

RESOURCES: Student Instructional Support Service

August 2011

STUDENT ASSISTANCE TEAM RESOURCES

Components and Indicators Handbook, 2000

(<http://www.sap.state.pa.us/uploadedfiles/componentsandindicators.pdf>)

[Pennsylvania Student Assistance Program](http://www.sap.state.pa.us) (<http://www.sap.state.pa.us>)

Network for Student Assistance Services, Pennsylvania Departments of Education, Public Welfare, and Health. www.sap.state.pa.us

See the web pages labeled *SAP Team Members* and also *Additional Resources*. This interactive site contains resources and a dynamic on-line database documenting the results of the SAP reporting beginning with the 1996-1997 school year.

<http://www.nacoa.net/studenta.htm>, *January 2007* (<http://www.nacoa.net/studenta.htm>)

National Association for Children of Alcoholics prepared this handbook for the Center for Substance Abuse Prevention (CSAP), Substance Abuse and Mental Health Services Administration (SAMHSA),

This thorough guide provides the framework for student assistances teams, details on roles and procedures and communication tools. The resource includes guidelines for conducting support groups for students. SAP strategies and programs create the infrastructure for sustaining strong prevention and early intervention across the school system, decreasing behavioral, disciplinary and academic stresses that are disruptive and costly to schools and communities.

http://safestate.org/documents/Drugs_SAP_ADA.pdf (<http://cecp.air.org/safetynet/safetynet.htm>)

Research-based strategies aim to educate students with behavioral problems by maximizing resources already present in the community. Researchers, administrators, and students candidly share their stories.

Student Assistance Program Components; Ethical Guidelines and Standards of Practice; Retrospective Analysis of the Pennsylvania Student Assistance Program Outcome Data: Implications for Practice and Research, 2003

National Student Assistance Association (name change in 2003) <http://www.nasap.org/>

"Major findings: students referred through a SAP process are referred and connected to the behavioral health care system at a much higher rate - almost 80% - compared to other traditional means. Furthermore, referred students show positive improvements in attendance, a decrease in discipline problems (measured by additional suspension rates) and positive promotion and graduation status after their SAP referral."

➤ STUDENT SUPPORT SERVICES MODELS and STRATEGIES

Safe and Supportive Schools, (<http://safesupportiveschools.ed.gov/index.php?id=01>)

Safe and Supportive Schools Technical Assistance Center, United States Department of Education Office of Safe and Drug Free Schools

The *Safe and Supportive Schools Technical Assistance Center* provides training and support 11 state 11 grantees as well as all states, schools, teachers, support staff at schools, communities and families; and students. The aim is to improve schools' conditions for learning through measurement and program implementation, so that all students have the opportunity to realize academic success in safe and supportive environments.

http://cecp.air.org/guide/actionguide/Action_Guide.asp by Jenny Smith

Baltimore, MD: Association for Supervision and Curriculum Development (ASCD). 2003. (<http://www.ascd.org/publications/books/103380.aspx>)

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Schools and public health organizations need to collaborate to meet the needs of their communities. This text is a how-to on taking the students into the community and bringing community issues into the classroom. Find the best practices and lessons gleaned from the experiences at schools of ASCD and The Robert Wood Johnson Foundation collaboration. The partnerships yielded incredible benefits for everyone involved.

<http://preventionpathways.samhsa.gov> (<http://www.casel.org/>)

Social – Emotional Learning (SEL) Programs, March 2003, 80 pages. Updated and expanded - available on CDROM Collaborative for Academic, Social, and Emotional Learning (CASEL) and Mid-Atlantic Regional Educational Laboratory, The Laboratory for Student Success (LSS) <http://www.casel.org/>

Social – Emotional Learning teaches the fundamental life skills of recognizing and managing emotions, developing caring and concern for others, establishing positive relationships, making responsible decisions, and handling challenging situations constructively and ethically. These skills allow children to calm themselves when angry, make friends, resolve conflicts respectfully, and make ethical and safe choices. Teaching SEL skills helps create safe, caring learning environments SEL programs are best provided via sequential and developmentally appropriate instruction.

SEL is a concrete concept that is imbedded in a number of evidence-based programs. Illinois was the first state to adopt SEL as a State Education Standard. See the

http://www.isbe.net/ils/social_emotional/standards.htm

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[SAMHSA's Prevention Platform](https://preventionplatform.samhsa.gov/Macro/CSAP/dss_portal/Templates_redesign/start.cfm)

(https://preventionplatform.samhsa.gov/Macro/CSAP/dss_portal/Templates_redesign/start.cfm)

[Foundations of Prevention, An Online Course in the Core Knowledge of Substance Abuse](https://preventionplatform.samhsa.gov/fop/?CFID=1692108&CFTOKEN=6075358)

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SAMHSA (Substance Abuse and Mental Health Services Administration), United States

Department of Health and Human Services

Learn http://download.ncadi.samhsa.gov/prevline/pdfs/FocusOn_Layout_OPT.pdf or www.samhsa.gov

This CASP-SAMHSA resource describes the scientific principles behind the basics of substance abuse prevention. This course covers principles, approaches, and strategies, as well as guidance for planning effective programs and measuring results. Find information related to Policy, enforcement, collaboration, communications, education, early intervention and alternative strategies

[School Connectedness](http://www.cdc.gov/healthyyouth/adolescenthealth/connectedness.htm) (<http://www.cdc.gov/healthyyouth/adolescenthealth/connectedness.htm>)

Centers for Disease Control and Prevention, Healthy Youth

School connectedness—the belief held by students that adults and peers in school care about their learning as well as about them as individuals—is an important protective factor. Young people who feel connected to their school are less likely to engage in many risk behaviors¹, including Tobacco use, alcohol and drug use, violence and gang involvement, early sexual initiation. Students who feel connected to their school are also more likely to have better academic achievement, including higher grades and test scores, have better school attendance, and stay in school longer. The concepts can help schools recognized the needs of students and families in transition, also – military families, homeless families, youth on their own. Besides the report, CDC as 1 page briefs for school administrators, teachers and parents.

[Theory at a Glance: A Guide for Health Promotion Practice](http://www.cancer.gov/cancertopics/cancerlibrary/theory.pdf)

(<http://www.cancer.gov/cancertopics/cancerlibrary/theory.pdf>)

Glanz, Karen and Rimer, Barbara K. , September 2005.

National Cancer Institute, National Institutes of Health, U.S. Department of Health and Human Services.

NIH Publication No. 05-3896. <http://www.cancer.gov/PDF/481f5d53-63df-41bc-bfaf-5aa48ee1da4d/TAAG3.pdf>

The guide is a welcome resource for practitioners seeking a single, concise summary of health behavior theories. Public health researchers use the resource as a quick desk reference and also as a primer for their students. Theory helps to lay out assumptions and hypotheses concerning prevention programs. Debates among policymakers about these programs are often complicated by unspoken assumptions or confusion about which data are relevant. Theory can inform these debates by clarifying key ideas and how they are related.

[Whole Child: Healthy, Safe, Engaged, Supported, Challenged; The Learning Compact Redefined](http://www.wholechildeducation.org/) (<http://www.wholechildeducation.org/>)

Association for Supervision and Curriculum Development (ASCD)

ASCD <http://www.wholechildeducation.org/>

ASCE calls on parents, educators, policymakers and communities to join forces to ensure our children become productive and engaged citizens. A broad definition of achievement and

accountability promotes the development of children who *are healthy, safe, engaged, supported, and challenged.*

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