Traditional Education Model

Instruction

Governance
Riley: 8th grade – self referred to SAP

- Incarcerated father,
- Mother deceased,
- Lives with 23 year old sister that doesn’t want her there,
- Riley reads at grade level,
- Math skills are above grade level,
- Riley often does not have money for lunch, has not had breakfast, doesn’t know where lunch card is,
- Is often distracted in class,
- States she feels alone most of the time,
- Does not interact well with other girls,
- Spends a lot of time in independent reading,
- Often dresses inappropriately for school,
- States that her boyfriend is 18 and out of school, jealous and sometimes scares her when he is smoking weed. She is afraid he will stop wanting to spend time with her and then she would be alone again,
- Wants a lot of adult attention,
- Difficulty identifying emotions
- Possible older sister gang affiliation
Traditional Education Model

Support

Additional 3rd Component Model*

Instruction

Governance

*Based on Information from The Center for Mental Health in Schools at UCLA
Student Assistance Programs (SAPs) Provide:

A comprehensive school-based framework for the delivery of K-12 prevention, identification, intervention and support services.

SAP Much like Community Schools are collaborative efforts among students, parents, schools and community resources.
Focus of Student Assistance Programs

Reduce barriers to learning including:

- Mental health issues
- Substance use issues
- Basic life supplies
- Relationship issues
- Academic problems
- Attendance problems
- Stress
- Family issues
- Health needs
- Teen pregnancy
- Conflict problems
- Violence including bullying, dating relationships, and overall school violence issues
SAPs Reduce Barriers to Learning in order to Increase School and Life Success

SAPs Assist:

Students to achieve academic and social success by

- promoting healthy development,
- building resiliency,
- reducing barriers to learning and
- developing strengths.
Student Assistance Programs that have been in existence for ten plus years say the greatest benefit of SAP is...

- Creatively Collaborating to intervene to reduce barriers to learning by:
  - Setting up prevention and wellness programs
  - Empowering staff in identification and intervention for barriers to learning
  - Creating an early identification and intervention system
  - Allowing staff to feel a sense of ownership in helping students succeed
  - Developing support systems
STUDENT ASSISTANCE IS A BRIDGE

<table>
<thead>
<tr>
<th>Prevention</th>
<th>Identification</th>
<th>Early Intervention</th>
<th>Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policies, procedures, programs, strategies that impact all students.</td>
<td>Empowering Staff to be Good Eyes and Ears in looking for indicators that kids are struggling with non-academic barriers to learning.</td>
<td>Developing policies, procedures, programs and strategies with school staff to help students develop skills to deal with life issues impacting their ability to be fully focused in the academic environment.</td>
<td>Developing systems of support to reinforce the gains made in treatment or other community services enabling students to be successful in school and in life.</td>
</tr>
</tbody>
</table>

For Students & Families from the school to getting help from community partners.

Schools

Community Services
Student Assistance strategies fall into three categories:

- **Universal** – impacting all students
- **Selected** – groups of students identified as having common risk factors
- **Indicated** – students who show signs of academic, behavior, attendance, and or health problems
Universal Population

Efforts focused on all students.
Preventive in nature.

- Policies, procedures, programs, strategies that impact all students
- System change improving school climate / learning environment.
- Staff empowerment and training to support students who are struggling with non-academic barriers to learning.
Selected Population

Selected group of students with common characteristics (risk factors)

• grief and loss
• students with changing families
• military connected students
• pregnant teens
• students with relationship issues
• students with ATOD policy violations

• educational support groups
• after school programs
• tutoring groups, etc.
Indicated Population

Individual student demonstrating identifiable characteristics: behavior, academics, health, and attendance

- school-based resources such as the social worker, school nurse
- behavior contracts
- opportunities for service
- recognition for skills and competency
- connecting with community resources already provided within the community school and elsewhere when indicated
SAP Strengthens the Connections Between the School and Parents / Families

Engage parents in the Student Assistance process.

Connects families with appropriate internal and community resources in the least restrictive manner.

Facilitates communication between parents, students, school and community resources.
Defining The Role of School and Community Agencies

Prevention & Education

Role of School Personnel

Identification  Intervention  Support  Diagnosis  Treatment

Role of Community Agencies
Student Assistance Programs are beneficial to more than just students. Schools reported the following as a result of their SAP:

- 78% improved staff morale
- 77% improved school climate
- 85% improved identifying at-risk students
Study outcomes show that: SAP increases access to behavioral health services at a higher rate than is reported nationally. (U.S. Surgeon General, 2001)

Retrospective Analysis of the Pennsylvania SAP Outcome Data: Implications for Practice and Research- November 2003

Research conducted for the National Student Assistance Association and the Center for Substance Abuse Prevention
THE ROLE OF
STUDENT ASSISTANCE
PROGRAMS
IN EDUCATIONAL
SUCCESS
Illinois SAP Data for School Year 2004-2005

- 117,261 students participated in SAP sponsored prevention programs
- 10,140 were identified and received early intervention services
- The data shows 72% of SAP referred students either maintained or improved in the area(s) of concern.
SAP referred students showed

- improved attendance
- decreased discipline problems
- advancement to next grade
- higher graduation status
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