infrastructure

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

- **School Leaders & Staff**
  - Specialized training exemplars
  - Behavioral health kit
  - ATT assessments
  - Social and emotional learning
  - Universal design for learning (UDLs)
  - Trauma-informed support systems

- **School Culture**
  - Connecting at-risk students with mentors and master

- **Families & Community**
  - Increased social and emotional awareness
  - Opportunities to meaning to students

- **Students**
  - Increased awareness to enhance family and community supports
  - Increased behaviors that support family and community

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Capitol Region ESD 113

SAMHSA Substance Abuse and Mental Health Services Administration
## 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-construting 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:

  - Identify SAP Coordinator and at least four SAP team members that represent school staff (see Team Planning Template resource [Blake form version](#)), be prepared to turn in completed document to regional affiliate by Sept. 15.
  - Determine common weekly SAP meeting time (40-50 min. per week)
  - Identify staff wellness coordinator and team members
  - Identify staff wellness common weekly or biweekly meeting time (30-40 min.)
  - Meet with regional team and/or Learning Community
  - 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)

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## 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:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 = Never Present</td>
<td>0 = Not a priority</td>
</tr>
<tr>
<td>1 = Sometimes Present</td>
<td>1 = Not currently a priority, but may become a priority in the future</td>
</tr>
<tr>
<td>2 = Usually Present</td>
<td>2 = A priority worth of discussion, but not a high priority in the next 3 to 6 months</td>
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<tr>
<td>3 = Almost always present</td>
<td>3 = A high priority, and will be working on this in the next 3 to 6 months</td>
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### School Name:

<table>
<thead>
<tr>
<th>SAP Best Practice</th>
<th>Rating</th>
<th>Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>0</td>
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<tr>
<td>2. Information about how and when to contact the SAT with a concern is included on the school’s website.</td>
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<tr>
<td>3. SAP information distributed to students and caregivers is culturally relevant and available in the caregiver’s primary language.</td>
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<td>4. Brochures, social media postings, website postings, or newsletters are used to build ongoing awareness for the SAP.</td>
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<tr>
<td>5. All staff members and community service providers receive annual inservice training on SAP identification and referral process, policies, and confidentiality.</td>
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<td>6. Staff receive professional development on wellness topics (e.g., reducing risk factors and enhancing protective factors, school climate and connectedness, identifying signs of difficulty).</td>
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</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Priority (Items from Fidelity Checklist)</th>
<th>Strategies that Would Help Improve</th>
<th>Resources to Assist</th>
<th>Threats, Barriers, or Challenges</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
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<td>3.</td>
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</table>

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].

<table>
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<tr>
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<tbody>
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<td>2.</td>
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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
Best practices that apply to all tiers:

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

- Peer support groups
- Social-emotional skill building
- Check-in/Check-out
- Check and Connect
- Information and referral
- Screening and consultation
- Individual counseling
- Wraparound
- Functional behavior assessment/behavior intervention plan
- Peer support groups
- Social-emotional skill building
- Check-in/Check-out
- Check and Connect
- Wellness and safety policies
- Anti-bullying policies
- Good Behavior Game
- Life Skills training
- Youth-led prevention
- Social norms
- Media campaigns

(adapted from Belliston & Wolff, 2021)
• Promotion
• Prevention
• Treatment
• Maintenance
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
School staff has a potential Behavioral Health concern

Refer to building SST

BH concern present

To True North SAP to discuss referral and options

School-based services

Services delivered and communicated

Community Services

Commonality Services

No services

No BH concern

Try other supports or interventions

No services

School notified
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.

**Step 1**

**Concern Identified**
- Caregiver, student, staff, peer, or community identifies concern
- Student identified in universal screening or early warning system

**Inform Caregiver**
Completes referral form and team reviews form, assigns a case manager, and gathers initial data
Review during data team triage (e.g., BLT, PBIS, MTSS)

**Do Not Proceed:**
- Caregiver does not approve* or no barrier to learning

**Step 2**

**Analyze the Concern**
- Review existing data and check existing PBIS and school mental health services
- Complete services screening (if consent is obtained) to validate the concern and determine level of need

**Determine Level of Need**
- Gather information from caregiver*, teacher, and student to understand strengths and concern
- Respond in a timely manner

**Do Not Proceed:**
- No Services Needed or Brief Intervention

*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
- Collaborate with family on evaluating progress and invite to team meetings
- Evaluate progress and monitor functioning over time
- 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

- Family engagement/consent: 69%
- Cost: 41%
- Lack of staffing: 39%
- Stigma: 35%
- Insurance: 29%
- Provider waitlists: 28%
- Lack of awareness about school-based services: 28%
- Lack of clear referral process: 27%
- Provider turnover: 24%
- Lack of clear listing of available resources: 22%
- Student release time from classes: 17%
- Lack of teachers/staff support: 8%
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
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
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 #5: Evaluation and Improvement

- Best practices in program evaluation
- Creating an improvement process

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

Did this presentation cover the intended objectives?

A. Yes

B. No
Thank You

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- Featured resources and prevention tips
- Campaign news
- Partner spotlights

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