INTRODUCTION TO STUDENT ASSISTANCE PROGRAMS (SAP)

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(i) Customizing Student Assistance Programs

(i) One-student family-at-a-time Component (BRRIIM)

OBJECTIVES TODAY

1. **Basics of Student Assistance Programs**

2. **Designing an SAP**
   - **Function – Form - Findings**

3. **Resources**

PERFORMANCE IN THE WORKPLACE

Employee Assistance (EAP)

Student Assistance (SAP)

SAP IS SOMETIMES THE FIRST…

DEFINITION OF SAP

- "A Student Assistance Program is a comprehensive school-based program for students (K-12) designed to identify issues which prevent students from learning and being successful in school.

- SAP provide education, prevention, early identification, intervention, referral and support groups."

  - *Help is Down the Hall: A Handbook on Student Assistance.*
    http://www.nacoa.org/studenta.htm

6

WHAT IS A STUDENT ASSISTANCE PROGRAM?

"A Student Assistance Program is a school based **comprehensive prevention** and intervention program for students in Kindergarten through grade 12 characterized by a team approach. This professional, **systematic process** is designed to provide education, prevention, early identification, intervention, referral and support services for students exhibiting risk behaviors which are interfering with their education."
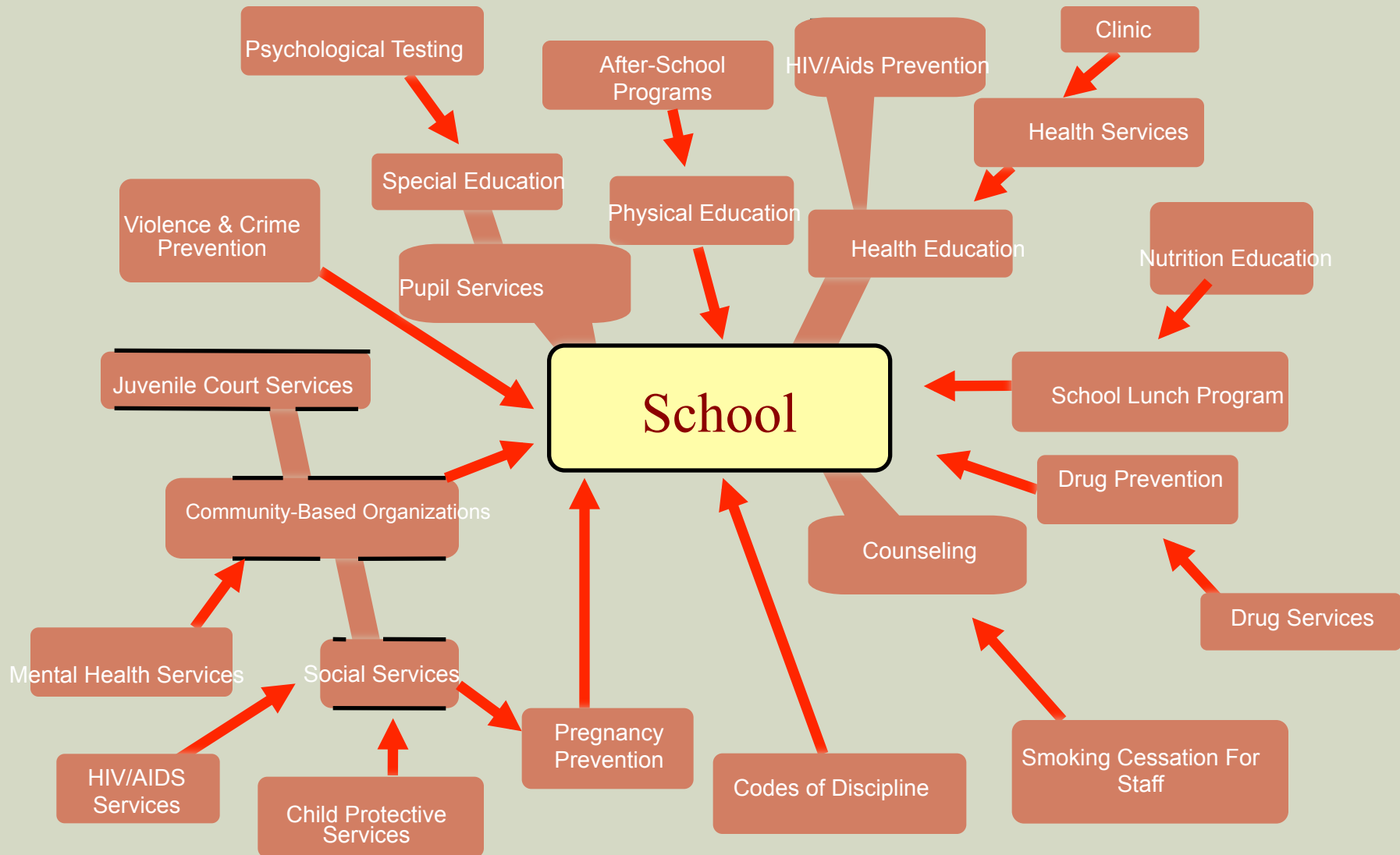
National Student Assistance Association

STOP THE TRAIN

I want to get on!

Fragmented and Marginalized Programs/Services

Psychological Testing

After-School Programs

HIV/Aids Prevention

Clinic

Health Services

Special Education

Physical Education

Violence & Crime Prevention

Pupil Services

Health Education

Nutrition Education

Juvenile Court Services

School

School Lunch Program

Community-Based Organizations

Drug Prevention

Counseling

Mental Health Services

Social Services

Drug Services

HIV/AIDS Services

Child Protective Services

Pregnancy Prevention

Codes of Discipline

Smoking Cessation For Staff

9

IN LOCO PARENTIS

SOMETIMES SUPPORT IS INVISIBLE

NOTHING

SAP BEST PRACTICES

- School Board Policy & Procedures
- Staff Development
- Program Awareness (Accessible)
- Internal Referral Process
- Problem Solving Team & Case Management
- Evaluation
- Educational Student Support Groups
- Cooperation & Collaboration with Community Agencies and Resources
- Integration with other school components

(National Student Assistance Association—based on work of Fertman)

12

HOW ARE STUDENTS IDENTIFIED AND REFERRED TO THE SAP?

- Teacher Referral   41%
- Self-Referral   29%
- Counselor Referral   23%
- Parent Referral   7%

Source: High Rate Underage Users Workgroup SAP Survey, Community Prevention Initiative, Joel Phillips

WHAT ISSUES DO CALIFORNIA HIGH SCHOOL SAPS ADDRESS?

- Alcohol and Other Drug Use (92%)
- Mental Health Issues (92%)
- Academic Performance (92%)
- Violence/Bullying (89%)
- Attendance (86%)

Source: High Rate Underage Users Workgroup SAP Survey

WHAT SERVICES DO HS SAP PROVIDE?

- Support Groups/Peer Support (97%)
- AOD Problem Identification and Referral (94%)
- School Counselor Consultation (85%)
- Prevention Classroom Presentations (83%)
- Also:
  - Peer Mediation, Conflict Resolution
  - Referral to School and Community Resources (AA, NA, Mental Health)
  - Individual Interventions

Source: High Rate Underage Users Workgroup SAP Survey

DOCUMENTED OUTCOMES OF SAPS

- **Well documented outcomes:**
  - Increases in attendance rates
  - Decreases in discipline problems
  - Increases in grade promotion and graduation status
  - Decreases in AOD use
- **More recently supported outcomes**
  - SAP students are linked to behavioral healthcare system at higher rates than reported nationally (Ringel & Sturm, 2001).

16

RESEARCH SAYS...

☐ **Students involved in student assistance programming:**

■ **Increased their attendance by 70 percent**

■ **Improved their promotion or graduation rates by 68 percent**

■ **Decreased their discipline problems by 60 percent**

(Fertman, Helper, Tarasevich, 2003, Retrospective Analysis of the Pennsylvania Student Assistance Program Outcome Data: Implications for Practice and Research-unpublished)

Ppt. Source: **Jo Ann Burkholder**

RESEARCH SAYS...

- Greater gains in math and reading
- Pro-social school and classroom behavior
- Improved attitudes about self, others, and school
- Improved social and emotional skills
- Positive relationships among students, staff and parents
- More respectful and safe school culture/climate

Durlak, Weissberg, Taylor, and Dymnicki (2008)
Osher and Kendziora (2010,)   Ppt. Source: **Jo Ann Burkholder**

SAP DESIGN QUESTIONS

Function

Who or what behavior concerns you?

Form

How can we use the institutional and/or individual strengths to meet the need and connect the resources?

Findings

What indicators will show a change in the school climate at different levels: universal, selected, individual?

PREVENTION FOR ALL, SOME, AND ONE STUDENT/FAMILY AT A TIME
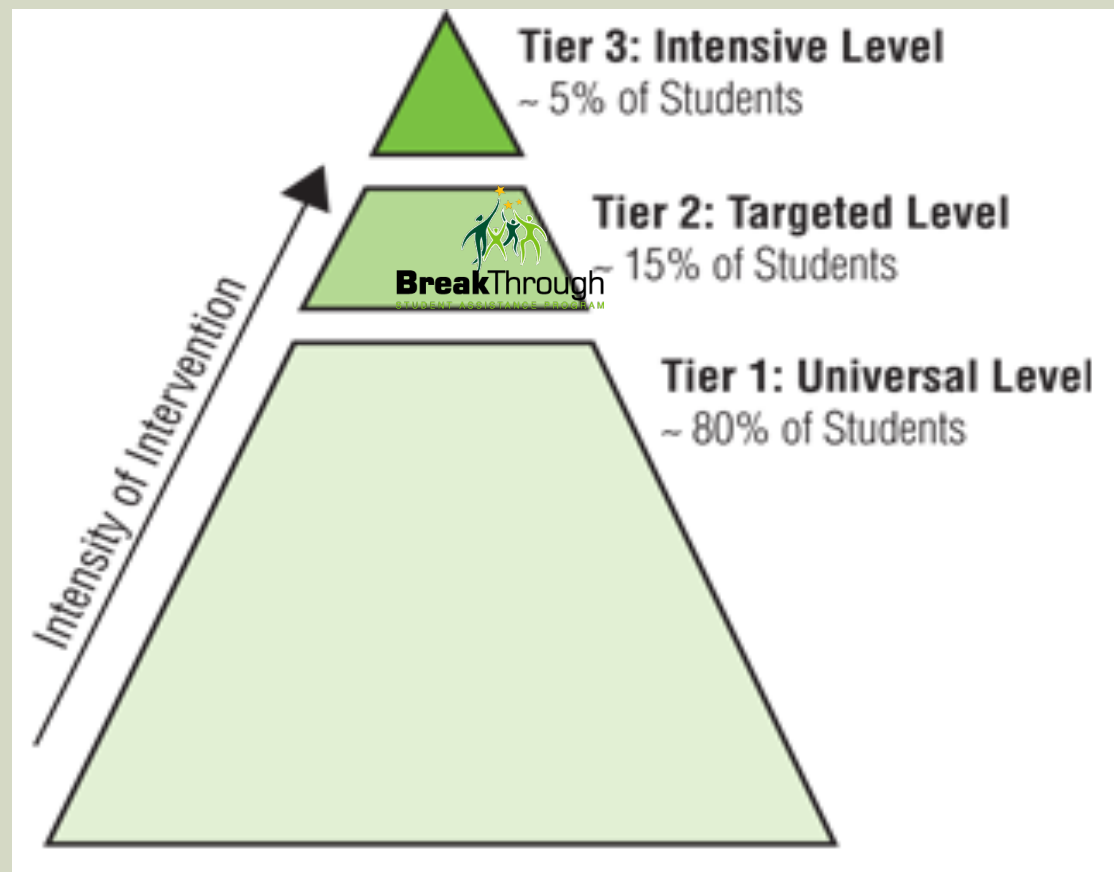
FUNCTION QUESTIONS

Q: Who or What behaviors are you worried about?

Q: What do we know about their risk levels?
- ✓ Universal
- ✓ Selected
- ✓ Indicated

RESPONSE TO INTERVENTION PYRAMID

Tier 3: Intensive Level
~ 5% of Students

Tier 2: Targeted Level
~ 15% of Students

Tier 1: Universal Level
~ 80% of Students

Intensity of Intervention

BreakThrough
STUDENT ASSISTANCE PROGRAM

INSTITUTE OF MEDICINE (IOM) RECOMMENDS 3 TARGETED CATEGORIES PREVENTION POPULATIONS

- **Universal**
  - The general public or a segment of the entire population with average probability of developing a disorder, risk or condition
- **Selected**
  - Specific sub-populations whose risk of a problem is significantly higher than average, based solely on membership in the sub-population
- **Indicated**
  - Identified individuals who have minimal, but detectable signs or symptoms

IOM AND SAP COMPONENTS
CONTINUUM OF SERVICES = COMPREHENSIVE SAP

- **Intensive**
  - Internal Referral Process and Services
  - Individualized Family Conferences and Family Action Planning
  - Suicide Prevention and Intervention

- **Targeted**
  - Educational Student Support Groups
  - Parenting Workshops
  - Support Groups

- **Universal**
  - School Board Policy
  - Staff Development
  - Prevention Lessons
  - Integration with Other School-based Programs
  - Cooperation and Collaboration Communitywide
  - Classroom Curriculum and School-wide Events
  - Crisis Team Response

FORM QUESTIONS

- **Referral:** how do you know where to find or recruit students to participate?

- **Strategy:** which Evidence-based prevention strategy reduces the risks and increases the protective factors?

- **Setting:** where can you provide the service so the strategy is effective and efficient?

- **Staffing:** who has the credential, skills, or talent ?

- **Partnerships:** what internal and external partners want the same outcomes?

CA DISTRICTS LOSE $24,518,5550

Average Daily Attendance = $25
Average AODV suspension =   3 days or $75
Total ADA loss due to AODV = $24,518,550

- CA total number of Suspensions: 757,045
- CA AODV-related Suspensions: 326,914
- CA AODV Percentage   43%

- CA Total Expulsions: 21,039
- CA AODV-related Expulsions: 17,422
- CA AODV Percentage: 83%

Source: CDE Dataquest 2009/2010

RC DISTRICTS LOSES $1,878,150

Average Daily Attendance = $25
Average AODV suspension =   3 days or $75
Total ADA loss due to AODV Suspensions= $1,878,150

- RC total number of Suspensions: 54,266
- RC AODV-related Suspensions: 25,042
- RC AODV Percentage   46%

- RC Total Expulsions: 2,167
- RC AODV-related Expulsions: 1,808
- RC AODV Percentage: 83%

Source: CDE Dataquest 2009/2010

Individuals at high risk need Indicated Prevention

BRRIIM

Prevention for one student/family at-a-time

Brief Risk Reduction Interview and Intervention Model

THREE-STAGE BRRIIM PROCESS

1. **Engage:**

   Greeting/welcoming to setting, goals; begin questions to surface strengths, resources, and needs

2. **Explore and Energize:**

   Individual time to talk about difficult areas

3. **Enlist and Extend:**

   Creating a Prevention Agreement

ONE PERSON AT A TIME

- **Prevention Service Agreement or Plan "A"**

- **Personalized**

- **Strength-based**

- **Education**

- **Linkages**

- **Coaching**

SCIENCE TO PRACTICE

- Motivational Interviewing (MI)

- Stages of Change

- Asset Development

- Screening and Brief Intervention (SBI)

- CSAP Strategy: Problem Identification and Referral combined with Education

- Indicated Prevention (Institute of Medicine or IOM)

CASE STUDY SUMMARY: SAP WITH BRRIIM

FUNCTION:
- Policy mandated AODV suspensions/expulsions
- Accept all referrals
- Any barrier to learning

FORM:
- SAP centralized
- BRRIIM interview
- School Counselors

FINDINGS
- Increased access to prevention
- Increased attendance, academics
- Increased protective factors, reduced risk
- Reduced suspensions
- Funded: general and partnerships

33

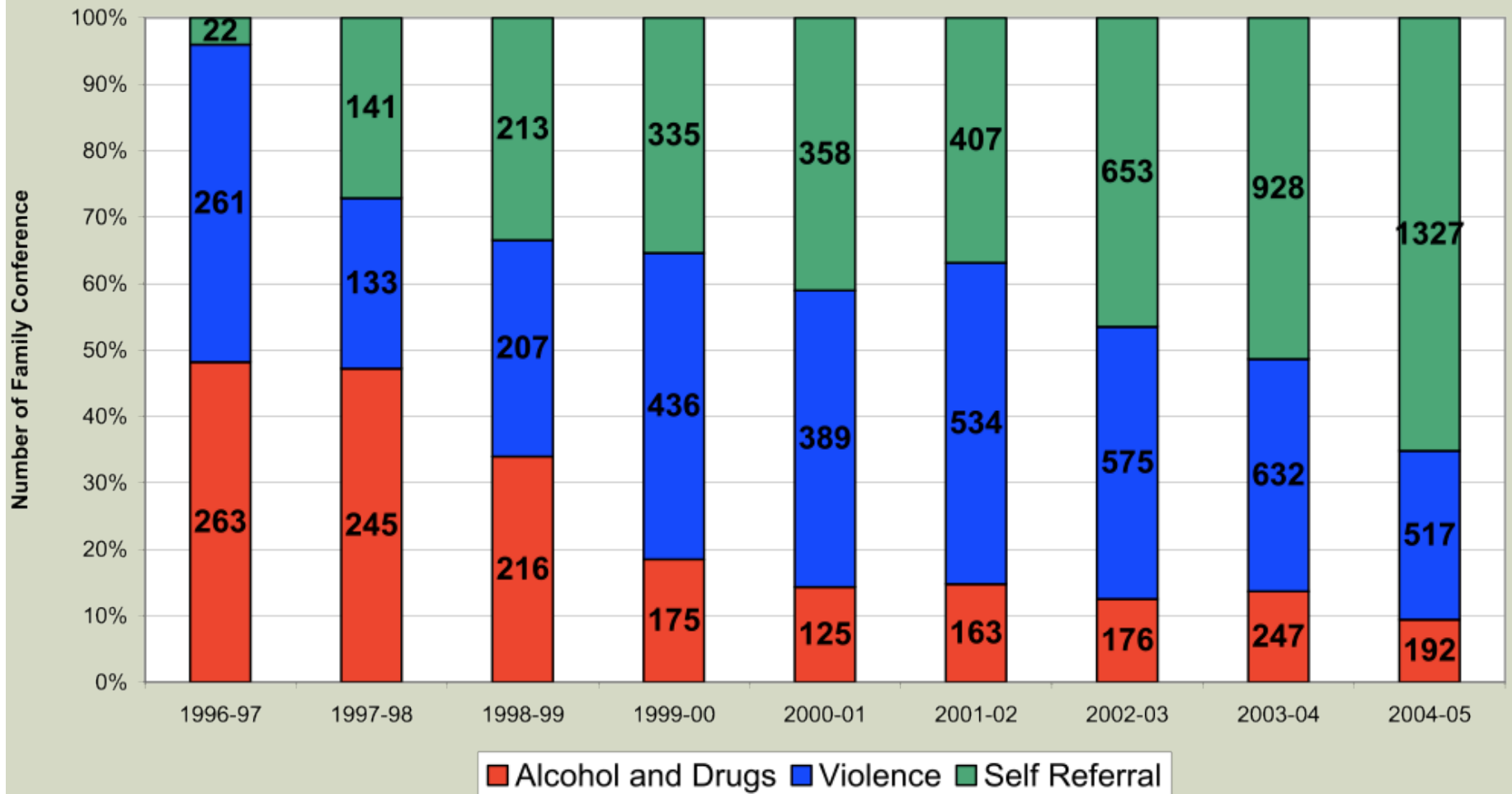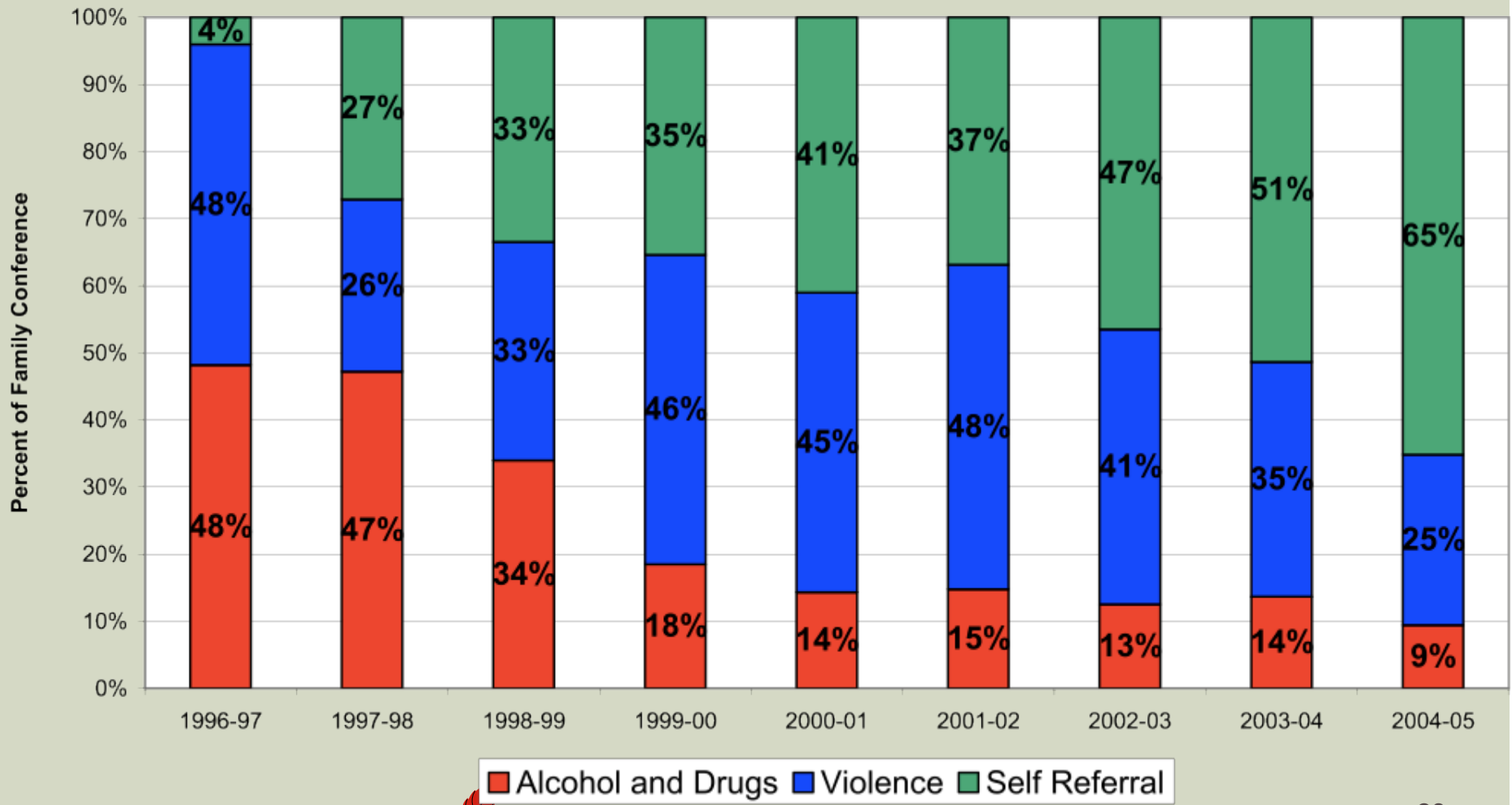# SAP CONNECTS AND COORDINATES NEEDS WITH SERVICES

Needs

Services

Desert Sands Unified School District
Number of Family Conference
1996-2005

Desert Sands Unified School District
Family Conference Distribution
1996-2005

INCREASED PROTECTIVE FACTORS

- better outlook

- motivated to improve

- have support they need

- fewer problems

- used the information

Source for slides 37-39: EvalCorp evaluation of BRRIIM implementation for Individual Prevention Services in Riverside County. NASADAD Exemplary Award, 2012

WHAT FOCUS GROUPS SAID

- "I learned more information on what could happen and how to prevent it."

- "It **made me think different** about everything in my life at that point. I had more confidence and felt supported to do something better."

- "The plan lets you know that **someone has faith in you** and makes you want to follow through."

- "Now I have the ability to expand my decisions...I mean making tons of decisions, not one."

- "The encouragement and knowing that you are dealing with a good person who genuinely cares."

- "I **felt welcomed back** even after the last session."

38

EVALUATION OUTCOMES TO DATE

Increased Readiness to Change

- Alcohol 81%
- Marijuana 86%
- Related Behaviors 88%

Decreased Use

- Alcohol Use 77%

- Drug Use
  - 88%

FINDINGS: INCREASES AND DECREASES

- **Which risk factors have you decreased?**

- **Which protective factors have you increased?**

PROMISING PARTNERSHIPS

Internal Partnerships
- ✓ Friends, peers, team mates
- ✓ Parents, Guardians, Foster Care,
- ✓ ESL teachers
- ✓ Coaches
- ✓ Extra Curricular
- ✓ Community-based sports and activities
- ✓ Pre-school

System Partnerships
- ✓ Mental Health
- ✓ Healthcare Reform
- ✓ AOD offices
- ✓ PEI, MHSA
- ✓ Categorical
- ✓ First Five

41

DATA

Goals

Strategies

Outcomes

RELATIONSHIPS

last longer than the money

MATCH TALENT TO TASK

SLOW DOWN... TO GO FAST

Do we really want our students
to expect no support
at their schools?

SAP
BUILDS
SUPPORT
WHERE
THE
PRESSURE
IS.

RESOURCES AND THANKS

Customize your SAP and include a One student/ family at a time BRRIIM component:

Redleaf Resources, 760.320.5974 or
janryanprevention@mac.com

Promising Partnerships:
- ✓ County Prevention Coordinator within the Dept. of Mental Health or Behavioral Health Services.
- ✓ Mental Health Services Act, Prevention and Early Intervention
- ✓ District Attorney's, Community-based Organizations