

# SAP, TRAUMA, AND COMMUNITY


Stephen Paesani  
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## OBJECTIVES

By the end of the presentation we will have...

- Defined “Trauma” and its pervasiveness;
- Identified key elements of the Student Assistance Program (SAP) in Pennsylvania;
- Explored potential SAP interventions for students experiencing trauma; and,
- Brainstormed action steps for existing SAP teams.



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## HEALTHY DEVELOPMENT

### Developmental Tasks and Processes:

- Physical & motor
- Emotional
- Social
- Cognitive
- Moral

All under the umbrella of healthy brain development.



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## BRAIN DEVELOPMENT

- From the bottom up and the inside out
- Connections
- Myelination
- Pruning
- What is reinforced remains

Development from infancy to early childhood to late childhood to adolescence into adulthood




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## OBSTACLES TO HEALTHY DEVELOPMENT

Trauma as a potentially major obstacle...

- All trauma produces stress
- Not all stress is an obstacle

Levels of stress...

- Positive stress
  - Tolerable Stress
  - Toxic Stress
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## TRAUMA'S IMPACT ON DEVELOPMENT...

- A physical or psychological threat or assault to a child's physical integrity, sense of self, safety or survival or to the physical safety of another person significant to the children.

(Vermont CUPS Handbook. P. 170)

- When a child feels intensely threatened by an event he or she is involved in or witnesses, we call that event a trauma.

(National Child Traumatic Stress Network)



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## TRAUMA, CONT'D...

- ...an event or events that “overwhelms” the ordinary human adaptations to life...confronting human beings with the extremities of helplessness and terror

(Hermann 1977)

- ... not an event itself, it is a RESPONSE to a stressful experience in which a person’s ability to cope is dramatically undermined.

(Cole, et al, 2005)



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## THE ACE STUDY

- Adverse Childhood Experiences (ACE) as indicators of Adult Health and Well-Being
- A collaborative venture between Kaiser Permanente and the Centers for Disease Control and Prevention



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### THE ACE'S...PRIOR TO AGE 18:

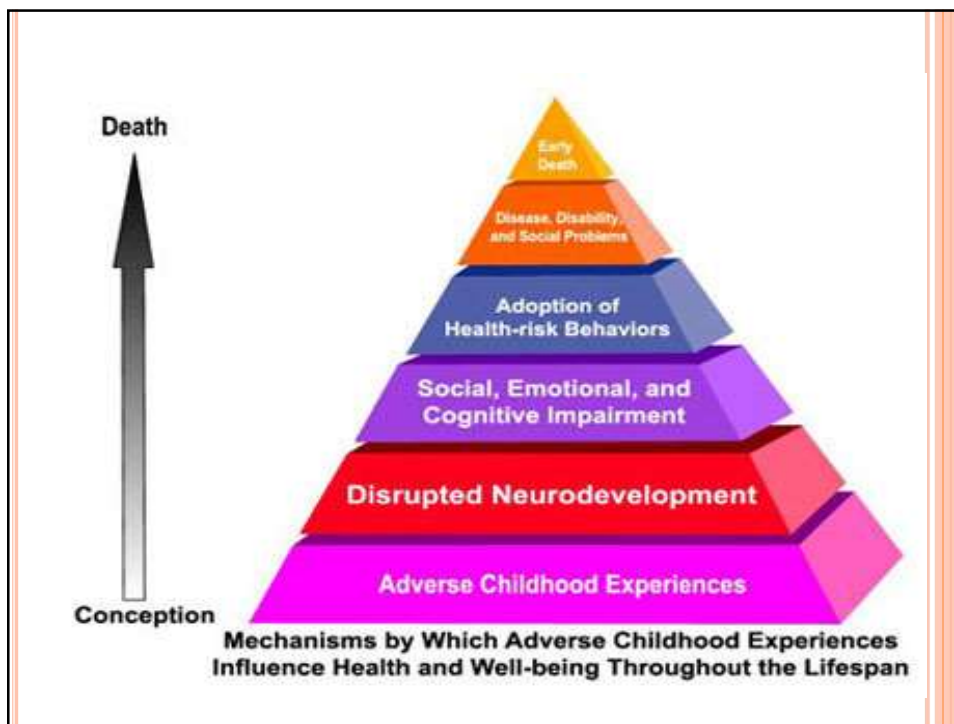
- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Someone with SUD
- Someone mentally ill, suicidal, or institutionalized
- Someone who was incarcerated
- See your mother battered
- Lose a parent
- Physical neglect
- Emotional neglect

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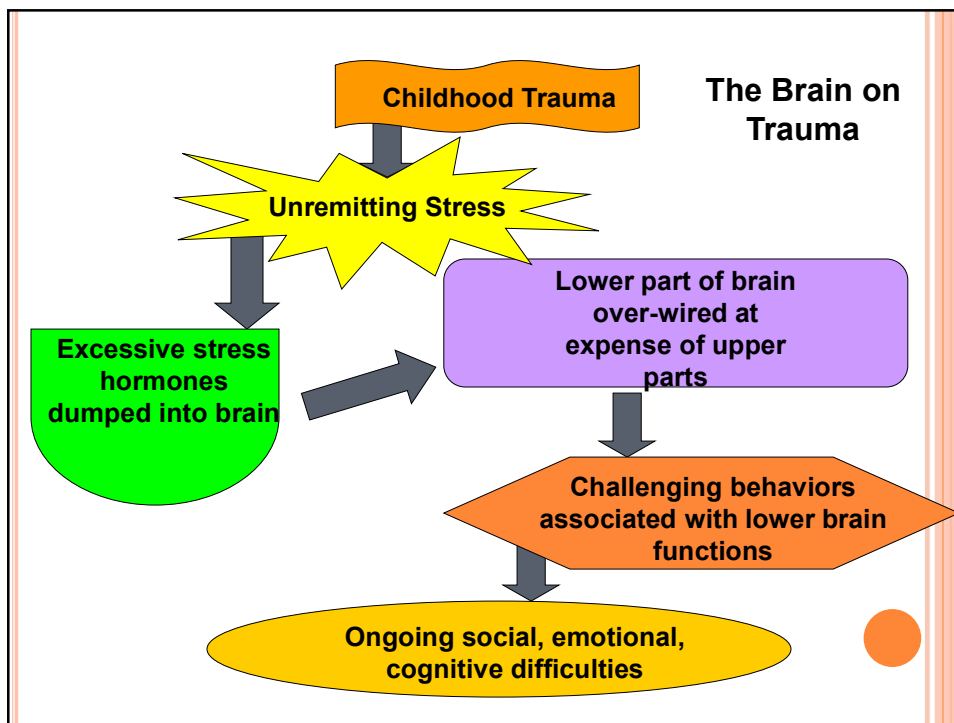
### URBAN ACE'S

- Witnessed violence
- Experienced discrimination
- Felt unsafe in one's neighborhood
- Bullied
- Lived in foster care

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## SAP IN PENNSYLVANIA

### Basic Education Circular:

Drug and Alcohol Education, Counseling and Support Services, 24 P.S. §15-1547...

A full description of what SAP is and is not and SAP's role in the school and the community.

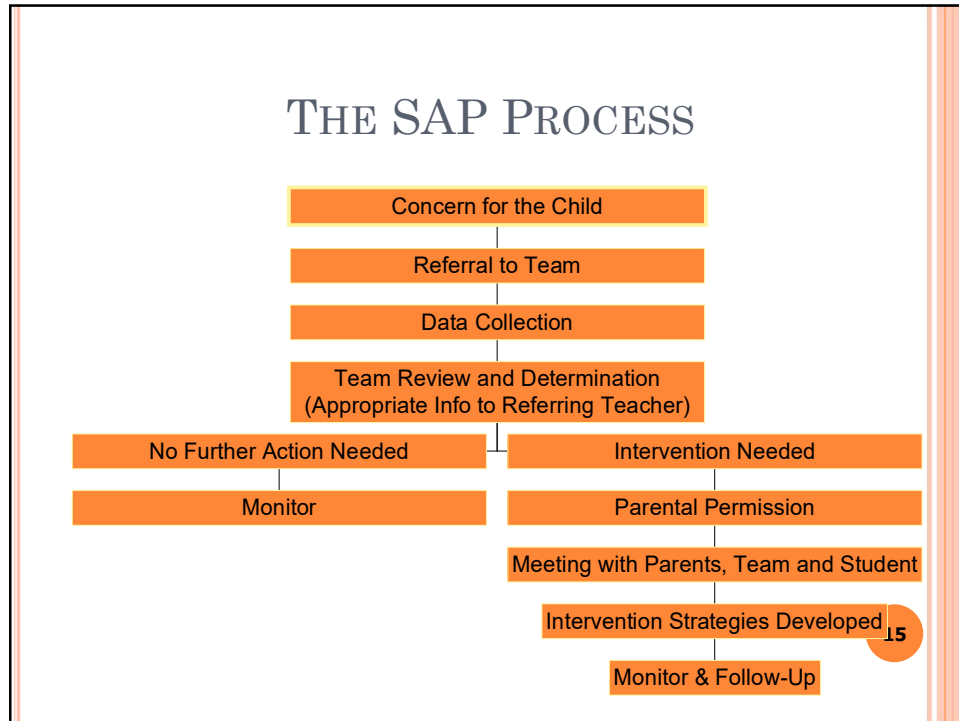
<https://www.education.pa.gov/Policy-Funding/BECS/Purdons/Pages/DrugAlcoholEducation.aspx>

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## ELEMENTS OF SAP (AS IN THE BEC)

- ATOD education
- Identify issues that are a “barrier to student’s learning and school success”
- Do not treat, diagnose, or refer for treatment
- May refer for an assessment for treatment
- Involve parents
- Mobilize school and community resources
- Support students in treatment
- Education school staff, parents, and community

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## THE CASE FOR RESILIENCE

- Resilience is a protective process which enables individuals to reach good outcomes even though they have endured significant adversities. Resilience is a common phenomenon arising from ordinary human adaptation and strength. It is a dynamic process that can change across time, developmental stage, and life domain.

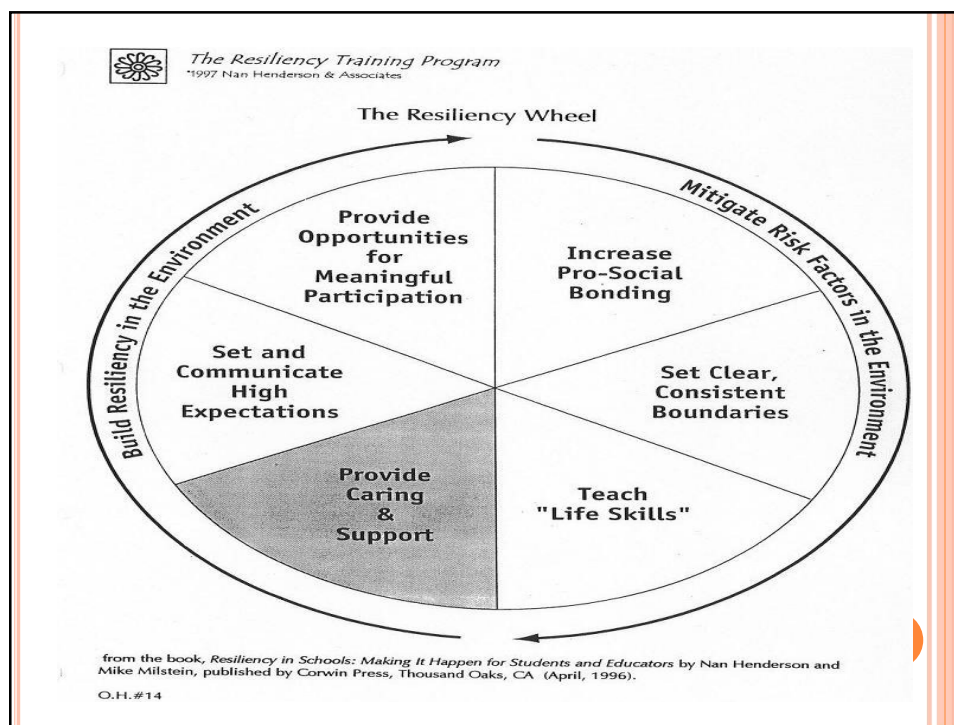
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## RESILIENCE, CONT'D

- All children, youth, adults, families and communities have the capacity to demonstrate resilience. There are many factors that enhance a child's resilience pathway including: positive relationships with caregivers, peers, or a caring adult; internal strengths such as problem-solving skills, determination and hope; and environmental factors like effective schools and communities.
- With these types of strengths, supports, and (at times) services, we can bolster our capacity for resilience, manage challenges, and successfully reach developmental or life stage milestones as healthy and productive members of society.

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## POPULATION HEALTH

Population health refers to the health of a community. Its approaches take a much broader view, seeking to improve the health status of everyone in a community, not just those who are sick. By providing excellent clinical care as well as community-level interventions and services, population health approaches help to create communities in which every member can thrive.



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## POPULATION HEALTH APPROACHES

1. Attend to the whole population, not just those seeking services.
2. Promote health, wellness, and self-determination.
3. Provide early intervention and prevention.
4. Address the social determinants of health.
5. Empower individuals and communities to keep themselves healthy.

cf. [www.dbhids.org/population-health](http://www.dbhids.org/population-health)



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## WELLNESS

- Wellness is being in good physical and mental health. Because mental health and physical health are linked, problems in one area can impact the other. At the same time, improving your physical health can also benefit your mental health, and vice versa. It is important to make healthy choices for both your physical and mental well-being.
- Remember that wellness is not the absence of illness or stress. You can still strive for wellness even if you are experiencing these challenges in your life.

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## THE 8 DIMENSIONS OF WELLNESS

- **Emotional**—Coping effectively with life and creating satisfying relationships
- **Environmental**—Good health by occupying pleasant, stimulating environments that support well-being
- **Financial**—Satisfaction with current and future financial situations
- **Intellectual**—Recognizing creative abilities and finding ways to expand knowledge and skills

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## THE 8 DIMENSIONS OF WELLNESS, CONT'D

- **Occupational**—Personal satisfaction and enrichment from one's work
- **Physical**—Recognizing the need for physical activity, healthy foods, and sleep
- **Social**—Developing a sense of connection, belonging, and a well-developed support system
- **Spiritual**—Expanding a sense of purpose and meaning in life

Cf. SAMHSA Wellness Initiative

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## NOW WHAT?

As a result of this presentation...

- What more do you wish to know about trauma in children and adolescents?
- What is one thing YOU will change in the way you work with young people?
- What is one thing you will suggest to your colleagues that may enhance the policies and procedures in your school or agency?

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