



PASAP Virtual Conference 2021
February 21, 2021—March 21, 2021
Agenda

Keynote

Dr. Khalid Mumin
Superintendent
Reading School District

This keynote address will inspire Student Assistance Professionals to work through the obstacles we are facing during these unprecedented times. It will encourage us to continue to support the behavioral health of our students who need us now more than ever. Although the challenges we are facing may come with many barriers, our perseverance is necessary and will be the example for the change that is needed.

Standard 1: Foundations of Student Assistance in Pennsylvania

A Social Emotional Learning Audit: Requirements and Practical Considerations for Improving Your SEL

Cynthia Baasten
Attorney
Engler Callaway Baasten & Sraga LLC

With the prevalence of children with mental health issues, school shootings and other forms of school violence across the country, school administrators have heightened awareness of students' social-emotional needs as well as potential threats within the school environment. School personnel regularly are faced with legal and practical dilemmas relating to student social-emotional needs, student behaviors, student discipline, and school safety. These situations become more complex when students with disabilities engage in misconduct. This session will analyze legal requirements and provide up-to-date considerations for auditing your school's current social-emotional learning (SEL) practices and creating an action plan to improve those practices. This session will explore the nuanced legal issues involved in balancing school safety, student discipline and equity, and the rights and protections afforded to students with disabilities under the Individuals with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, and other federal law. This session will address a wide range of issues to consider concerning SEL practices and students with disabilities, such as child find obligations, behavioral interventions, placement, discipline, restorative justice, and equity/discrimination issues.

Standard 1: Foundations of Student Assistance in Pennsylvania

Social Emotional Learning: The Key to a Better Future

Katie Kucz

Prevention Coordinator

Montgomery County Office of Drug & Alcohol

School violence is a serious, preventable public health issue. Exposure to school violence can lead to a wide array of negative health behaviors and outcomes, including alcohol and drug use, anxiety/depression, and suicide. Through this workshop, the Montgomery County Department of Health and Human Services will share lessons learned from providing teacher training in national model programs, classroom management training, present initial findings of student outcome data and the impact of social emotional learning.

Standard 1: Foundations of Student Assistance in Pennsylvania

How Social and Emotional Learning Intersects with School Climate

Elizabeth Warner

C--founder and Co-director

School Culture and Climate Initiative

Dr. Patricia Heindel

Co-founder and Co-director

School Culture and Climate Initiative

Educators today are learning about the importance of school climate and how essential is it to create the right conditions for learning. But they are also hearing about the value of social and emotional learning (SEL) and various other initiatives such as restorative justice, trauma-informed classrooms, mindfulness, etc. Many of these schools are already embracing PBIS or MTSS and the idea of introducing “one more thing” is overwhelming, not to mention, confusing, since educators become uncertain which of the initiatives their school should focus on. Participants in this workshop will explore the umbrella of school climate and how SEL and various other initiatives fit cohesively under that umbrella. The result is a unified and efficient framework which benefits all stakeholders.

Standard 1: Foundations of Student Assistance in Pennsylvania

Guiding Questions: Braiding SAP and PBIS

Dr. Susan Tarasevich

Susan Tarasevich Learning LLC

Pennsylvania schools are presently navigating multiple initiatives focused on student social, emotional, and behavioral wellness. PBIS, MTSS, Trauma-Informed Education, and SEL initiatives build a strong safety net for students and staff. Let's consider how these initiatives can align and work efficiently. Come and join in the discussion!

Standard 1: Foundations of Student Assistance in Pennsylvania

Remote and Telehealth Screening in SAP

Guy Diamond

Director and Associate Professor

Drexel University

Tita Atte

Director of Mental Health Screening/Director of Screening and Evaluation

Drexel University

Since 2014, GLS Youth Suicide Prevention Grants have supported the Center for Family Intervention Science (CFIS) at Drexel University to disseminate the Behavioral Health–Works (BH-Works) program to SAP liaison agencies across PA. BH-Works provides a uniquely comprehensive, validated screen for children (parent report) and adolescents. BH-Works scores the data and instantly generates a report that is incorporated into the SAP liaison screening/assessment process. BH-Works also aggregates the data for the Joint Quarterly Reporting System (JQRS). With over 100 screening tools, assessments, and forms also available on its platform, BH-Works has enhanced and standardized the SAP screening/assessment process with over 13,000 students screened in SAP over the past and current grant cycles. In our current grant, we are also funding BH-Works expansion into additional programs within an agency such as school-based outpatient or crisis services. These grants created an opportunity to form a statewide learning collaborative (BHLC) consisting of various SAP agencies utilizing BH-Works, SAP regional coordinators, and other invested county/state stakeholders to meet monthly to discuss relevant issues in SAP, review implementation strategies, discuss barriers and facilitators, disseminate their progress, and discuss new projects and grant submission opportunities. As this group has grown, this annual PASAP conference has provided an additional opportunity to meet to discuss relevant topics in SAP. At last year’s conference, we used this session to discuss the piloting of a parental screening tool for younger children in SAP and the results gathered by the liaison sites that agreed to administer over 500 screens to help validate the new measures. This year’s session will be a focused roundtable discussion by a panel of several SAP agencies regarding remote and telehealth screening/assessment in SAP. These agencies will discuss their procedures, protocols, considerations in general around this topic as they try to continue their work with schools in which in-person screening/assessments have been impacted due to the COVID-19 pandemic. Planning and implementing this workflow will be discussed across 3 sections: considerations prior to screening, during the screen, after the screen (especially if there is a positive SI result). Information about the BH-Works program grant opportunity, its remote and telehealth screening options, and the BHLC will be provided.

Standard 2: The Student Assistance Team and Process

Self-Care as a Pathway to Professional Well-Being

Megan Sweet

Founder and CEO

Your 3 Eyes

In today's world, educating our youth is more complicated than ever. Educators are experiencing significant challenges in maintaining their own well-being while also providing the kind of education that will meet their student's needs. It is time to prioritize our educator's health and well-being by investing in their professional development, encouraging them to take care of themselves, and by

creating supportive school communities for staff and students alike. Mindfulness can play an important part in this shift--join Dr. Megan Sweet to learn how!

Standard 2: The Student Assistance Team and Process

A Vibration of Calm

Sherri Klingensmith
Director
Pressley Ridge

It is a stressful time for all! 2020 has provided us with some firsts for our generation! How do be best parent, counsel, and teach during these times? If you are looking for some helpful hints about how your behaviors, actions and thoughts can affect and influence those around you this training is a must for you! Come and learn about the importance of being the calm during the storm!

Standard 2: The Student Assistance Team and Process

Change the Conversation: Change the Culture

Lee Rush
Executive Director
justCommunity, Inc

In this session, Mr. Rush will offer evidence of the hope and promise that restorative justice practices offers to communities. What was at one time, more prevalent than we see today, living in an uplifting and thriving community is still possible. However, in order for citizens to once claim their rightful place at the center and not on the margins of their community, we will need to change the conversations that are so often repeated. Mr. Rush will highlight the work of Peter Block, a world-renowned consultant best known for his considerable contributions to the field of community change initiatives. To quote Block's work: "The restoration of community comes from strategies of consent and engagement, not from reliance on better leadership, legislation, or programs. A restored community occurs when accountability replaces entitlement, commitment replaces negotiation, and conversation replaces persuasion and manipulation."

Standard 2: The Student Assistance Team and Process

Supporting Transgender & Nonbinary Students: Parent & Youth Panel

Dr. Kacie Kidd
Adolescent Medicine Fellow, Gender Care Specialist
UPMC Children's Hospital of Pittsburgh

Transgender and nonbinary youth face significant health disparities including higher rates of depression, anxiety, suicidality, bullying, victimization, and substance use. However, feeling support at school can help to reduce these disparities. Schools can have very different policies and resources to aid in supporting transgender and nonbinary youth and school professionals often have questions about how they can support these amazing young people.

This workshop intends to serve as a conversation with parents and transgender and nonbinary young people who will provide answers to commonly asked questions like "what do I do if a young person

comes out to me but doesn't want their parents to know?" and "Why are pronouns so important?" We also plan to provide concrete guidance on policies that best support transgender and nonbinary youth.

Standard 3: Working Collaboratively to Engage Families and School/Community Partners in the SAP Process

Equitable Practices Through a Trauma-Informed Lens

Dr. Dana Milakovic

Mental Health/Alcohol and Other Drug Specialist/ Trauma Advisor

PA Department of Education

Nikole Hollins

Equity Consultant on Special Assignment to PDE

PA Training and Technology Network

Educational systems throughout the United States continue to focus on the implementation of trauma-informed approaches. In order to be trauma-informed, school systems, & mental health providers who support those systems must understand how equitable practices are a core value permeating all educational practices. While rates of childhood trauma are alarmingly high throughout the United States, the risk of trauma exposure continues to be higher among certain groups of students, families, and school staff based on their experience both historically & at present. The presence of cultural inequities and adverse community experiences highlight the need to integrate equitable practices into trauma-informed approaches. This presentation will provide the linkage between the two concepts and provide participants with an understanding of how using an equitable trauma-informed lens throughout their educational practices benefit students, families, and staff. We will invite participants to become self-aware of their own educational practices & introduce how the concepts of implicit bias, vulnerable decision points, and neutralizing routines are necessary practices when engaging in equitable trauma-informed approaches. It is essential to consider trauma-informed approaches as one of the core elements in the pursuit of educational equity. In schools, one way to pursue equity is through what has long been called culturally responsive practices, which recognizes the importance of culture in all aspects of teaching and learning as well as the importance of diversifying instructional content. This presentation will focus on how engaging in self-awareness to understand concepts of implicit bias, using vulnerable decision points, & neutralizing routines are necessary when engaging in equitable trauma-informed approaches in the school setting. The presenters will provide working definitions around concepts related to trauma-informed approaches and equity. Information will be provided regarding how equity & trauma-informed approaches are interconnected to all educational practices. Participants will be offered insight into how equitable trauma-informed approaches can be integrated into educational practices as an overlying lens as opposed to being viewed as “add on” practices. Concepts related to equitable practices and trauma-informed approaches will be presented through a Multitiered System of Support (MTSS) framework with a focus on the integration of the practice approach.

Standard 3: Working Collaboratively to Engage Families and School/Community Partners in the SAP Process

Mindfulness as a Powerful Tool to Improve School Culture

Megan Sweet
Founder and CEO
Your 3 Eyes

In today's world, educating our youth is more complicated than ever. Educators are experiencing significant challenges in maintaining their own well-being while also providing the kind of education that will meet their student's needs. It is time to prioritize our educator's health and well-being by investing in their professional development, encouraging them to take care of themselves, and by creating supportive school communities for staff and students alike. Mindfulness can play an important part in this shift--join Dr. Megan Sweet to learn how!

Standard 3: Working Collaboratively to Engage Families and School/Community Partners in the SAP Process

Building Connections, Relationships and Trust

Elizabeth Warner
C--founder and Co-director
School Culture and Climate Initiative

Dr. Patricia Heindel
Co-founder and Co-director
School Culture and Climate Initiative

While it has always required intention and effort to establish the right conditions for learning, now more than ever, we must face the challenges presented by our current circumstances and work harder to create a sense of safety where every person within the school system feels valued, welcomed, respected and heard and where all are encouraged to contribute. Relationship-building is a key component in creating that sense of connection and belonging. We can build relationships and still foster trust despite the challenge of physical distance, but it does require a new approach. This workshop will offer strategies to maximize connection and engagement regardless of your school's learning format or circumstances.

Standard 3: Working Collaboratively to Engage Families and School/Community Partners in the SAP Process

A Digital World 2020: Youth, Social Media and Mental Health

Ryan Klingensmith
Educational Mentor and Founder of Shape The Sky
Shape The Sky

This training defines categories of social networking that educators and providers should be aware of. The presentation will review social media behaviors related to: parasite websites, untraceable texting, cyberbullying mental health and suicide. The most current social media sites such as Instagram, TikTok, Hoop, VSCO and Confide will be defined and youth culture and mental health practices on these sites/apps will be discussed. This presentation will help educators learn to teach students to be responsible digital citizens.

Standard 3: Working Collaboratively to Engage Families and School/Community Partners in the SAP Process

Students as Drivers of Equity Efforts

Howard Hanson
Assistant Principal
School District of Lancaster

Samantha Sweigert
Student Services Project Specialist
School District of Lancaster

Often, equity efforts are driven from the top of the pyramid, and they regularly meet pushback from staff. Involving students in the process allows them to build their own sense of agency and self-efficacy and helps staff to realize that ultimately, equity is what we do in the best interest of our children. Through this work, our goal is to have students bring awareness to mental health concerns, social justice issues, and other societal challenges, both in school and in the larger community.

Standard 3: Working Collaboratively to Engage Families and School/Community Partners in the SAP Process

Best Practices in Engaging High School Youth - Part 1

Kelley Lyons
Regional Student Assistance Program Coordinator
Caron Treatment Centers

Persia Mohseni
Lead Student Assistance Specialist
Caron Treatment Centers

Amen Kush
Lead Student Assistance Specialist
Caron Treatment Centers

Tasha Thomas
Student Assistance Specialist
Caron Treatment Centers

This engaging two hour, two session presentation will provide the audience with valuable information and resources to enhance engagement with high school aged students. The following topics will be covered in an interactive format:

- Adolescent Health and Development
 - Youth Engagement Theory
 - Engagement Tips for In-person and Virtual Settings
 - Making Meaningful Connections
 - Communication with Youth that Works
 - This will include a virtual Teen Panel
- PASAP Advanced Certificate Program

Standard 4: Child & Adolescent Behavioral Health Issues

Best Practices in Engaging High School Youth - Part 2

Kelley Lyons

Regional Student Assistance Program Coordinator

Caron Treatment Centers

Persia Mohseni

Lead Student Assistance Specialist

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Standard 4: Child & Adolescent Behavioral Health Issues

Promoting Mental Health and Wellness in the Classrooms

Marisa Vicere

President/Founder

Jana Marie Foundation

Mental and emotional health problems often unfold in the classroom, affecting concentration and potentially straining relationships with teachers and peers. Knowing the prevalence of mental health, the impacts of mental health concerns, and taking time to learn strategies to promote mental health and wellness are all ways we can work together to protect the youth in our communities. Join Marisa Vicere from the Jana Marie Foundation for this presentation focused on fostering mental health and wellness in our young people.

Standard 4: Child & Adolescent Behavioral Health Issues

"Envisioning and Creating a Trauma-Informed Plan for Your School: Step By Step"

Dr. Susan Tarasevich

Susan Tarasevich Learning LLC

Dr. Anne Katona-Linn

Katona-Linn Consulting LLC

The COVID-19 Pandemic has layered additional ACES throughout the school community. What can you do to mitigate this unprecedented need for behavioral health support? In this energizing workshop, Dr. Anne Katona-Linn and Dr. Susan Tarasevich explore PCCD's Model Plan for Trauma-Informed School. Join us as we outline the essential underpinnings of a comprehensive Trauma-Informed School Plan as it relates to MTSS. As SAP is an essential part of the framework, take away a plan for leading your school using evidence-based, best practices for building trauma sensitivity throughout your school community.

Standard 4: Child & Adolescent Behavioral Health Issues

Children and Grief: Support in the School Setting

Laurie Scherer

School Services Coordinator

Highmark Caring Place

Highmark Caring Place, a grieving center for adolescents and their families, provides peer support programming after a death. This workshop will provide an overview of the program and what we've learned from grieving children over the past 20 years. It will also provide an in depth understanding of grief, how grief can affect the developing child, the Grief Spiral theory and the triggers that can impact students in the classroom, tips for effective communication, and ideas for supporting grieving students. Participants will also learn about the conceptual framework of our expansion of the Caring Team model designed to help peers support peers in the school setting. This workshop will equip educators with the tools and resources necessary to companion and support the many grieving children in their schools.

Standard 4: Child & Adolescent Behavioral Health Issues

ACES and Trauma: Impact and Recovery

Jane Riese

Associate Director, Safe and Humane Schools

Clemson University

Research in recent decades has shed light on the impact of trauma on an individual's health across the lifespan. Sadly, traumas experienced during childhood, often referred to as Adverse Childhood Experiences (ACEs), are widespread and can have lasting effects on an individual's mental, physical, social, emotional, and even spiritual well-being. Naturally, trauma impacts student learning. How can schools best support those who've endured life's most severe hardships? This workshop will explore the impact of trauma on students' development as it relates to body, brain, behavior, and learning. Resources will be provided to help promote a trauma-sensitive approach in schools that supports student healing, prevents further traumatization, and offers safety to all students.

Standard 4: Child & Adolescent Behavioral Health Issues

The 'Little i' Intervention

Gretchen Hagenbuch
Regional SAP Coordinator
Caron Treatment Centers

When we hear the word intervention, we often think of the traditional, formal, family intervention. When organized and implemented well, they can be very effective. This presentation will discuss the power of the much more common, informal intervention. The 'Little i' intervention. Participants will learn the specific steps, skills, and potential barriers to having a one on one conversation with a person struggling with substance use disorder. These are skills that translate well into other areas and become a valuable tool to share with students and adults who are worried about a friend or loved ones' behavior. By providing clear steps it empowers the concerned to take action.

Standard 4: Child & Adolescent Behavioral Health Issues

What Substance Use Disorder in the Family Looks Like in Your Classroom

Cammie Anderson
Prevention Education Specialist
Children's Service Center/Robinson Counseling Center

Substance use within the family doesn't just affect the person that is using. It impacts the entire family, regardless of age. Would you know the signs of abuse or be able to identify the stages of substance use disorder (SUD)? During this hands-on, interactive session, you will gain knowledge about what resources are available and what supports you can provide within the classroom setting. This presentation will also help you utilize the SAP process while trying to navigate this sensitive topic. Participants will be able to identify the roles that loved ones may take on while dealing with substance use/abuse that exists within their homes. SAP members can plan an integral role in increasing a student's resiliency and can improve their coping skills.

Standard 4: Child & Adolescent Behavioral Health Issues

Introduction to Fetal Alcohol Spectrum Disorder [FASD]: The Invisible Disorder?

Mary Culshaw
Assistant Professor
Moravian College

Chances are you may have a student impacted by alcohol consumption during pregnancy. Current evidence suggests prevalence of this disorder may be 1 in 100 individuals or higher; however, many individuals are not diagnosed which can lead to poor educational outcomes. Many times, FASD is not recognized as a potential cause for a variety of school-based issues such as following directions, learning academic material, attention, social interactions and behavior challenges/ This presentation will assist participants to understand the impact of drinking while pregnant, characteristics of individuals with FASD and challenges faced in the classroom. Participants will explore underlying reasons that may present obstacles for the student.

Standard 4: Child & Adolescent Behavioral Health Issues

The Next Step in Fetal Alcohol Spectrum Disorder [FASD]: Linking Academic Success and Strategies

Mary Culshaw
Assistant Professor
Moravian College

As an educator, you understand the term FASD and how this may impact students. Now you are searching for strategies that you can use in class and how to best support students with FASD. A common referral for students with FASD is related to behavior in and outside of the classroom. These students can be perceived as “troublesome”, “frustrating”, or “not trying”. You may feel that you have tried everything with this student. This presentation will assist participants in thinking differently or "reframing" challenging and persistent behaviors they may encounter in students referred to SAP. Specifically, participants will explore underlying reasons that may present obstacles for the student to access the curriculum, including some that may not be readily apparent. Next the presentation will explore strategies for addressing those barriers to academic success. These strategies can be used with a wide range of students, not just those diagnosed with FASD.

Standard 4: Child & Adolescent Behavioral Health Issues