Student Assistance Center at Prevention First

The Student Assistance Center at Prevention First provides training, technical assistance and support to Student Assistance Programs throughout Illinois.

We offer:

• Student Assistance training for existing teams and coordinators
• Training for new Student Assistance teams and coordinators
• Library with a section devoted to Student Assistance
• Free educational brochures for students, parents and teachers
• Web-based technical assistance with downloadable brochures, studies, forms and much more

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Welcome

…to the Student Assistance Program Guidebook: A Resource for Schools developed by Prevention First’s Student Assistance Center.

Prevention First is a nonprofit resource center committed to building and supporting healthy, drug-free communities through public education, professional training and effective tools for those working to prevent drug use and related issues such as violence, teen pregnancy and academic failure.

This Student Assistance Program Guidebook identifies processes, strategies, tools, websites and other resources for Student Assistance Program service providers. The Guidebook is not intended to be an exhaustive resource that supplants Student Assistance Program training. Rather, it is intended to enhance the SAP implementation process as an additional resource for those who have received introductory levels of training as well as direct readers to additional sources that further the delivery of Student Assistance services.

Go to Prevention First to view additional resources and information regarding Student Assistance Programs. If you need further support regarding this topic, please contact the Prevention First Student Assistance Center by phone at 800.252.8951, ext. 109, or email pat.berry@prevention.org.

The Student Assistance Center at Prevention First has a long history of providing training, technical assistance and information services to the Student Assistance field.
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Student Assistance Program Guidebook

Student Assistance Service Delivery

Service Framework

OVERVIEW

The goal of this guidebook is to present a practical reference for schools that provide SAP services and to complement Student Assistance Development Training in establishing a Student Assistance Program in the school. Developing and implementing a Student Assistance framework is not a one-shot strategy that offers a quick-fix for student and staff problems. The SAP framework is composed of policies, procedures, practices and strategies that reflect a strong evidence base. Successful SAPs build a solid foundation through best practices tailored to the needs and resources in each school.

Student Assistance serves a complementary function to Response to Intervention (RtI) strategies, and is a valuable component of a comprehensive system of learning supports. It is important to note that Student Assistance services, however, are not organized and delivered through a teaching model found in RtI program designs. Student Assistance has historically provided support services to students and staff through building bridges to existing in-school and community resources as well as creating resources where none exist.

DEFINITION

A Student Assistance Program (SAP) is a K-12 school-based, evidence-informed framework for prevention, early intervention, referral and support for students with identified needs that may prevent them from fully benefitting from their educational experience. SAPs focus on building supports for students dealing with non-academic barriers to learning including behavioral health, family and relationship issues as well as other life needs.

Student Assistance Programs originated as a substance abuse prevention and intervention model that has been used for almost 50 years. During that time, the model has changed to provide prevention, early intervention and support services for non-academic issues including mental health, family and other relationship issues, bullying and other school violence issues, and basic life needs, while remaining the primary resource for dealing with substance abuse prevention and early intervention concerns. SAP services vary due to needs and resources available in the schools and communities in which they are applied. Over the years, a number of research studies have shown SAP as an effective approach in the delivery of services that reduce truancy and behavior problems while improving academics and bonding to school as well as increasing referrals to community services at rates higher than reported nationally.
**Student Assistance has never been intended as an academic remediation model or a pre-referral mechanism for special education assessment.** Nor has SAP been an academic intervention focused assistance program. For those whose SAP paradigm is centered on a problem-solving approach for academic issues, the implementation of RtI appears to negate the need for SAP services in the building. This approach leaves many students dealing with non-academic barriers to learning without the supports that allow them to focus attention on what is happening in the classroom and take full advantage of their educational opportunity.

**WHO DOES STUDENT ASSISTANCE SERVE?**

Students who are dealing with non-academic barriers to learning are the primary target population for SAP services. These barriers include school adjustment and attendance problems, dropouts, depression or suicide issues, self-injury, stress and anxiety related issues, physical and sexual abuse, substance abuse, family dissolution, displacement and relationship difficulties, delinquency, involvement with the juvenile justice system, violence and more.

The purpose of the school is to teach a child, not to teach a subject. Student needs arising from home situations, relationship issues, mental health concerns and substance use must be addressed as part of the whole child. To focus on the child as a learner without addressing the child’s social emotional needs reduces the potential outcomes for the curriculum and the student.

Barriers to learning exist in large segments of the student population. The school’s role has changed over the past 50 years from a singular focus on education to becoming a primary source of meeting basic safety, physical and emotional needs in order to successfully address learning needs.

One in 10 children in Illinois suffers from a mental illness severe enough to cause some level of impairment; yet, in any given year only about 20 percent of these children receive mental health services.
Schools often find it necessary to provide for students’ health needs, provide meals other than lunch, work with student’s hygiene, provide appropriate clothing, as well as address mental health and substance use issues.

“Schools most often focus on the cognitive level of Maslow’s Hierarchy of Needs in the educational process. When families, neighborhoods and schools are safe and healthy, have abundance and students feel accepted by adults and students in culture and gender as well as social acceptance, the cognitive level can have greater outcomes. When conditions exist that demand greater attention on lower levels of deficiency management and fulfillment, student focus at the cognitive level is significantly diminished. Educators cannot assume that children have their physiological, safety, belonging and esteem needs met, and that they are ready to learn simply because they are in school.”

Among all high school students, .9 percent have a substance use disorder. Adolescent substance use serves as a significant barrier to successful academic performance, educational attainment and career advancement. In part, these impairments in learning and academic performance are attributable to the direct effects of addictive substances on the parts of the brain responsible for attention, thinking, reasoning and remembering. Impaired academic performance and educational attainment also are due to teen substance users’ associations with peers who may consider academics a lower priority.

One in 10 children in Illinois suffers from a mental illness severe enough to cause some level of impairment; yet, in any given year only about 20 percent of these children receive mental health services. Many mental health problems are largely preventable or can be minimized with prevention and early intervention efforts.

Children exposed to family violence are more likely to develop social, emotional, psychological and/or behavioral problems than those who are not. Recent research indicates that children who witness domestic violence show more anxiety, low self-esteem, depression, anger and temperament problems than children who do not witness violence in the home. The trauma they experience can show up in emotional, behavioral, social and physical disturbances that affect their development educationally and can continue into adulthood.
WHY CHOOSE STUDENT ASSISTANCE?

*Student Assistance has historically been an effective vehicle in schools to address non-academic barriers to learning.*

- “There is an abundance of evidence that most children in need of mental health services do not receive them, and those that do, receive them, for the most part, through the school system.”\(^{vi}\)

- “Schools and medical care facilities are the two most common providers of mental health service to children and youth in the U.S. Given this lead role in the provision of mental health services, schools represent the most logical focal point for coordinated service delivery.”\(^{vii}\)

*Student Assistance has been shown to improve academics and behavior, reduce truancy and keep students in school.*

- SAPs are a powerful resource to integrate into the educational community. With the involvement of all staff and volunteers, behavioral problems and fights are reduced, attendance is enhanced, grades are better and fewer students drop out.\(^{viii}\)

- Most administrators value increased daily attendance. Lower truancy rates equate to dollars and cents to support district programs and services. Studies have demonstrated higher attendance rates for students receiving SAP services. When students are able to feel more connected to the school, they typically will attend school more often. A major tenant of Student Assistance is connecting students with a positive adult in the building to foster school connectedness. A Nebraska study found that students attending schools with SAPs reported lower alcohol use rates (in the last 30 days) and significantly higher levels of academic achievement than schools with no SAP.\(^{ix}\)

- School-wide messages and programs focusing on ATOD (alcohol, tobacco and other drugs) prevention, social-emotional learning and positive life-skill development can help to prevent and minimize problem behaviors and choices throughout a school, while at the same time increasing student well-being and overall school performance.\(^{x}\)
Student Assistance is a framework that allows the school to address student behavioral health concerns through a systematic approach.

- “It is the entire constellation of barriers to learning that argues for schools, families and communities working together to develop a comprehensive systemic approach rather than continuing to address each problem as an individual enterprise.”

Student Assistance complements instructional intervention approaches providing a more complete system of interventions allowing students to benefit more from instruction.

- A two-component approach to addressing barriers to learning (instruction and governance) leaves students without a support structure to deal with non-academic barriers to learning.

Students whose needs are beyond the scope of the school are connected to community services and take advantage of those services at higher rates than reported nationally.

- “Students through SAP are consistently, and at a higher rate than reported nationally, linked to the behavior health care system. Many students coming through a Student Assistance Program are referred to a community human services agency for an assessment. A majority of the students who are linked to and assessed at the local agencies comply with the assessment recommendation and access some if not all the recommended programs and services.”

Supplementing RtI with guidance services is not working in many schools.

- “…today’s guidance counselors are so overwhelmed with scheduling, test scores, graduation credits and college recommendations that little time is left over for old-fashioned guidance, even for more troubled or at-risk students.”

Students who have no skill deficits and yet are not being successful in school can be helped through Student Assistance services.

- Regardless of the reason for a lack of success, the outcomes often involve truancy or dropping out of school, delinquency, substance use and other negative consequences. The SAP’s goal is to discover what barriers to learning other than skill deficits are contributing to the student’s lack of school success, and identify the school and community resources necessary to get the student on track for successful completion.

WHY NOT JUST GO WITH A TEACHING MODEL SUCH AS RESPONSE TO INTERVENTION?

Student Assistance Program and Response to Intervention (RtI) models have several elements in common, which can lead to confusion about the viability of maintaining both types of services.

When a school has mistakenly interpreted SAP to be an academic intervention model, confusion
arises about the purpose of two intervention programs addressing the same problems. It is important to understand the purpose, approach, structure and types of interventions that distinguish both so that all interests of students are served and not just those that are academic in nature.

Both SAP and RtI address student needs that interfere with learning. RtI focuses on academic and conduct needs while Student Assistance focuses on behavioral health, relationship and social emotional needs.

• “RtI is, simply put, a process of implementing high-quality, scientifically validated instructional practices based on learner needs, monitoring student progress and adjusting instruction based on the student’s response.”

The curriculum and the teaching strategies within the RtI framework are the focus of monitoring for change based on how the student responds. Student Assistance focuses on the non-academic needs of the child such as safety issues when a child is living with chemically involved adults, lack of basic life resources, pressure for early sexual involvement and other relationship issues, self-injury, depression and substance use.

• Student Assistance views a student through the lens of ‘whole child’ and applies intervention strategies intended to be support-based for social-emotional and life issues. RtI views a student through lens of ‘learner’ and applies intervention strategies that are curriculum based. Whether the RtI model is intended to address academic or behavior deficits, the focus is on instructional strategies that produce successful outcomes in the learner.

To place all interventions in an instructional intervention approach leaves many students unserved.

• RtI and PBIS (Positive Behavior Intervention Strategies) can ensure a quality curriculum and strong teaching practices, but instructional interventions on their own “cannot ensure that all students have an equal opportunity to succeed at school”.

A self- and friend-referral system for personal issues is a feature unique to Student Assistance and is essential to services for non-academic barriers to learning.

• Issues typically generating self referrals include problems such as self-injury, disordered eating, anger or gender issues, anxiety, depression or suicidal thoughts, along with a number of other personal problems. This capacity
does not exist in most RtI programs. Why would a student self-refer for self-injury, depression, substance use or relational violence to a program implemented to teach reading, math and behavior concepts?

- Students will self refer and friend refer for personal issues when they know there is a system in place to help. Many educators see the social emotional needs of students and understand the need and value for a student self- and friend- referral process when that student is concerned about his or her own well-being or that of a friend. A wealth of self-referral forms is available on the internet as a testament to this need.

**Both SAP and RtI use multiple levels of service, but the determinants of when those levels of service are applied are different.**

- Both Student Assistance and RtI models serve all students at the universal level through skill building, policy and procedure development, whole school data reviews, and staff training. Student Assistance uses three types of strategies (universal, selective and indicated). Students are eligible for the level of service needed without a prerequisite of failing to meet expectations at another tier or level. RtI and other three-tiered models utilize ‘cut scores’ to determine when a student moves from one tier to another tier based upon failure to meet expectations at that tier. A student is moved to another tier offering more intensive levels of service when expectations are not met over time.

**Both Student Assistance and RtI utilize problem-solving teams.**

- The concept of applying a problem-solving model to change the course of events is firmly tied to the scientific problem-solving approach. The teams are charged with gathering data, identifying problems through the data, creating and implementing interventions, progress monitoring and changing interventions when needed.
The problem nature (academic vs. non-academic) determines the difference in whether RtI is appropriate or the student’s needs are best served by SAP. The problem-solving and monitoring scripts clearly reveal the differences although the overall process is similar. RtI scripts center on how instruction is delivered and how the student is responding to particular instructional delivery approaches. SAP scripts are student focused and how the student is connecting to and accessing supports rather than instruction focused, and then whether those resources are providing the levels of support needed.

**Both SAP and RtI use student groups.**
- SAPs all over the country utilize student educational support groups to build skills in relationship to life issues. One of the most commonly implemented groups at all grade levels deals with grief and loss issues. Another common topic for groups is the COA, or Children of Alcoholics, group. Military connected student groups have become more frequently implemented over the past five years. High school and middle school groups often focus on smoking cessation, substance use concerned others, anger management, gender identity, stress management and recovery support groups.

- RtI groups occur typically in RtI Tier 2 when students are grouped for teaching interventions that address similar reading, math and behavior skill deficits.

**Both SAP and RtI use progress monitoring and adapt interventions.**
- Adapting Student Assistance interventions means helping the student make changes in response to life situations and changing how the student seeks and responds to support for life issues. Adapting intervention strategies with three-tiered teaching models means changing the way instruction happens based upon the learner’s response.

Student Assistance service providers should work closely with RtI service providers as well as other learning supports. When students are dealing with life issues significant enough to interfere with the educational process, academics are impacted. Simultaneous service delivery can enhance both the response to instructional interventions and the development of social supports that allow the student to focus on the curriculum. Coordination and communication of efforts are key to keeping appropriate services in place while reducing duplication of efforts.
Student Assistance Program Guidebook

Student Assistance Service Delivery

Delivery Approaches

OVERVIEW

Three approaches have historically been categorized for Student Assistance services delivery. Each approach is characterized by strengths and weaknesses, leading a number of school districts to utilize a combination of approaches.

STRATEGIES

Core Team Approach
- Most commonly implemented approach
- A multi-disciplinary team of individuals in the building who work with identified students to implement school-based strategies and connect students and their families to community resources
- Core team members represent administrative, educational and health interests in implementing the SAP process
- Often does not depend on outside funding for services, but time typically is limited in working individually one-to-one with students in the program

Internal Approach
- An individual hired by the district to work directly with students and coordinate prevention efforts
- The SAP coordinator approach often also utilizes the core team approach; the director/coordinator may provide direct student services, supervise others providing the services or utilize a combination of both
- Often combines specialized training with a background in counseling
- Offers an increased amount of time devoted to student needs along with the coordination of all SAP efforts in the building
- Offers more time for prevention work due to dedicated SAP time

The SAP coordinator approach often also utilizes the core team approach; the director/coordinator may provide direct student services, supervise others providing the services or utilize a combination of both.
**External Approach**

- An agency-based individual contracted through a district to provide services at the school
- Specialized training and certification in at-risk issues such as substance abuse and mental health problems are strengths
- Is trained to conduct initial screening and assessment for these problems offering more readily available connections to the community’s professional services
- May be limited by funding for the number of hours per week allotted to work directly with students
- Little or no time devoted to directing prevention efforts or coordinating the continuum of SAP services within the building

*Note that combining approaches can offer more comprehensive SAP services that address the entire continuum of care.*
OVERVIEW

Effective Student Assistance Program planning is grounded in a systematic continuous improvement process, the end goal of which is to foster the healthy development of students in the building by implementing universal, selective and indicated strategies. The Four-Step Planning Process can be helpful to SAP planners, and takes planners logically from identifying needs to measuring and reporting outcomes.

STRATEGIES

Step 1: Identify Critical Needs and Existing System Resources

The function of conducting a comprehensive needs and resource assessment process is to examine health risk behaviors such as violence and alcohol, tobacco and other drug use that can result in injury and/or impede positive development among youth. Comprehensive need assessment should also consider risk and protective factors, which are attitudes, behaviors and opinions that research has shown to be highly correlated with health risk behaviors. Additional data about personal life needs such as military-connected student issues, homeless students, high transition rates, teen pregnancies and data regarding student mental health issues should be considered as well. Critical needs and resource assessments provide school and community planning teams with vital information about substance use and safety issues in particular within the school and community. The data gained from needs assessments become benchmark data, providing a measurement for future gains and assisting with planning.

Step 2. Create and Implement a Plan that Includes Identified Outcomes through Implementing Universal, Selective and Indicated Strategies

Assess, Review and Plan – In this second planning stage, the SAP team or coordinator will identify achievable outcomes for each level of the Institute of Medicine’s service levels: universal, selective and indicated. It is important to note that the three levels of service are not constructed on a ‘failure to meet expectations’ tier movement system. All students are eligible for each level based on need rather than a failure to succeed at a different level.
The SAP will identify the immediate, mid-range and long-range program processes and outcomes to implement based upon data collected. Program planners find that creating a logic model can be very helpful in planning outcomes.

For more information on logic models for SAP planning, go to “Pathways to Effective Programs and Positive Outcomes” DHHS/SAMHSA/CSAP 2003.

Universal Level:
Strategies are focused on the entire population of the school including both students and adults. Strategies include policies, procedures, programs and messages aimed toward building wellness and positive social-emotional skills while preventing or delaying the onset of problem behaviors. (100% of population)

Selective Level:
Strategies at this level are more intervention focused toward a subset of the population for whom there are greater risks due to population characteristics. Characteristics may include geographic factors such as communities with fewer services or norms that promote unhealthy behaviors; parental factors including substance use; grief and loss issues; gender identity issues; parental incarceration; teen pregnancy; or homelessness. Students do not need to demonstrate behavior or academic issues to benefit from selective interventions. (10 – 15% of population)

Indicated Level:
Strategies are focused on the individual student who is demonstrating early signs of danger that may lead to additional problems including substance use, violence, delinquency and school dropout. Strategies are more targeted and may involve connection with community services for concerns outside the realm of the school. (5 – 8% of population)

Step 3: Implementing Evidence-Based and Evidence-Informed Interventions

The SAP is now ready to begin selecting interventions to meet the strategies identified in the model. The Substance Abuse and Mental Health Services Administration gives helpful information regarding non-academic interventions.

“. . . . strong evidence means that the evaluation of an intervention generates consistently positive results for the outcomes targeted under conditions
that rule out competing explanations for effects achieved (e.g., population and contextual differences). Experts agree that evidence for the effectiveness of an intervention becomes ‘stronger’ with replication and field testing under a variety of circumstances. However, there is less agreement about the threshold of evidence or cut-off point below which evidence should be considered insufficient. Ultimately, prevention planners and practitioners must judge the merits of the evidence supporting the selection of one intervention relative to another. In some cases, planners may not be able to find an intervention that meets their needs in the Federal registries or the peer-reviewed research literature. In these instances, other sources of information such as articles in non-peer-reviewed journals, book chapters, or unpublished program evaluation reports may be available. These sources may provide weaker support for effectiveness; thus, they should be reviewed as specified in the guidelines.”

Important considerations for this step include:

- Prevention principles in a number of disciplines emphasize that schools and communities should direct resources to a variety of intervention strategies rather than implement a single strategy with the hope that it is enough to make a difference in the population.
- Research tells us that single strategies alone will not accomplish the achieved result.

A number of resources are offered in the Books, Articles and Websites section to guide the readers toward comprehensive decision-making regarding evidence-based programs.

In addition, visit www.prevention.org/EducatorsAndSchools/SAC/Tools.asp for resources describing the following universal, selective and indicated strategies.

**Universal SAP Strategies:**
- School policies and procedures
- Prevention programs
- Evidence-based and informed practices
- Staff development
- SAP program awareness

**Selective SAP Strategies:**
- SAP educational support groups
- Tutoring
- Mentoring
- After school programs

**Indicated SAP Strategies:**
- Identification and referral
- Problem-solving
- Action planning
- Progress monitoring

Ultimately, prevention planners and practitioners must judge the merits of the evidence supporting the selection of one intervention relative to another.
Step 4: Conduct Programmatic Formative and Summative Assessments for Program Evaluation

What happens in the school setting can significantly impact the outcomes for youth. Because the SAP is part of what happens in the school setting, it is the SAP’s ethical responsibility to consider the impact and effectiveness of the strategies that are implemented. Evaluation should never be considered optional in programming connected to student services.

Two types of evaluation:

Formative or Process Evaluation
The question to be answered in process evaluation is, “Are we doing what we said we were going to do in the way we said we were going to do it?” Formative evaluation is a process of gathering implementation data for the purpose of making decisions about how to implement the program or services. Process evaluation data should be established at the beginning of service and program implementation phase to provide benchmarks. This information can assist in making adjustments to service and program strategies and assist schools in identifying areas for further training and support.

Summative or Outcome Evaluation
“What increased or decreased in whom?” is the question to be answered with outcome data. Outcome evaluations are more complex in structure, data collection and interpretation; yet without outcome data it is not possible to show that services and programs are causative factors in change. Outcome data cannot only reveal positive outcomes, but just as importantly, the data can show negative outcomes arising as a result of the program implementation. Outcome data may include both quantitative data (number of students achieving what changes) and qualitative data (interviews to identify how service and program principles are used).

Illinois’ Annual Statewide Data Reporting Process
The Illinois Association of Student Assistance Professionals has collected process and outcome data on a voluntary basis statewide since 1993. Schools are asked to complete and return a simple two-page report at the close of each school year. This report can be accessed at www.iasap.org. Collecting the data for the report prompts a school to reflect on what has happened during the school year. However, the report is not intended to serve as a well-designed evaluation plan for the SAP in the school.

BOOKS, ARTICLES and WEBSITES

For more information or resources, click here to see Books, Articles and Websites related to this content.
Student Assistance Program Guidebook

Student Assistance Service Delivery
Universal Strategies: Policies and Procedures

OVERVIEW

School policies and procedures, especially those dealing with alcohol and other drug use, and violence issues, have evolved over the past 15 to 20 years to address emerging issues including connecting students and families with assistance and resources. Policies dictating a ‘one strike and you are out’ do little to address overall needs and have become a practice of the past for many districts.

STRATEGIES

School policies and procedures serve valuable functions in both preventative and consequential uses. Students and staff must understand the intent to keep students safe while providing help for offenders. School policies and procedures must be legally sound and defensible. All elements of school policies and procedures should be reviewed by the district’s legal counsel prior to distribution and implementation. Schools are required by law to develop school policies that:

- Prevent the use, possession and distribution of alcohol, tobacco and illegal drugs by students and prevent the illegal use, possession and distribution of such substances by employees
- Prevent violence and promote school safety
- Create a disciplined environment conducive to learning (Section 4116a, Safe and Drug Free Schools and Communities Act, Title IV NCLB)

School policies must balance what is best for the student with what is most desirable for the entire school population. Well-crafted school policies and procedures should:

- Improve school climate
- Serve as a preventive strategy in promoting appropriate behavior for all students and staff
- Provide consequences appropriate for the level of offense
• Establish systems of support for students and staff
• Provide a consistent set of guidelines to administer discipline for inappropriate behavior
• Empower adults in the building to handle situations that may impact the safety, health and well-being of everyone in the building
• Create a more uniform stance in responding to potential violations by defining what should be said and done
• Define the relationship between the school and local law enforcement when violations include community ordinances and local, state and federal laws
• Address self-referral procedures and constraints
• Address all parameters of time and space when the policy and procedures will be in effect
• Offer an abeyance for expulsions to promote getting help when appropriate
• Address co-curricular policies and procedures

See Substance Abuse Intervention and Treatment: A Guidebook for Schools for additional information about alcohol and other drug policies for schools.

Also see A Parent’s Journey: Navigating Teen Substance Use, a handbook that schools can distribute to parents who are facing a substance abuse policy violation.
Student Assistance Program Guidebook
Student Assistance Service Delivery
Universal Strategies: Staff Development

OVERVIEW

The role of staff development in Student Assistance is to ensure that staff can identify and refer students to the SAP, understand their role in working with the SAP after referral and differentiate their role with Response to Intervention.

STRATEGIES

Staff development can be conducted through multiple channels including face-to-face presentations in the school setting, DVDs, fact sheets distributed electronically and email messages. Integrating the SAP in school improvement plans allows greater opportunities for staff development to become an essential piece of addressing all the needs of students, not just those rooted in academic or behavior skill deficits.

Minimum staff development topics should include:

• Signs and symptoms of at-risk behaviors including anxiety, depression, suicide, relational and self-violence, alcohol and other drug use
• Awareness of the school’s SAP flowchart
• Skills in completing basic SAP forms
• The educator’s role in responding to self-disclosure
• How to recognize ‘requests for help’
• Promoting healthy norms and knowing how to respond to classroom comments that promote unhealthy behaviors
• Awareness of confidentiality regulations for sharing information and confidentiality with respect to students, families and staff
• Awareness of the SAP continuum of prevention, early intervention and support services
• Brain development, stress, trauma, violence and chemical use
• SAP collaboration with RtI
Additional training topics that will enhance a staff member’s ability to assist students include:

- Enabling behaviors in the school setting
- Family dynamics and characteristics of high-stress families
- Intervention strategies
- Bullying and violence reduction strategies
- Relational violence
- Communication skills in motivating change
- Stress management for students and staff
- Wellness and healthy development
- Family dynamics and characteristics of chemically dependent families
- Protective factors, asset development and positive youth development

**BOOKS, ARTICLES and WEBSITES**

For more information or resources, [click here to see Books, Articles and Websites](#) related to this content.
Student Assistance Program Guidebook

Selective Strategies: SAP Educational Support Groups

OVERVIEW

The range of services offered within the Student Assistance framework often include SAP educational support groups for students that may be offered voluntary or mandated attendance. Schools may also choose to offer parent educational support groups. SAP groups may offer services to students for voluntary or mandatory attendance. Topical focus varies from basic life skill development to recovery support. Groups may be facilitated by staff who are trained group facilitators as well as community agency members whose background includes specialized training in facilitating educational or other SAP support groups.

STRATEGIES

SAP educational support groups are organized topically to meet needs of students. There are many different types of support groups and each is organized to help members cope with specific issues. Common topics found among SAP groups include grief and loss, study skills, boys groups and girls groups, stress management, anger management, abstinence from alcohol and other drugs, concerned persons groups, gender identity groups and recovery support groups.

The following have been identified by the Substance Abuse and Mental Health Services Administration as goals for Student Assistance educational support groups.

1. **Educate**: Giving children a framework for understanding more about what they are experiencing
2. **Clarify**: Providing responses to conversation through offering information that students solicit directly
3. **Validate**: Assisting students in understanding and expressing the emotions that are often repressed in difficult family situations
4. **Problem-solve**: Teaching students to identify core problems, consider options as well as consequences, and put solutions into action

There are many different types of support groups and each is organized to help members cope with specific issues.
5. **Connect to support systems:** Assisting students in identifying potential support systems such as positive family members, community groups such as youth groups, community activities and appropriate professionals

6. **Assess and respond to protection issues:** Identifying concerns that may indicate physical or sexual abuse and neglect can be facilitated through group conversation\(^\text{vii}\)

Educational support groups follow a curriculum with established goals and objectives, are focused on building protective factors and social-emotional skills, are time limited, and use process and outcome evaluation measures.

Students can be identified for participation in groups through staff recommendations, students signing up following a classroom presentation, the problem-solving team’s recommendation or interviews between the SAP coordinator and the student.

**BOOKS, ARTICLES and WEBSITES**

For more information or resources, click here to see Books, Articles and Websites related to this content.
Student Assistance Program Guidebook

Student Assistance Service Delivery

Indicated Strategies: The Four-Step Student Assistance Intervention Process

Student Identified for SAP Services Through Systematic Processes

- Staff Referral – Behavior, Academics, Health, Attendance
- Parent Referral
- Peer Referral
- Self-Referral
- Administrative Referral
- Survey
- Community Referral

Data Collection to Support Data-Driven Decisions

- Computerized records
- Parent contact
- Data collection forms
- Student interview

Systematic Problem-Solving Based on Data Assessment

Internal Options
- Mentoring – skill building
- Service opportunities
- Social or other skill-building opportunities
- Tutoring
- Support groups
- Conflict mediation
- Social worker
- School psychologist
- RtI process
- Individual behavior contract

External Options
- Connection with community agency for assessment
- Screening with external SAP interventionist
- DCFS
- Food pantry/clothing
- Community organizations
- Local clinics
- Big Brothers/Big Sisters

One or two options selected as indicated by data.

Case Management

- Ongoing monitoring and student progress review daily or every week to three weeks depending on intensity of student need
- Continue to meet with student
- Plan additional strategies in response to progress or continue existing strategies
- Develop monitoring plan
- Develop support plan
THE FOUR-STEP STUDENT ASSISTANCE INTERVENTION PROCESS

1. Identification and Referral: A referral is transmitted electronically or through paper form to a central referral location by faculty, administration, staff, parents or a student. A common practice is the use of a single referral form for all SAP and other intervention referrals. A SAP core team member screens referrals for crisis needs, priorities and other needs, and moves the referral to the appropriate helping resource including the SAP, the RtI team, the pupil personnel team, the social worker, guidance counselor or nurse in the building.
The referral process also includes students directed to the SAP due to a policy violation. SAP case management for policy violations typically follows a set protocol including meeting with the student and the parent, presenting the options and resources available for the violation, and signing all necessary documentation. At that point, the SAP may begin a screening process to collect school-based data to determine additional areas of concern and begin the problem-solving process.

When the referral is appropriate for Student Assistance services, the SAP case file is initiated with forms and archival information including class schedules, grade and attendance reports, and presents those at a team meeting. The case then moves into the screening stage.

2. Screening: A case manager or facilitator is assigned to complete the screening (data collection) process including data collection forms distributed to staff members and others who have contact with the student. These forms are returned to the case manager and put in the student’s file in a locked file cabinet or stored in secure electronic format. The data collection process also includes a student interview and parent contact/ interview. The case manager reviews the file for information and patterns of behavior, and presents the data to the SAP core team at the first available opportunity.
3. Problem-Solving and Case Management: The team will discuss the data and identify evidence-informed strategies to develop an intervention action plan. A Student Assistance plan may involve community services and/or school-based services and should include coordination with the RtI problem-solving team or coordinator.

4. Monitoring: Progress monitoring may occur on a daily or weekly basis to determine if the supports are addressing the student’s needs. Depending on the intensity of need, the team schedules a team review in two to three weeks following implementation. The case manager or action plan manager monitors the case and reports back to the team for additional work at the designated team meeting. The team adapts or adds to the action plan to continue to address the student’s needs. The case is closed when the team believes the student no longer needs SAP services or at the end of the school year. All cases are closed at the end of the school year, and may be reopened at the beginning of the next school year.

For schools with SAP coordinators and no SAP team, the process typically will be the same including screening, determining intervention strategies, placement in a program or group, monitoring and follow-up with support.

Look for SAP sample forms at www.prevention.org/EducatorsAndSchools/SAC/Tools.asp.

BOOKS, ARTICLES and WEBSITES

For more information or resources, click here to see Books, Articles and Websites related to this content.
Student Assistance Program Guidebook

Student Assistance Service Delivery
Indicated Strategies: Best Practices for Multi-Disciplinary Problem-Solving Teams

OVERVIEW

Best practice strategies typically lead to more consistent and higher quality outcomes. Several types of best practice strategies exist in Student Assistance work. The first deals with the application of the problem-solving process. The strategies guide intervention planners through the four stages to create an effective planning process for each student.

STRATEGIES

The Student Assistance problem-solving process will function best when aligned with best practices for multi-disciplinary problem solving teams. Whether the team is a SAP core or RtI team, the best practices play an important role in how the team functions, which impacts potential positive outcomes for youth. Step 1 begins with an initial screening to collect relevant data to establish data-informed decision making. Data collection in screening should be grounded in a systematic process that is followed for each identified student referred for SAP services. Forms that list observable school-based data are completed by individuals who have contact with the student and are likely to be able to provide information that sheds light on behaviors of concern and strengths demonstrated by the student.

A significant factor in dealing with life needs, mental health issues and substance use concerns is the degree of need. The screening process is designed to reveal both needs and immediacy. A social worker, nurse or guidance counselor’s perspective on effective interventions, time frames for implementation and monitoring can be especially valuable in higher need circumstances involving mental health and substance abuse issues impacting the student.

The following list of best practice protocols was generated through literature on evidence-based practices in problem-solving teams. See Best Practices Protocol for detailed practices, including references.

Data collection in screening should be grounded in a systematic process that is followed for each identified student referred for SAP services.
Step 1: Framing the Problem – Screening and Assessment

1.1 Conduct a screening process exploring relevant sources of information.

1.2 Collect sufficient information about the student’s functioning inside and outside the classroom.

1.3 Define in observable, measurable terms the indicators of the concern. What is it that the student does or does not do and/or needs or does not need that causes concern?

1.4 Conduct analysis of concern: expected vs. demonstrated. What is the situation of the concern? (Environmental)

1.5 Conduct a basic functional behavior analysis when it appears the situation is primarily behavior centered.

1.6 Analyze global academic skills and break down into sub-skills that appear to be the weakness.

1.7 Avoid “admiring the problem.”

1.8 Prioritize concerns identifying those as most critical or immediate needs.

1.9 Identify concerns in order of short term vs. long term.
Step 2: Designing and Implementing Interventions

2.1 Create specific targets for intervention, selecting those with maximum effect and those that are foundational skills and needs.

2.2 Prioritize targets.

2.3 Establish goals that are specific and measurable. (See www.isbe.state.il.us/ils/social_emotional/standards.htm for a list of age-appropriate social-emotional skills to assist with goal setting involving social-emotional skills).

2.4 Establish multiple strategies that can address the goal. Selection should be based on evidence-based practices.

2.5 Identify resources necessary for implementing strategies.

2.6 Establish a plan of action that specifies what will occur, who will do it, where the actions of the intervention will occur and when the actions will be implemented.

2.7 Identify instruction or coaching needed for any staff involved in implementing the intervention.

2.8 Determine when and how progress toward the goal will be monitored. Establish clearly stated benchmarks or criteria for measurement. (See www.prevention.org/EducatorsAndSchools/SAC/Tools.asp). Forms may be used with both SAP work and RtI.
2.9 Implement with the frequency and dosage necessary to maintain fidelity to the evidence base.

Step 3: Monitoring and Adapting

3.1 Determine who, what and when for observing and measuring the benchmarks or criteria for measurement of progress.

3.2 Tie monitoring schedule to sufficient frequency and dosage of interventions.

3.3 Compare student’s progress to the baseline. Consider both a comparison of the student to his/her peers and the student’s individual progress over time.

3.4 Chart and plot the student’s progress.

3.5 Conduct a review meeting to establish expected and achieved rates of progress.

3.6 Establish reasons for negative or positive growth.
Student Assistance Program Guidebook

Student Assistance Service Delivery
Indicated Strategies: Best Practices Standards for Student Assistance

OVERVIEW

The second set of SAP best practices deals with the overall program service framework design and application process. Following the standards allows the SAP to foster stronger process evaluation outcomes, which can lead to stronger student outcomes.

STRATEGIES

The following best practice standards specific to Student Assistance Programs were identified through research conducted in Pennsylvania on the Student Assistance Core Team approach.xviii

See Best Practices Formative Assessment in reviewing more detailed information about each practice.

1. Building administrator involved in and supports SAP.
2. ATOD and mental health SAP liaison works with team.
3. SAP coordinator exists for the building.
4. Consequences for policy violations for alcohol and other drugs, bullying and other acts of violence are clearly stated.
5. SAP structure and organization (including members and titles, clear delineation of roles and responsibilities, meeting times, membership selection criteria, etc.) are clearly delineated.
6. Description of SAP services for faculty, students and others including handbooks, brochures, etc.
7. In-service training for teachers, pupil personnel, support staff and administrators provide time and support for SAP informational systems.
8. Specific student communication strategy established.

9. Specific parent communication strategy established.

10. SAP is accessible to all targeted students.

11. Formal procedures and decision-making process established.

12. Screening process includes clear and consistent student data collection and review procedures.

13. Confidentiality guidelines are well delineated with team members demonstrating respect for and understanding of parent’s and student’s privacy rights.

14. Formal parent involvement procedure established.

15. Regular meeting time sufficient to complete SAP work.

16. Members’ role assignments and responsibilities articulated (e.g., leaders, secretary, case manager).

17. Supports and provides linkages for students and parents to access school and community services.

18. Procedures promote student access to and compliance with school and community services and treatment recommendations.

19. School resources are available and accessible.

20. Team members participate in appropriate entry level SAP training.

21. Team members participate in a maintenance and development training program.

22. Team has adequate training schedule and budget.

23. SAP monitoring and improvement mechanisms are in place.
Student Assistance Program Guidebook

Student Assistance Service Delivery
Parental Involvement in the Student Assistance Process

OVERVIEW
Student Assistance fosters school-family partnerships to involve parents in the educational process through universal, selective and indicated strategies.

“Evidence shows a strong connection between parent and family involvement in schools and children’s academic achievement, attendance, attitude and continued education (Henderson & Berla, 1994; Hickman, 1996). But families may not become involved if they do not feel that the school climate – the social and educational atmosphere of a school – is one that makes families feel welcomed, respected, trusted, heard and needed.” Northwest Regional Education Library.

STRATEGIES

The full SAP continuum of care offers opportunities for parental involvement.

Universal
Evidence-based programs:
  • Caring School Community Program
  • Classroom-Centered (CC)
  • Family-School Partnership (FSP) Intervention
  • Skills, Attitude and Recognition Program
  • Parent university and parent prevention days

Parents should be involved in the four-step planning process, the school policy review team and the school community prevention partnership to enhance family involvement in the educational process.

Selective
Schools need to include:
  • Parental permission as a step to involvement with educational support groups
  • Periodic communication about the group process when appropriate
  • Parenting sessions for groups of high-risk students

Student Assistance fosters school-family partnerships to involve parents in the educational process through universal, selective and indicated strategies.
**Indicated**

- Parents should be contacted when it is in the best interest of the student as part of the screening process.
- Involvement in the disciplinary and support processes for policy violations.

Student Assistance has the potential to foster stronger positive relationships with parents through multiple prevention avenues, paving the way for strengthened cooperation when intervention is necessary. Parents may be involved in the community coalition, planning and implementing SAP prevention activities and educational sessions.

Most parents want the very best for their children but are often confused about what actions to take when children are involved in negative and harmful behaviors. When the SAP reaches out to parents and confirms the parents’ interest in their child, the process of facilitating change can face fewer obstructions.

A parent’s involvement is desirable when the student demonstrates behaviors of concern including behavioral problems, health concerns, and attendance or academic decline. When a student self-refers, the decision to involve parents should be made on a case-by-case basis.

The SAP should seek a series of potential meetings rather than a one-time event. The initial meeting with parents seeks to establish rapport and identify issues of concern. Information presented to parents should be factual and based on observable data that has been collected.

A student’s self-disclosed information about involvement with chemicals is impacted by federal confidentiality laws. Before any parent meeting, it is important that the SAP clearly understand federal confidentiality regulations. SAPs should weigh potential endangerment from chemical involvement with a student’s right to confidentiality. Administrative guidance in cases involving potential legal complications with confidentiality should be sought prior to meetings.

The SAP is subject to federal confidentiality regulations including HIPPA, FERPA (Family Education Rights and Privacy Act) and CFR (Code of Federal Regulations) 42. The building administrators are the pivot point for all legal issues impacting SAP services. SAPs are encouraged to be aware of federal regulations by involving administrators in cases and decisions that could be affected by federal confidentiality regulations. Administrators can determine when the district’s legal counsel should establish procedures. SAPs are encouraged to stay school-based and focused on grades, attendance and behavior. It is not the SAP’s responsibility to ask about family relationships and family historical information. Legal systems typically focus on acting in the best interest of the student. There may be times when a federal regulation and state regulation appear to conflict. Again, look to the
Student Assistance Program Guidebook

Student Assistance Service Delivery
Integration with Other School Services and Programs

OVERVIEW

One of the keys to having a successful and thriving Student Assistance Program is that it be well integrated and complementary to the other learning support initiatives and programs in the building. The highest priority is the connection between Response to Intervention (RtI) and SAP.

STRATEGIES

RtI is an excellent system for identifying and remediating academic and behavior skills in schools by focusing on instruction. By itself, RtI does not address other major barriers to learning. Student Assistance Programs, which focus on building supports for students, are a vital component of any school’s system if they wish to significantly reduce learning, behavior and emotional problems, promote social-emotional development and effectively reengage students in classroom learning. Through the use of RtI and SAP, a school creates a comprehensive system of learning supports for their students that will not only reduce the number of students inappropriately referred for special education or specialized services, it will also enhance attendance, reduce misbehavior, close the achievement gap and enhance graduation rates.

The plan for integration between RtI and SAP may differ from school to school based on the size of the student population and school staff. Ideally, schools would have a staff large enough to utilize two teams: one that focuses solely on the academic/behavior skill deficits through RtI and one that focuses on the support needs of students through SAP.

Larger districts can often support SAP and RtI as separate teams. This does not mean that they will always be working with different students. Students who have support needs may also show skill deficits. It is imperative for RtI and SAP to work together to not be duplicative in services and to address the needs of the whole child. With differentiated teams, communication protocols become a key factor in improving student outcomes. Included in the protocol should be designated liaisons between teams including an RtI team member serving as part of the SAP and vice versa. When this is not possible, then regular
coordination meetings should take place between team representatives to discuss student caseloads and interventions.

Also imperative in this integration is identifying when and how a student who is only involved in services from one of the teams could or should be referred to the other team for additional services. Obviously, if an SAP team identifies that a student has some academic or behavior skills deficits, it would be negligent of the team to not make a referral to the RtI team. Similarly, if an RtI team identifies a student as not making sufficient progress despite appropriate interventions, it makes sense that the student might be struggling with other support needs, and offering a referral to the SAP team would be warranted.

Combined teams may be the only option when personnel resources are limited. Teams may combine efforts to address both academic/behavior skill deficits and support needs. It is important for these teams to be provided with the additional time that will be necessary to meet the needs of both populations of students. Inherent in this combination is a need for training in both RtI and SAP. When discussing student issues, this team must be able to look at the whole child in terms of support needs and be able to identify the academic or behavior skill deficits needing remediation. The team must also make sure that it doesn’t become solely focused on serving only students who are identified through RtI and must make efforts to continue to support those students who are not experiencing academic or behavioral skills deficits. The team must work to maintain the system for self- and parent-referral as well as teacher referral outside of skills deficit identification procedures. Team members should be well versed in confidentiality regulations when utilizing a combined team approach.

An important caution to take in combining these teams is to ensure that students who do not have skill deficits but are still in need of support services are still being connected to the team. This means clarifying for students, staff and parents that the team is focused on helping children with academic and non-academic barriers to learning. This becomes largely an issue of program marketing so students, staff and parents understand that the team is a system of support for all students not just those struggling with skills deficits in math, reading or behavior. A prime example is the “Hero” child of an addicted family member. This child will likely be proficient in academic and behavior skills, yet is often struggling to deal with the depression and pressure of living up to being “perfect” in order to hide the problems within his/her family. In addition to maintaining this system, it is incumbent upon the team to recognize that when a student is identified as skill deficient, the skill deficiency may not be the primary need for support. Many students will manifest skill deficiencies, which are resultant of non-academic barriers to learning that need to be addressed. Often when these support needs are addressed, students are better able to develop skills through the core curriculum.

Regardless of whether a building combines teams or has separate teams, there are many important considerations for integration of the existing services for RtI and SAP, as well as other initiatives a school may have in place. The key is identifying where and how these initiatives connect, what processes each school will use in referring from one service to another, and coordinating services between initiatives or teams.

**BOOKS, ARTICLES and WEBSITES**

For more information or resources, [click here to see Books, Articles and Websites](#) related to this content.
OVERVIEW

One of the biggest challenges that a newly established SAP, or even a long-standing team, faces is investment by the school community in the value of Student Assistance as it relates to student achievement. The process of developing and implementing a school improvement plan (SIP) mirrors many of the processes of SAP. Efforts to include these processes in the SIP can reap rewards by making the intervention and support services provided by the SAP a required process in improving student achievement in the social-emotional realm.

For reference, the ISBE website has resources for SIP planning and implementation at the following link www.isbe.net/sos/htmls/district.htm.

STRATEGIES

How do SIPS and SAPs align?

A successful SIP will show:

- Clear connections and relationships between data and analysis, strategies and activities, and process monitoring
- Roles, responsibilities and expectations of administrators, teachers, students, parents and others
- A focus on changing instructional practice in the classrooms and improving student achievement.

Fortunately, the SAP core team’s best practices align well with the characteristics of a successful SIP:

- Data should be collected via reliable and valid tools, such as the Illinois Youth Survey. Analysis of this data set will allow the team to prioritize the social-emotional needs of the students, prevention strategies and should support the establishment of an identification and
referral system for the SAP. Reporting of SAP activity, including students served, types of interventions used and how the student responded to the intervention, is an important step in proving how the SAP impacts student learning and performance.

• In defining the roles and expectations of stakeholders in the school community in the SAP process, professional development and community education agendas will become apparent. When each person in the school has a clear idea of their role in the SAP, the more likely he or she will be to engage in the SAP process with fidelity.

• The SAP must be able to show how its efforts pay dividends in the classroom and how student learning is being enhanced. As progress monitoring benchmarks are being established, particular attention should be paid to those factors that have been shown to be directly related to a student’s ability to learn, such as attendance and discipline referrals.

Ultimately, the SAP cannot have processes incorporated in the SIP unless there is someone to champion inclusion. Two avenues to achieve this very important goal are:

• Recruit a current member of their school’s SIP Planning Team to join the SAP team (better for a newly established team).

• A current member of the SAP team volunteers to be included on the SIP Planning Team (usually more effective for established teams).
Student Assistance Program Guidebook

Student Assistance Service Delivery
Program Awareness: Marketing Student Assistance Program Services

OVERVIEW

Everyone involved with Student Assistance wants to make sure that no student slips through the cracks when services are needed. Program marketing is essential so that staff, students, parents and community organizations understand the scope, purpose, accessibility and function of the SAP.

STRATEGIES

The question that every SAP should ask in designing Student Assistance marketing efforts is, “Who needs to know what information in order to use our Student Assistance Program services?” Strategies from the marketing field can inform how to think about answering this question. A smart marketing planner will understand that “clients” may be very different and need different types of information. When the SAP considers those who use SAP services as clients, they are able to distinguish the types of information each client (SAP user) needs.

The SAP can have a range of “clients” or customers. These might include:

- Students
- The parents or caregivers of all students
- All staff members including support staff
- Individuals working in the building not paid by the district including probation, school resource officers and interventionists
- Administrators
- Central office administrators and staff
- Board of education
- Community agency individuals, including private counselors and treatment resources

When the SAP considers those who use SAP services as clients, they are able to distinguish the types of information each client (SAP user) needs.
A simple formula gives the SAP direction in planning.

Clients + Information Needed = Design of the SAP Marketing Plan

Once the clients have been identified, the SAP should ask, “What do SAP clients in this group need to know in order to utilize SAP services effectively?” Now that the needs of each “client” have been determined, the SAP should match plans with needs. Differentiated clients mean utilizing different information and communication channels.

After both the clients and the information needed have been identified, the SAP’s next step is to ask, “What medium would best convey the message?” and “How should we use this medium?”

Technology should be considered as the SAP looks at media for messages. Web pages, blogs, texts, screen savers, Facebook, Twitter and email can be used to help keep the SAP in the forefront. Other methods for continued promotion of SAP services can include:

- School newsletter articles
- Parent/teacher organization meetings
- Parent night or open house nights
- SAP signs at doorways of SAP team members
- School magnets
- Drama club presentation on in-house television emphasizing self- and friend-referral
- Reading an anonymous success story just prior to a faculty meeting
- In-class presentations to all classes

Just as marketing professionals do not consider one ad campaign for a product sufficient, the SAP should consider ongoing marketing efforts an important part of their work. A designated marketing team member on the SAP will keep marketing strategies consistent.

High transition rates in schools means getting information to students and parents when they are entering the new school. New members joining the staff will also need basic information about using SAP services.

When the SAP keeps in the forefront that part of their job of helping students is making sure every person knows what they need to know to keep students from falling through the cracks, program marketing efforts can be more effective.
Student Assistance Program Guidebook

Student Assistance Service Delivery

Community Collaboration

OVERVIEW

An important component of any successful SAP is effectively working with community resources. Among some of the most important community resources are substance abuse prevention and treatment providers, mental health services, community food pantries, community coalitions, etc.

STRATEGIES

For SAPs, it is of the utmost importance for the team to have an exhaustive list of the resources available to be used in the community to support student needs. This list should be continually updated to not only reflect agency information but specific contact information for each program within an agency. Students and families alike are more likely to follow through with connections to services when there is a person attached to the service rather than just an agency.

SAPs can benefit greatly from collaboration with community resources. Community-based prevention providers are a great resource for SAPs looking for assistance with evidence-based substance abuse prevention programs. Across the state, the Illinois Department of Human Services funds grants to agencies to work with schools and communities to prevent substance use and abuse by youth. These providers often will implement evidence-based prevention programs in classrooms, and working with these providers meets their agency’s needs to work with students and meets the SAP’s needs for universal programming. Additionally, some of these prevention providers also work with SAP teams to assist them in developing operational processes and procedures.

Working with community coalitions is also an excellent way for SAPs to broaden their awareness of resources within the community. Not only are many of the support resources involved with community coalitions, many community coalitions are looking to include school personnel in their coalition work. Some community coalitions have found a gap in early intervention services

Across the state, the Illinois Department of Human Services funds grants to agencies to work with schools and communities to prevent substance use and abuse by youth.
for substance users/abusers. SAPs can and do fill this gap by intervening early and connecting students with these needs to appropriate community services. In some instances, coalitions may be able to support the SAP through helping with costs for training or providing stipends to SAP members. Coalitions may also provide support to SAPs in universal strategies for substance abuse prevention as well as working with SAPs in positive youth development.

Adolescent substance abuse and mental health service providers are excellent resources for SAPs in a number of ways. SAPs and service providers can create a win-win situation in working together to provide services within the school. SAPs win because a student with mental health or substance abuse needs gets services in a location that is convenient and readily accessible at the school. Treatment providers win because they are seeing students within the building and increasing their billable hours. Additionally, treatment providers are an excellent resource for staff development on mental health and substance abuse issues and could be helpful as members of the core team in helping the team identify students who may be in need of additional assessment for mental health or substance abuse services.
BOOKS, ARTICLES and WEBSITES

THE FOUR-STEP PLANNING PROCESS (Go back to page 18)

• Adolescent Substance Abuse: America’s #1 Public Health Problem

• Authenticity Consulting
  Program Evaluation

• California Department of Education
  Logic model sample

• Chestnut Health Systems
  Best practices in ATOD prevention handbook,1997

• Conducting a Comprehensive Needs Assessment

• Department of Health and Hospitals – State of Louisiana
  Planning and data collection

• California Healthy Kids Survey
  Data Report
• Illinois Youth Survey  
  Data Report

• Indicators of School Crime and Safety, 2010  
  Data Report

• North Central Regional Education Laboratory  
  Need and resource assessment

• Substance Abuse and Mental Health Services Administration 2003  
  Pathways to Effective Programs and Positive Outcomes

  Needs assessment and planning

• Prevention First  
  Planning tool

• Office of Juvenile Justice And Delinquency Prevention  
  Policy brief

• School Mental Health Project; Mental Health In Schools  
  Planning and tools

• The Strategic Prevention Framework  
  Planning model


• Youth Risk Behavior Surveillance System  
  Data Report

• Youth Violence Prevention
UNIVERSAL STRATEGIES – POLICIES, PROGRAMS, STAFF DEVELOPMENT
(Go back to page 22)

• Adolescent substance abuse and school policy


• Best Practices Registry for Suicide Prevention

• California Student Assistance Program
  Bulletins for SAPs

• Centre For Adolescent Health, Murdoch Children’s Research Institute

• Center for the Study and Prevention of Violence, Blueprints for Violence Prevention
  Information on model programs in its “Blueprints” section

• Creating Schoolwide Prevention and Intervention Strategies
  Information and resources that support comprehensive safe school planning efforts

• Cyber Bullying: Prevention Curriculum for Grades 3-5 and 6-12, Hazelden
  (Curricula and CD-ROMS), 2009 (Available in the Prevention First library)

• Cyber Safety, Cyber Ethics and Cyber Security, DVDs (21 minutes each),
  (Available in the Prevention First library)

• Early Warning, Timely Response: A Guide to Safe Schools
  Research-based practices for prevention, intervention and crisis response plans

• Find Youth Info
  Information, strategies, tools and resources for youth, families, schools and community organizations

• Substance Abuse and Mental Health Services Administration (2007)
  Help Is Down The Hall: A Handbook for Student Assistance
  (Available in the Prevention First Library)

• Illinois Association Of Student Assistance Professionals
  Resources for Illinois SAPs

• Improving Prevention Effectiveness; Book on effective drug prevention practices
  (Available in the Prevention First library)

• In the Know: Social Aggression, 17 minutes, grades 7-12, 2008
  (Available in the Prevention First library)
• NIDA Info Facts: High School and Youth Trends Data report

• NIDA Teaching Packets

• Nova Scotia Department of Public Health
  When Drugs Come to School: A Resource Manual for Student Substance Use and School-Based Policy Development

• NREPP SAMHSA’s National Registry of Evidence-Based Programs and Practices

• Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice, Model Programs Guide
  Searchable database of evidence-based programs

• Preventing Youth Access to Tobacco

• Science-Based Prevention Programs and Principles, 2002

• Selecting and Identifying Evidence-Based Interventions
  Prevention products to supplement evidence-based programming

• Social-Emotional Learning Standards


• The Brain: Understanding Neurobiology through the Study of Addiction

• The Collaborative for Social and Emotional Learning
  Strengthening social emotional skills

• The Everything Parent’s Guide to Dealing with Bullies, Deborah, Carpenter. Adams Media Corp. 2009 (Available in the Prevention First library)

• The Internet and You: Staying Safe, DVD and Curriculum
  (Available in the Prevention First library)
• The Promising Practices Network
  Effective programs and practices

• The Student Assistance Center. Edwards, S. W., Gwozdz, K. and Meggie, M. The Solution Tree, Bloomington, Ind. 2006. Book on organizing a school-based Student Assistance Center

• Think Before You Click: Playing It Safe Online, DVD and curriculum
  *(Available in the Prevention First library)*

• Too Smart to Start
  Programs and strategies, downloadable materials, interactive games and exercises, and other resources

• United States Department of Education
  Exemplary and Promising Safe, Disciplined and Drug-Free Schools Programs

• University of Wisconsin: Evidence-based programs – What Works

**SELECTIVE STRATEGIES** *(Go back to page 24)*

• Creating positive support groups for at-risk children: Ten complete curriculums for the most common problems among elementary students, grades 1-8
  Author Dennison, Susan T. *(Available in the Prevention First Library)*

• Conducting Support Groups for Elementary Children K-6: A Guide for Educators and Other Professionals
  Author Moe, Jerry. *(Available in the Prevention First Library)*

• Conducting Support Groups For Students Affected By Chemical Dependence: A Guide For Educators And Other Professionals
  Author Fleming, Martin. *(Available in the Prevention First Library)*


• Substance Abuse and Mental Health Services Administration (2007)
  Help Is Down The Hall: A Handbook for Student Assistance
  *(Available in the Prevention First Library)*

• Mutual Support Groups [Video recording]: What Everyone Needs To Know
  Author Torres, Ivette A. *(Available in the Prevention First Library)

• The Student Assistance Center. Edwards, S. W., Gwozdz, K. and Meggie, M. The Solution Tree, Bloomington, IN. 2006. Book on organizing a school-based Student Assistance Center

INDICATED STRATEGIES (Go back to page 28)

• California Student Assistance Program
  Bulletins for SAPs

• Pennsylvania Student Assistance Program
  Resources for Student Assistance Core Teams

• Resource Manual For Intervention And Referral Services For General Education Pupils
  Author Vermiere, Gary L. Program implementation and strategies

• SAP Today [video recording]: Program description and student video
  Author Gerald T. Rogers Productions. (Available in the Prevention First Library)

• Student Assistance: Resources For Troubled Youth
  Resource fact sheets. Author Parlay International.

• Student Assistance Center at Prevention First
  Tools, resources, training information for SAPs

PROGRAM INTEGRATION (Go back to page 38)

• UCLA Mental Health in Schools Center, Moving Beyond the Three Tier Intervention Pyramid Toward a Comprehensive Framework for Student and Learning Supports
  Policy brief

• UCLA Mental Health in Schools Center: Building comprehensive, multifaceted and integrated approaches to address barriers to student learning
  Policy brief

• UCLA Mental Health in Schools Center, Implementing Response to Intervention in Context
  Policy brief
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i Campbell D. E. “Young people do not learn math, reading, or English well if they are intimidated, defensive, and fearful.” *The Work of Abraham Maslow.* Pearson Allyn Bacon Prentice Hall


vii National Association of School Psychologists, position statement on interagency collaboration to support the mental health needs of children and families, retrieved on 7.27.11, www.nasponline.org.

viii United States Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Center for Substance Abuse Prevention. (2007). *Help is Down the Hall by the National Association for Children of Alcoholics.*


xii Ibid


Northwest Regional Education Laboratory, Best practices briefs: parent involvement in schools, No. 30-R, June 2004.
Are you looking for curriculum on social emotional skills, educational support groups or effective drug prevention? Seeking books on behavioral interventions and classroom strategies?

We can help.

The Lura Lynn Ryan Prevention Library is a specialized collection devoted to drug abuse prevention and the many related issues such as violence, teen pregnancy, crime and educational failure. Here you'll find thousands of books, videos, curricula and program materials for your professional development, research and program planning. Plus, you can call our librarian for help finding the resources and research you need.

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