

**Division of Alcohol and Drug Abuse Programs, Vermont Department of Health
Student Assistance Program**

Best Practices Survey for Student Assistance Programs

Developed by the Association for Student Assistance Professionals and the Vermont Department of Health, Revised: 7/11/01

Program Components

Items are listed on a scale of 1-4, with 4 being the “Best Practice” or model for each component. Please check the box next to the statement that best applies.

Each school must have an educational support system that has an educational support team and provided a range of support and remedial services including instructional and behavioral interventions and accommodations

Clear policies

- 1 - No written statement exists.
- 2 - A policy exists but I am unfamiliar with it.
- 3 – A policy exists and it is used by educational support team to guide their work.
- 4 – The policy exists and clearly defines the purpose and role of the system and its relationship to the goals and mission of the school. The policy is widely known to all staff and is enforced consistently.

Staff training

- 1 - No staff has been identified as needing ATOD training.
- 2 – A few staff have been identified, but have not been sent to an Act 51 training or other formalized training.
- 3 – Sufficient staff has been identified, and are provided with enough time to attend yearly training.
- 4 – All staff continues to update their ATOD training yearly. Training is provided as needed by the SAP.

Educational Support Team - for instructional and behavioral interventions and accommodations

- 1 – No team or procedure exists for referring students.
- 2 – An educational support team exists, but I am not part of it.
- 3 – An educational support team exists, which has been trained in the last three years, and it is used regularly by staff.
- 4 – The educational support team exists and meets weekly to identify and address student concerns. Minutes are kept and follow up is completed on students. The student assistance counselor is part of the team.

Referral process

- 1 – There is no referral process in place. If a student needs help most teachers refer them to their guidance counselor.
- 2 – A formal referral process exists but not all staff or students know how to access it.
- 3 – A team has been trained and follows a referral process. Students are referred regularly.
- 4 – A referral process has been in effect in our school for three years and all staff and students have access to it.

Evaluation/Assessment

- 1 – No evaluation of the program takes place.
- 2- The student assistance counselor records number of students seen.

- 3 – The student assistance counselor keeps track of services provided and reports monthly to school district.
- 4 – The student assistance counselor uses statistical forms in accordance with the Division of Alcohol & Drug Abuse Programs and ASAP of Vermont and is also evaluated by an in-house supervisor and clinical supervisor.

Referral service agreements with treatment providers

- 1 – No service agreements with providers exist in our district.
- 2 – A service agreement exists with an agency.
- 3 – A service agreement exists with an agency and students and families are referred regularly.

Follow-up

- 1 – We do not follow-up on students.
- 2 – We follow-up on referrals as needed.
- 3 – We follow-up on all students and each student has a “case manager” who reports back to the team.
- 4 – All students referred are followed as long as services are needed.

Peer programs – examples: VCAT, VTLSP, OVX, VT SADD

- 1 – We have no peer programs.
- 2 – We offer a peer program for a small group of students.
- 3 – We have several opportunities for peers to be involved in programs.
- 4 – Over 50% of our students are involved in a peer program. We also give academic credit for peer programs.

Community awareness

- 1 – Our school offers no community awareness.
- 2 – Our school district provides one night a year for community awareness.
- 3 – We provide on-going monthly community awareness education groups.
- 4 – Our district or community provides education i.e. seminars, parenting classes, and participates in YRBS or other risk-related surveys on a regularly scheduled basis.

SAP Counselor

- 1 – The SAP is not an apprentice, certified or licensed counselor. The counselor does not work two full days a week, or a minimum of 16 hours in each school.
- 2 – The SAP is in the process of getting apprenticed and works a minimum of two days per week.
- 3 – The student assistance counselor is apprenticed or certified and receives both in-house supervision and clinical supervision weekly.
- 4- The student assistance counselor is fully certified, receives supervision, and is a member of ASAP of Vermont.

Program Materials – Mark all that are being used

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- Tracking Form
 - Monthly Statistical Form

Program Structure – Mark all that are implemented

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- 1 Counselor is based at each school a minimum of 2 days per week
 - Clinical supervision with CADAC – based on counselor credentialing
 - An administrative (in-house) supervisor or designee is identified and meets weekly with the SAP Counselor.

Training – Mark all that the SAP counselor will complete

- School staff annually updates their ATOD training
- Annual Fall ASAP Training
- SAP Counselor is an apprentice, or fully certified
- SAP is a member of the Association of Student Assistance Professionals (dues are \$50 and are collected January 1.)
- Mason's CARE Training