Student Assistance Programs (SAP)

Where Proposition 64 turns potential harm into opportunity

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Objectives – Updates

1. What is SAP doing within Prop. 64?

2. How does the California Department of Education create a “landscape” of prevention?

3. How are California County Prevention Coordinators using Substance Abuse Prevention and Treatment (SAPT) to implement SAP?
What is SAP?

» The California Department of Education (CDE) articulates that the goals of Student Assistance Programs are to reduce students’ behavioral, disciplinary violations, and substance use, and address a wide range of issues that impeded adolescent academic achievement while improving school attendance and academic performance. Refer to CDE for more details http://www.cde.ca.gov/ls/he/at/sap.asp
Why have SAP?

» In 2014-15 school year, there were 39,254 alcohol and other drug suspensions; this represents 9% of all suspensions.

» There were 1,926 illicit drug related expulsions; this represents 33% of all expulsions.

» **Approximate minimum cost in ADA: $981,350**
What does 64 say about SAP?

“60% to the Youth Education, Prevention, Early Intervention and Treatment Account, disbursed to the Department of Health Care Services (DHCS), for programs designed to educate youth about and to prevent substance use disorders, and to prevent harm from substance use. DHCS shall enter into agreements with the Dept. of Public Health and the Dept. of Education to implement and administer these programs. This is an opportunity to create, “Grants to schools to develop and support Student Assistance Programs, designed to prevent and reduce substance use, and improve school retention and performance”.”
California Department of Education

» Surveys: CA Healthy Kids (CHKS) and Youth Risk Behavior Survey (YBRS)
» School Climate Workgroup
» Trauma-informed instruction – Emphasis on Whole Child
» Youth Mental Health First Aid Training
» Foster Youth Changes from direct services to systems integration
» Homeless Youth Education
CDE: Coord. School Health and Safety puts legislation and propositions to work in schools

» Cal Healthy Youth Act –
   — comprehensive sexual health mandate

» Prop. 47 Competitive Grant,
   — no-$ training open to all

» Prop. 56 Tobacco Prevention expansion

» And...Prop. 64
• What is the Murrieta Valley USD Breakthrough Student Assistance Program?
• Breakthrough SAP is a powerful resource to integrate into the educational community.
• With the involvement of ALL staff and volunteers, research has shown that behavioral problems and fights are reduced, attendance is enhanced, grades and test scores improve, and fewer students drop out.
Goals of Breakthrough

• To allow students across the school system access to resources and early intervention to promote the capacity of every student to learn and grow.
Goals of Breakthrough

• For many students failure in an academic setting has nothing to do with a lack of skills, intellectual capacity, teacher competency, or school environment.

• Rather... emotional turmoil, drug or alcohol abuse, living w/ a drug or alcohol dependent parent, and other problems interfere with students’ ability to learn.
Inside the Numbers

• Research has shown that about ~11% of children live with a parent who is in need of treatment for drugs or alcohol dependency.
• Alcohol and drug abusing parents are 3x more likely to abuse their children and 4x more likely to neglect them.
Inside the Numbers

• ~25% of 7th graders and 21% of 9th grade students have been in a physical fight one or more times within the past 12 months.

• ~33% of high school students report that they have been so sad and hopeless almost every day for two weeks that they stopped doing some usual activities.
• Breakthrough is designed to provide education, prevention, early identification, intervention, referral, and support groups for students who are at risk.
IOM and SAP Components
Continuum of Services = Comprehensive SAP

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

• **Selected**
  – Educational Student Support Groups
  – Parenting Workshops

• **Indicated**
  – Internal Referral Process and Services
  – Individualized Family Conferences and Family Action Planning
  – Suicide Prevention and Intervention
education
What does Breakthrough look like?

• Breakthrough is designed as a TEAM approach that involves administration, school personnel, and strong community involvement – all are crucial.

• 100% Access: any student/guardian from any school can request support directly or through the site School Counselor.
Marketing

• How do we market Breakthrough?
  – School web page
  – Class presentations
  – Fliers/ Brochures
  – Lunch time activities
  – Behavioral Health classes
  – Community Service organizations
Problem ID and Referral

• How do we identify students with possible concerns?
  – Students who violate a school policy
  – Surveys that identify a student as being at-risk
  – When staff worry about their students:
    • notices abnormal behaviors or trends
    • excessive absences
    • signs of drug or alcohol use
    • poor hygiene
    • excessive fatigue/sleepiness
Strength ID and Referral

• What about students with identified strengths?
  – Not living up to their own or others expectations
  – Vulnerable populations: performing and pressured but ...
  – When students worry about their peers:
    • Family, friend, or any relationship conflicts
    • Signs of drug or alcohol use, eating disorders
    • Major stress, change, sadness, depression, suicide or isolation from friends, resources
    • excessive fatigue/sleepiness
What Now?

• From there, a referral can be put in to a Breakthrough staff and a Family Conference can be held.
Family Conference
Brief Risk Reduction Interview and Intervention Model (BRRIIM)

A structured, three-stage interview designed to engage and motivate the student and family to use their STRENGTHS and resources to create the prevention plan that will work for the student.

• A team member meets with the family - individual student and parent/guardian to identify strengths, resources, needs, and priorities so together they can make informed suggestions and linkages to services.
“Slowing down to go fast”

90 Minute Family Conference: 3 Stages

1. Welcome to student/family with one staff
2. Student alone; guardian completes Asset Development List of Strengths
3. Family Action Plan “A” together with encouragement to return for “Plan B” whenever needed; bring in other staff for introductions or expertise

Follow Up Options built into plan: phone, at school site, home
Family Conference

• Students may then be referred to support groups
  – Support Groups
    • Drug/Alcohol Prevention
    • Anger Management
    • Smoking Cessation
    • Grief
    • Stress
Example

• A student who recently lost a family member:
  – Staff might observe behaviors such as:
    • A drop in grades
    • Attendance
    • Behavior
    • Tobacco, alcohol, or other suspicions of drug use
Example

- From there a staff member can make a referral to the site Breakthrough counselor.
Groups in the School Setting

• Newcomers Group
  – Helps students new to the school deal with stress of moving to a new school.

• Senior Groups
  – Helps seniors deal with the pressure of graduation and transitioning into a new phase of their lives.
Groups in the School Setting

• Alcohol and Other Drug Education Groups
  – For students who engage in high-risk behaviors that put them at risk for becoming abusers.

• Siblings Group
  – For students who have alcohol or other drug abusing siblings.

• Non-User Group
  – For students who are not users but feel pressured to use by peers or by social norms.
Groups in the School Setting

• COSAP Group
  – For students who have A.O.D. abusing parents.

• Parents, Peers, Partying Group
  – For students who perceive their primary problem as their relationship with their parents but don’t see their A.O.D. use as a problem.

• Abuser Group
  – For students who are abusing A.O.D.
Groups in the School Setting

• Abuser/COSAP Groups
  – For those students who abuse A.T.O.D. and have A.T.O.D. abusing parents.

• Recovery Group
  – For students who have already been in treatment and recognize that they have a A.T.O.D problem.
Indicated Prevention before Tx

BRIIM used in both county clinics and school districts.

**County Clinics**
- Co-located with Tx. = serves regions of county
- Serves all ages
- Share same process
- Refers to assessment
- Providers: BHS III
- CalOMS Prevention ready and implemented
- No cost access to anyone

**School Districts**
- Central location = Equal Access for Every Student
- Can serve Pre K-12
- Share same process
- Refers to assessment
- Provider Team: School staff + BHSIII + CBO
- CalOMS Prevention Ready, but not used
- No cost access to youth/guardians
## Referral Sources

### County Clinics
- Self-referral
- Clinic Tx. Staff referral
- Schools
- Family Law
- Probation (non Prop 36)
- Juvenile Probation
- Senior Programs
- Parenting Programs
- Dept. of Social Services
- Employer

### School Districts
- Self-referral
- Concerned school staff, parents, peers, coaches
- Suspended students
- Gifted and Talented Programs
- Student Study Team
- School Attendance Review Board and similar programs
- Parenting Programs
- Juvenile Probation
- Child Protective Services
- County programs including ATOD Tx. wanting support for children of clients in treatment
Funding Sources

**County Clinics**
- Substance Abuse Prevention and Treatment (SAPT)
- Admin costs from SDFSC Competitive Grant
- Prevention Education Trust, SB 920 and 921

**School Districts**
- General funds
- SDFSC Competitive Grant from ADP
- AB 1802 Counseling Funds
- Federal Elementary School Counseling Grant
Numbers Served

**County Clinics: 2007**
- 3 regions; 6 clinic location with 1 staff per clinic except two who share
- 603 BRRIIM Interviews
- 279 Prevention Agreements (46%)
  - Total contacts: 642
  - Hours of service: 843
  - Average duration of each service: 1.9 hours
- Referrals to Assessment: 324 (54%)

**School District(s)**
- 06/07: 80 (.5 staff)
- 07/08: 160 (1.5 staff)
- 08/09: 184 (4 staff)
  YTD
County Prevention Coordinators Use SAP with Schools

Grade Level Focus
Secondary = 66%
County Prevention Coordinators Use SAP with Schools

Institute of Medicine Populations Served

- 36% Indicated: higher risk
- 32% Selected: vulnerable
- 32% Universal: all the targeted population
County Prevention Coordinators Use SAP with Schools

Referral Sources

- LGBTQ Youth issues
- Any barrier to learning
- Attendance
- Violence/Bullying
- Academic Performance
- Mental Health Issues
- Alcohol and Other Drug Use

The chart shows the percentage of referrals for various issues, with Mental Health Issues and Alcohol and Other Drug Use being the most referred issues.
County Prevention Coordinators Use SAP with Schools

**Kinds of SAP Support Services**

- Individualized family interventions
- Individual Student Interventions
- Referral to School and Community
- Peer Mediation and/or Conflict
- Prevention Classroom Presentations
- School Counselor Consultation
- Alcohol, Tobacco and other Drug
- Support Groups/Peer Support

![Bar chart showing the percentage of each kind of SAP support service used by county prevention coordinators.](chart_image.png)
County Prevention Coordinators Use SAP with Schools

**Funding Sources**

- MediCal funded services
- Donations
- Grants
- District funds, match or in kind
- SB 920 and 921
- MHSA Prevention and Early Intervention
- Substance Abuse Prevention and
1. Leveraging program fidelity,
2. Partnerships with Community-based organizations
3. Policy Mandates
# Reason for Family Conference

<table>
<thead>
<tr>
<th>Reason</th>
<th>% of FC Participants 08–09</th>
<th>% of FC Participants 09–10</th>
</tr>
</thead>
<tbody>
<tr>
<td>AOD use</td>
<td>60%</td>
<td>43%</td>
</tr>
<tr>
<td>Anger/violence</td>
<td>20%</td>
<td>18%</td>
</tr>
<tr>
<td>Academic</td>
<td>14%</td>
<td>7%</td>
</tr>
<tr>
<td>Grief</td>
<td>1%</td>
<td>5%</td>
</tr>
<tr>
<td>Tobacco</td>
<td>5%</td>
<td>1%</td>
</tr>
<tr>
<td>Other (mental health issues)</td>
<td>0%</td>
<td>26%</td>
</tr>
</tbody>
</table>
Impacts on Attendance

- Average attendance rates significantly increased after Family Conference participation

- **2008–2009**
  - Attendance Before Family Conference: 82%
  - Attendance After Family Conference: 88%

- **2009–2010**
  - Attendance Before Family Conference: 82%
  - Attendance After Family Conference: 91%
Students who participated in a Family Conference had a higher year-end GPA on average than those who were referred but did not participate.
Impacts on Discipline

- Average number of discipline incidents significantly decreased after Family Conference participation.

*2009-2010 analysis included only those with one or more discipline incidents before FC, whereas the previous year’s analysis included all FC participants.
Will Prop 64 fund Student Assistance Programs?
Contact Information:

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