



TACKLING YOUTH SUBSTANCE ABUSE

SCHOOL MENU OF SERVICES

A TYSA guide to navigating substance use services and support for your school and community.



Substance Use Services and Training Programs for Schools

TYSA, a cross-sector coalition aimed at leveraging the power of collective impact to improve health outcomes for our community's youth and young adults, has created this guide to help you navigate the available resources. Through our diverse partnerships, TYSA connects schools to a variety of evidence based services to support the workforce and parents to address youth substance use.

Student-Facing Services: Page 3-7

1. Substance Abuse Prevention and Intervention Specialists (SAPIS)
2. Prevention Programs
3. Early Intervention
4. Treatment
5. Youth Empowerment and Education
6. Additional Student Activities That You Can Do

School Workforce Services: Page 8

1. Professional Development

Parent-Facing Services: Page 8

1. Parent Empowerment Workshops
2. Naloxone Training
3. Advocacy Opportunities

About TYSA

Tackling Youth Substance Abuse is a coalition of people and organizations who have come together with a mission to decrease youth and young adult substance use on Staten Island. It is a dynamic partnership of both private and non-profit organizations; city and state government agencies; philanthropists; parents, teachers and teens, many of who have been working to combat alcohol and drug misuse for years.

The TYSA coalition focuses all of its members into using their resources to achieve the same goals. Staten Island doctors, pharmacists, law enforcement officials, drug treatment providers, hospitals, educators and youth organizations work together through TYSA to help one another, and the whole community, to combat youth substance use.



Student Services

1. SAPIS

Substance Abuse Prevention and Intervention Specialists (SAPIS), are employees of the Department of Education. Where available, SAPIS can serve as the first point of contact at your school for evidence-based prevention programs.

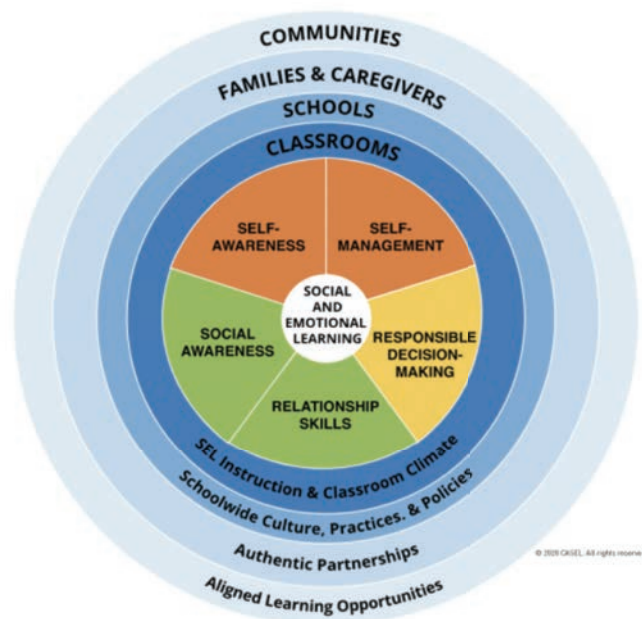
2. Prevention Programming

Prevention is the first step in the continuum of substance use services. Teaching students refusal skills, how to build positive self-image and raising awareness of consequences are essential to prevent substance use issues now and later in life.

TYSA promotes Office of Alcoholism and Substance Abuse Services (OASAS) licensed prevention organizations and programs as they are vetted for quality and effectiveness. OASAS licensed prevention services available include United Activities Unlimited, and YMCA Counseling Service. Prevention services can be offered throughout the school day or after school with or without assistance from DOE personnel. Your school may already have prevention programming in place. If you have a SAPIS, or work with a community based prevention organization, curricula may already be delivered to select grade/student groups.

Social Emotional Learning (SEL) allows children to recognize their own thoughts and feelings as well as regulate their own emotions and behaviors to foster academic success. Evidence-based programs include Responsive Classroom, Second Step, and PAX Good Behavior Game. These produce improved outcomes for youth, including reduced substance use later in life.

Social and emotional learning (SEL) is an integral part of human development with evidence-based benefits. SEL is the process by which children and adults develop healthy identities, manage emotions, reach goals, maintain supportive relationships, use empathy and make decisions responsibly. SEL enhances a child's capacity to integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges. The Collaborative for Academic, Social, and Emotional Learning (CASEL) have identified five core competencies of SEL: Self-Awareness, Self-Management, Responsible Decision-Making, Relationship Skills, and Social Awareness. There are many ways SEL can be reinforced in the classroom, home, and beyond.



Fostering SEL

Educators can enhance competencies using practices such as: explicit instruction through which social and emotional skills and attitudes are taught and practiced in developmentally, contextually, and culturally responsive ways; teaching practices such as cooperative learning and project-based learning; and integration of SEL and academic curriculum such as language arts, math, science, social studies, health, and performing arts.

When schools partner with families, they can build and reinforce a child's social emotional development. Creating opportunities for inclusive decision-making fosters two-way communication between schools and families and helps families understand child development, and helps educators understand family backgrounds and cultures.

SEL Competencies

1. Self-Awareness

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, and optimism.

What Self-Awareness looks like in our youth - Children present their self-awareness when they can identify their emotions, recognize their strengths and have an accurate self-perception. Other signs are feelings of self-confidence and self-efficacy.

2. Self-Management

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations – effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

What Self-Management looks like in our youth - Children present their self-management when they can control their impulses, managing their stress, or self-motivating. Other signs could include self-discipline, goal-setting, and organizational skills.

3. Responsible Decision Making

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

What responsible decision-making looks like in our youth - Children present their responsible decision-making when they analyze situations, identify problems and resolve them. Other signs include reflecting, or feelings of ethical responsibility.

For more information or to schedule a training or workshop with parents and community members, contact TYSA by email at TYSA@SIPCW.org



4. Relationship Skills

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

What Relationship Skills looks like in our youth - Children present their relationship skills when they engage in communication, teamwork, and relationship-building. Other signs include social engagement.

5. Social Awareness

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

What Social Awareness looks like in our youth - Children present their social awareness when they appreciate diversity, and respect others. Other signs include perspective-taking and using empathy.

Resources

NYC DOE Bridge To School Plan

<https://www.schools.nyc.gov/docs/default-source/default-document-library/bridge-to-school-plan-08272020>

CASEL School Guide Resources

<https://schoolguide.casel.org/resources/>

3. Early Intervention

Screening and referral to treatment, if necessary, is key for those students that may have already initiated substance use but have not yet developed a substance use disorder. Evidence based programs, such as Teen Intervene, are available to universally screen students and provide those that require additional services with the help they need. Early intervention services available to students during the school day include SAPIS, or school based health center, if available, the YMCA Counseling Service, and United Activities Unlimited. Services available in an after school or in an out-of-school setting include Staten Island Mental Health Society and United Activities Unlimited.

4. Treatment

Some students may require a higher level of care outside of the school setting. See TYSA's Staten Island Behavioral Health Resource Guide for youth-serving community recovery and resource centers, including substance use providers, and clubhouses.

For more information or to schedule a training or workshop with parents and community members, contact TYSA by email at **TYSA@SIPCW.org**



5. Youth Empowerment & Education

TYSA is invested in empowering youth to make healthy decisions by providing them with knowledge and practical skills. These services and opportunities include:

Bystander Intervention: This workshop provides students with the skills to detect high risk situations among peers and tools to safely intervene. Focus areas are based upon situations students are likely to face in their daily lives including bullying, substance use and mental health scenarios. The workshop is hands on, interactive and fun and allows students to practically apply the fundamentals of bystander intervention. TYSA can offer both stand-alone workshops and programming for existing student groups.

Service Credit Opportunities: TYSA can provide students pro-social opportunities to serve their community. Community service is a great way to develop new skills, make new friends, and gain experience working on a team. Community service provides a way to help others in need, their community, strengthen a resume or college application. They help provide work experience and personal growth. It is also a great way to meet the requirements for graduation from your high school or college.

Technical Assistance for Student-Led Research/Programs: It is only through teaching a subject that you really come to understand it. TYSA can strengthen the skills of students to explain complicated concepts in the behavioral health field and develop a more sophisticated understanding of them. Teaching assistant can prove to be an invaluable learning experience where you can gain some practical on-the-job skills. Even if your career path will take you beyond the behavioral health field, the opportunity can still be an excellent way to develop leadership skills and get some great experience.

Advocacy: TYSA provides coaching opportunities for students passionate about youth health outcomes, and making a difference in their community. TYSA youth advocates can perform outreach, consult on messaging, and speak with elected officials from the city, state and federal level to advocate for policy change and resources. Youth champions can also spread the word to peers, families and their communities about reducing youth substance use.



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6. Additional Student Activities That You Can Do

Student Wellness Council

Student wellness councils help students take the lead in identifying health disparities in their schools and community, develop site-specific suggestions, and forge positive change through authentic dialogue and strong partnerships. They also build youth voices in improving health equity.

Forming & Supporting a Student-Led Council in your School:

- 1) Identify School Staff Wellness Champions, recruit diverse youth, & meet!
- 2) Create a brave space where students can lead.
- 3) Build youth skills in health equity, leadership, advocacy, & research.
- 4) Help students identify and unpack health inequities in their school, and vote for top issues to focus on.
- 5) Collect and analyze data through creative school assessments, and youth-led surveys & focus groups.
- 6) Learn more from guest speakers & other sources.
- 7) Brainstorm, strategize, & create youth-led projects.
- 8) Connect with adult allies to help implement youth solutions.
- 9) Present recommendations to school administration, elected officials, & other key decision makers.
- 10) Celebrate & plan next steps!

Gender and Sexuality Alliances (GSAs)

A GSA is a club, typically in a high school or middle school, which provides a place for students to meet, support each other, talk about issues related to sexual orientation and gender identity and expression, and work to end harassment or discrimination for LGBTQ students. The clubs are also a great place for all kids to get support, including allies and children of LGBTQ parents.

LGBTQ+ identifying youth are at higher risk of substance use due to factors including bullying and harassment, family rejection, and gender stereotyping. Supportive spaces like GSAs allow LGBTQ+ identifying youth to develop relationships with fellow peers, and feel supported by their overall school community. Educators in need of help or support from the NYC Department of Education, can email lgbtq@schools.nyc.gov.

Resources

GLSEN's National GSA Leadership Coalition - <https://www.glsen.org/support-student-gsas>

GLSEN Student and GSA Resources - <https://www.glsen.org/resources>

For more information or to schedule a training or workshop with parents and community members, contact TYSA by email at TYSA@SIPCW.org



School Workforce Services

1. Professional Development

TYSA offers professional development workshops which demonstrate the positive power of teachers and specific ways in which schools can support the positive behavioral health of students. This workshop will build the capacity of personnel who work with and interact with youth on a daily basis to feel confident in helping students get the support services they need.

Schedule a TYSA professional development workshop to equip personnel to:

- 1) Identify signs and symptoms of substance use
- 2) Provide tools to maintain healthy classrooms and schools
- 3) Refer students to the right resource in the school

For more information on student and school workforce services contact TYSA by email at TYSA@SIPCW.org

Parent Services

1. Parent Empowerment Workshops

Just Talk- SI Parents You Matter! workshop trains target audiences to be able to communicate with their children about substance use and risky behaviors with youth in a balanced, well-informed manner.

The workshop also explores:

- Signs and symptoms of harmful substance use
- The science of addiction
- Practical tools to prevent substance use
- Triggers and risk factors for substance use and emotional distress
- Connections to treatment for those students that require professional assistance.

2. Naloxone Training

Naloxone is used to reverse opioid overdose. Life-saving naloxone should be in the hands of all those who are at risk for opioid overdose. It is important for school personnel, parents, family members, and even students themselves, to be trained to give naloxone in an opioid overdose emergency. At the conclusion of the training, participants are given a naloxone rescue kit to take home.

3. Advocacy Opportunities

TYSA provides opportunities for parents, and community members to get involved. TYSA works with elected officials from the city, state and federal level to advocate for policy change and resources.

For more information or to schedule a training or workshop with parents and community members, contact TYSA by email at TYSA@SIPCW.org



School Prevention Services for Your School

Fill-in the form below to reflect the services available at your school and post schoolwide.

Substance Abuse Prevention and Intervention Specialists (SAPIS) are the first point of contact at your school for substance use-related issues.

Name of School's SAPIS, if present

School-Based Health Centers address health and wellness in schools. They help students manage their health during the school day. School-Based Health Centers are run by local hospitals, medical centers, and/or community based organizations.

[] *School-Based Health Center Present* _____
Name of SBHC Director

Social Emotional Learning (SEL) provides supportive and welcoming environments to foster academic success. Through SEL, children begin to recognize their own thoughts and feelings as well as regulate their own emotions and behaviors.

School SEL Program Name(s)

After-school and Summer learning programs are a protective factor against substance use, and can increase resilience among youth. Some after school/summer programs use OASAS licensed providers and evidence based prevention programs.

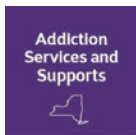
After School Provider(s)

TYSA can point school staff to relevant coalition partner services, workshops and programming for student groups, as well as professional development for teachers.

TYSA Coalition Contact



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