

BOOST: April 2009

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QuickTime™ and a
decompressor
are needed to see this picture.

Slow Down to Go *Fast*:

One to One: Matches the Need to the Service

Participant Outcomes

- Learn about who prevention targets for services using the framework of the Institute of Medicine.
- Understand the one to one meeting process and outcomes; view video
- Discuss the “big dog” theory of school partnerships and how to get to win/win
- Imagine TA on demand: we are a thought away

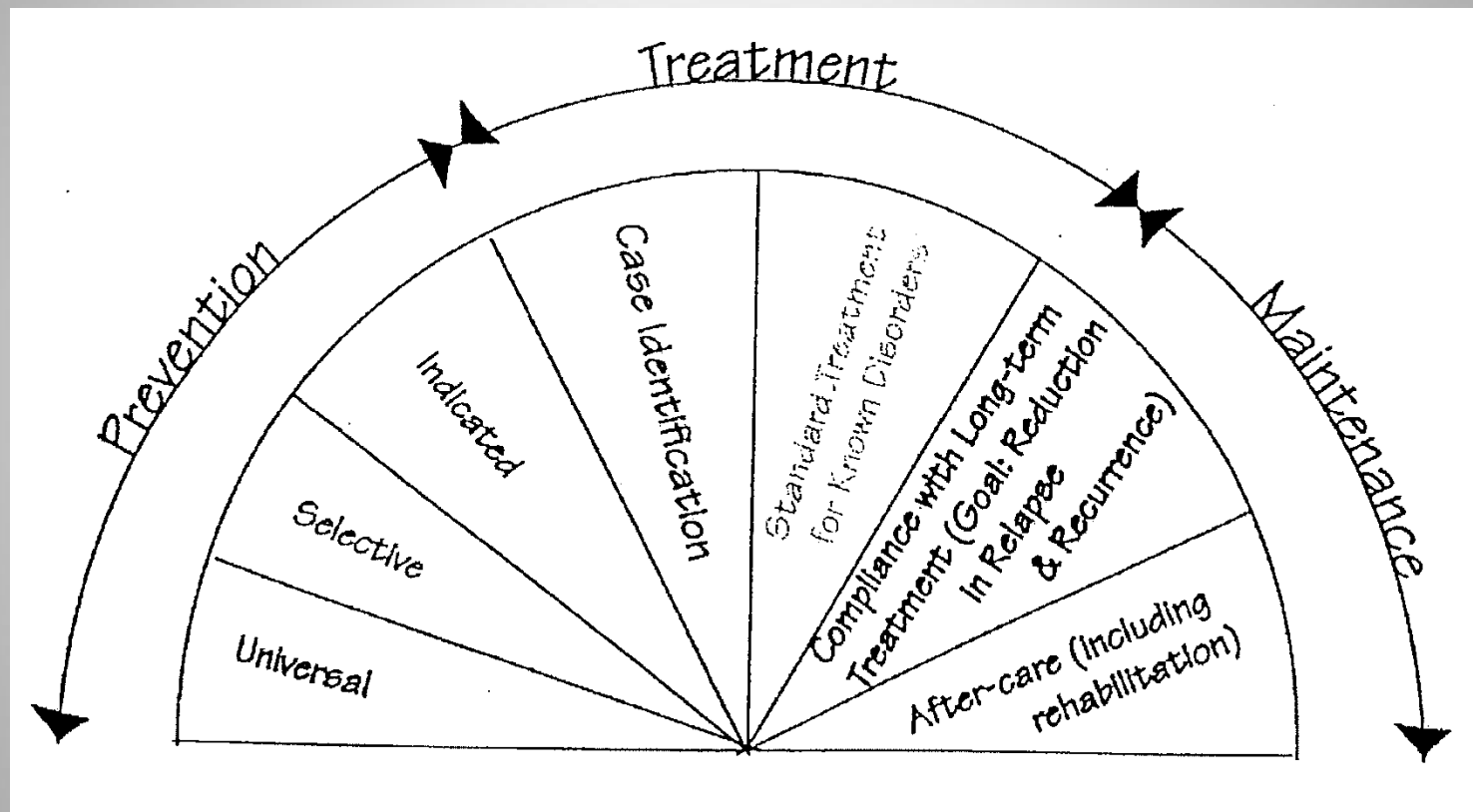
What words come to mind?

QuickTime™ and a
decompressor
are needed to see this picture.

Prevention for all, some, and one student/family at a time



Continuum of Care Protractor



With respect to substance abuse, *prevention can be concretely defined as all services provided prior to a specific diagnosis of abuse or dependence – treatment comes after.*

IOM Prevention Services Populations: Quick Look

Type of Prevention	Definition
Universal	General population
Selected	people who are selected because they have increased risk for developing a problem.
Indicated	people who have some sign or symptom of an impending problem, though not yet to a level that requires treatment.

The Standard 6

CSAP Prevention Strategies

- **1. Information Dissemination**
- **2. Prevention Education**
- **3. Alternative Activities**
- **4. Community-Based Processes**
- **5. Environmental Approaches**
- **6. Problem Identification and Referral**

Center for Substance Abuse Prevention, 1993. Prevention Primer

Underage Binge Drinking

IOM Population	Strategy	Practice/Process
Universal	Information Dissemination	Posters educating youth on definition and impact of binge drinking for males and females
Universal	Environmental	Youth Development through FNL: campaign to discontinue alcohol advertising at local sporting events
Selected	Prevention Education	School-based support groups for Children/Youth impacted by ATOD
Selected	Alternatives	FNL activities before and after sporting events, New Years
Indicated	Problem ID and Referral	Student Assistance Programs Screening/Brief Intervention

“vulnerable populations”

- Homeless youth
- Young offenders
- Foster youth
- School drop-outs
- Regular participants at dance clubs
- Students experiencing academic failure
 - Burkart, G., 2005; Springer, 2006).

Resilience and Assets = School Connectedness

- Caring Relationships – supportive connections with others who serve as pro-social models and support healthy development.
- High Expectations – direct and indirect messages that students can and will succeed.
- Opportunities for Meaningful Involvement relevant, engaging, and interesting activities. including opportunities for responsibility and contribution.

Slow down to go *fast*.





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.



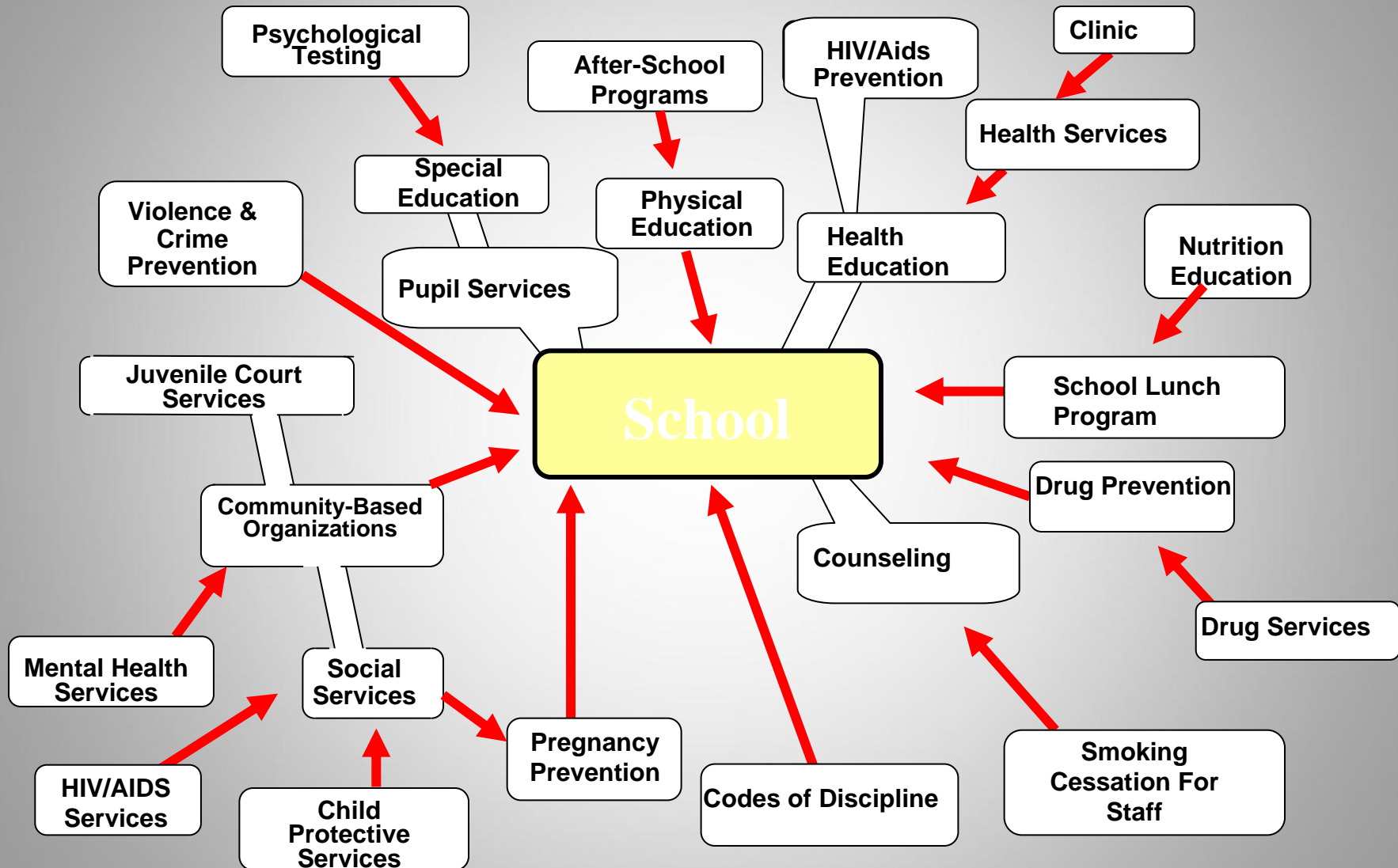
Inside the Numbers

- ~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.





Fragmented and Marginalized Programs/Services



Adapted from: *Health is Academic: A guide to Coordinated School Health Programs* (1998).
 Edited by E. Marx & S.F. Wooley with D. Northrop. New York: Teachers College Press.

SAP = introduction to mental health

**Prevention is an
ambassador for mental
health**

- Welcomes
- Educates
- Links to other services
- Creates expectations



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

SAP is available in many districts

- **Local Educational Agency Plans – Goal 4:**

353 of 1300 indicated that they planned to use a Student Assistance Program as a research based strategy for prevention/intervention in AOD use.

- 423 of 858 LEAs reporting indicated that they had a “systematic program of identification and intervention with students showing signs of problems with substances and/or violence.”

Source: Safe and Healthy Kids Annual Report 2004-05

Indicated Prevention for individuals

Prevention

the

size

of

one





Family Conference

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 individual student/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

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 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

Family Conference = engagement to create full partners

Needs

Of school,
community

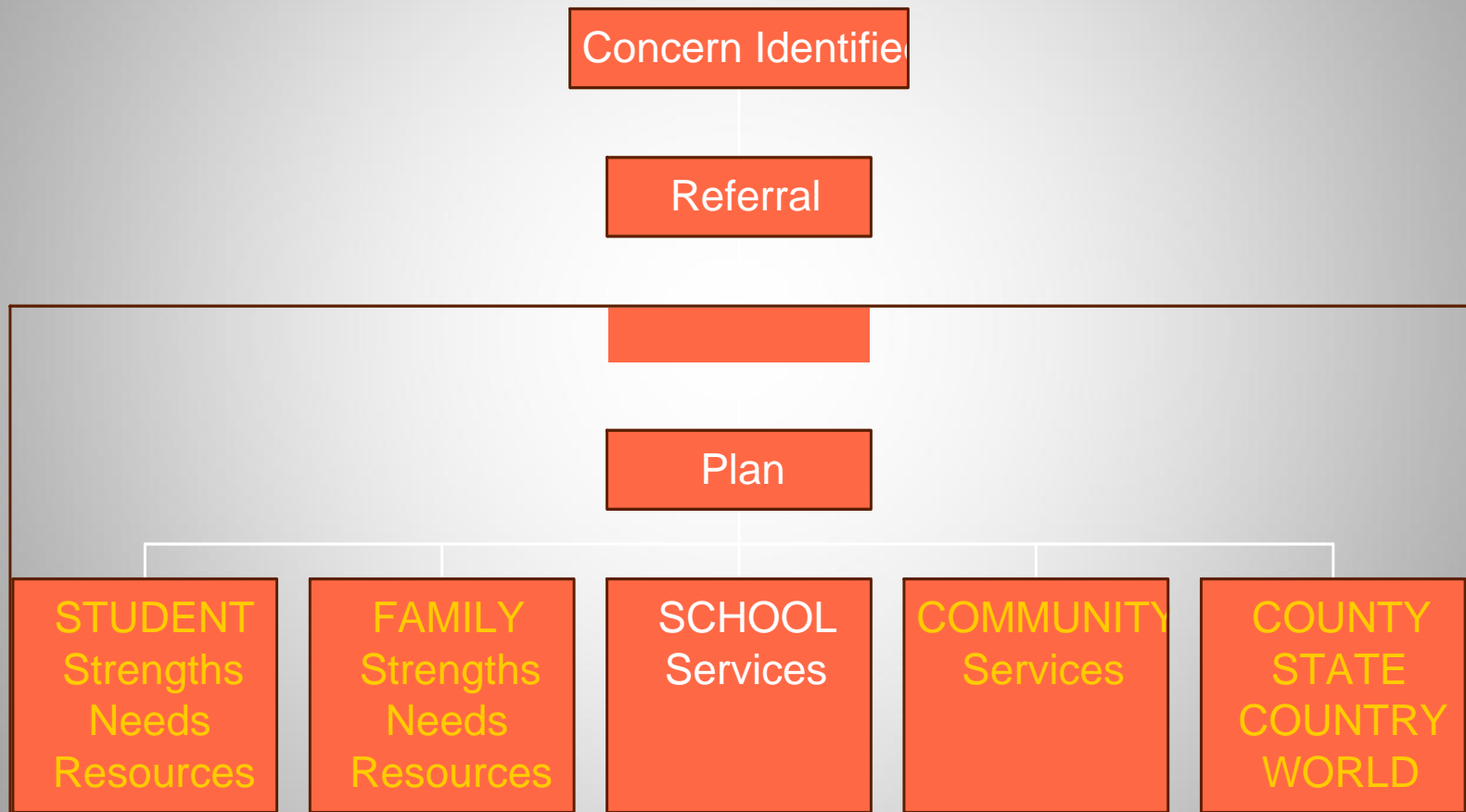


Services

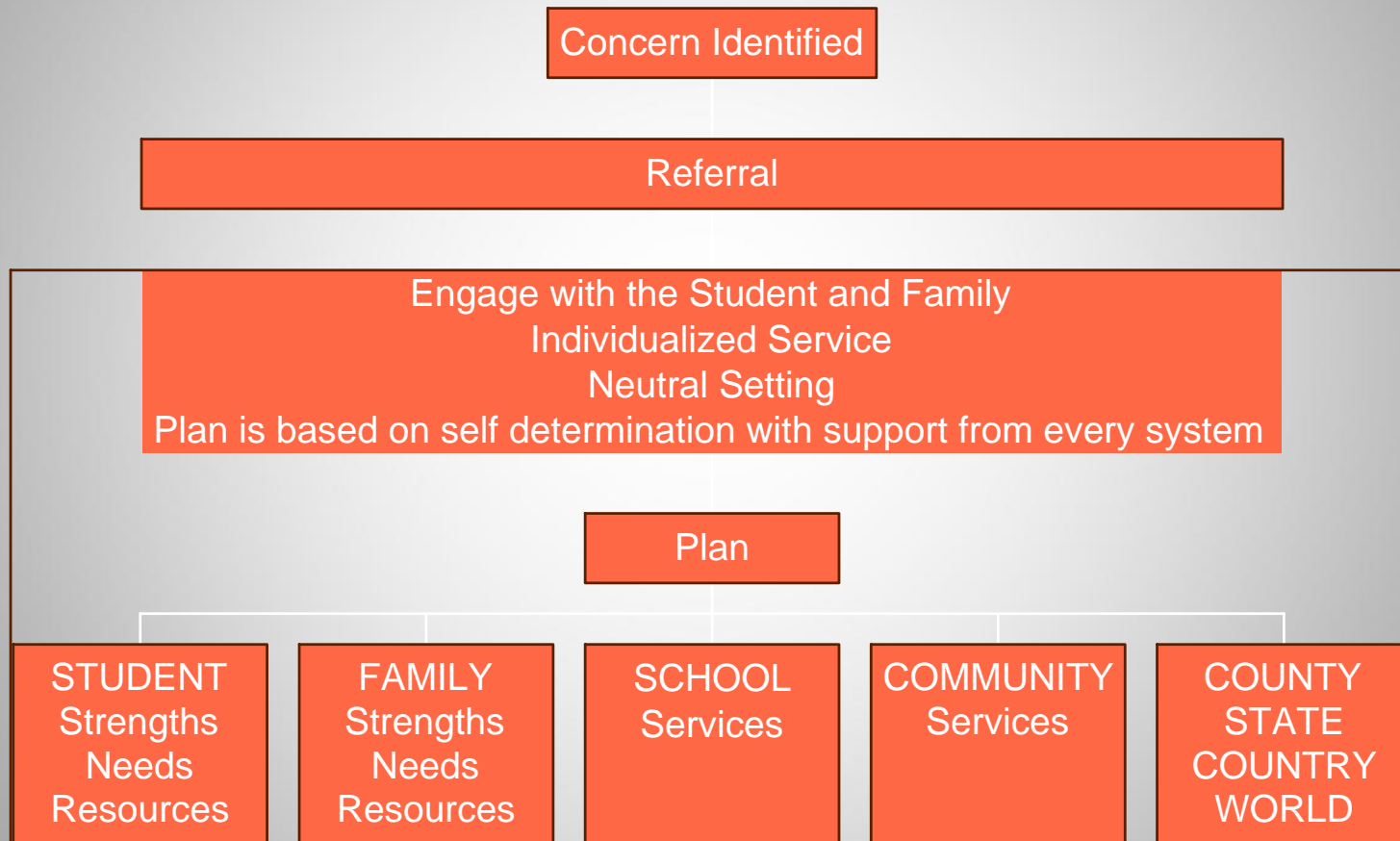
Available
in schools,
communities

Internal Student/Family Strengths,
Assets, Needs, Resources

Basic SAP Process



Family and Community Collaborative SAP Process

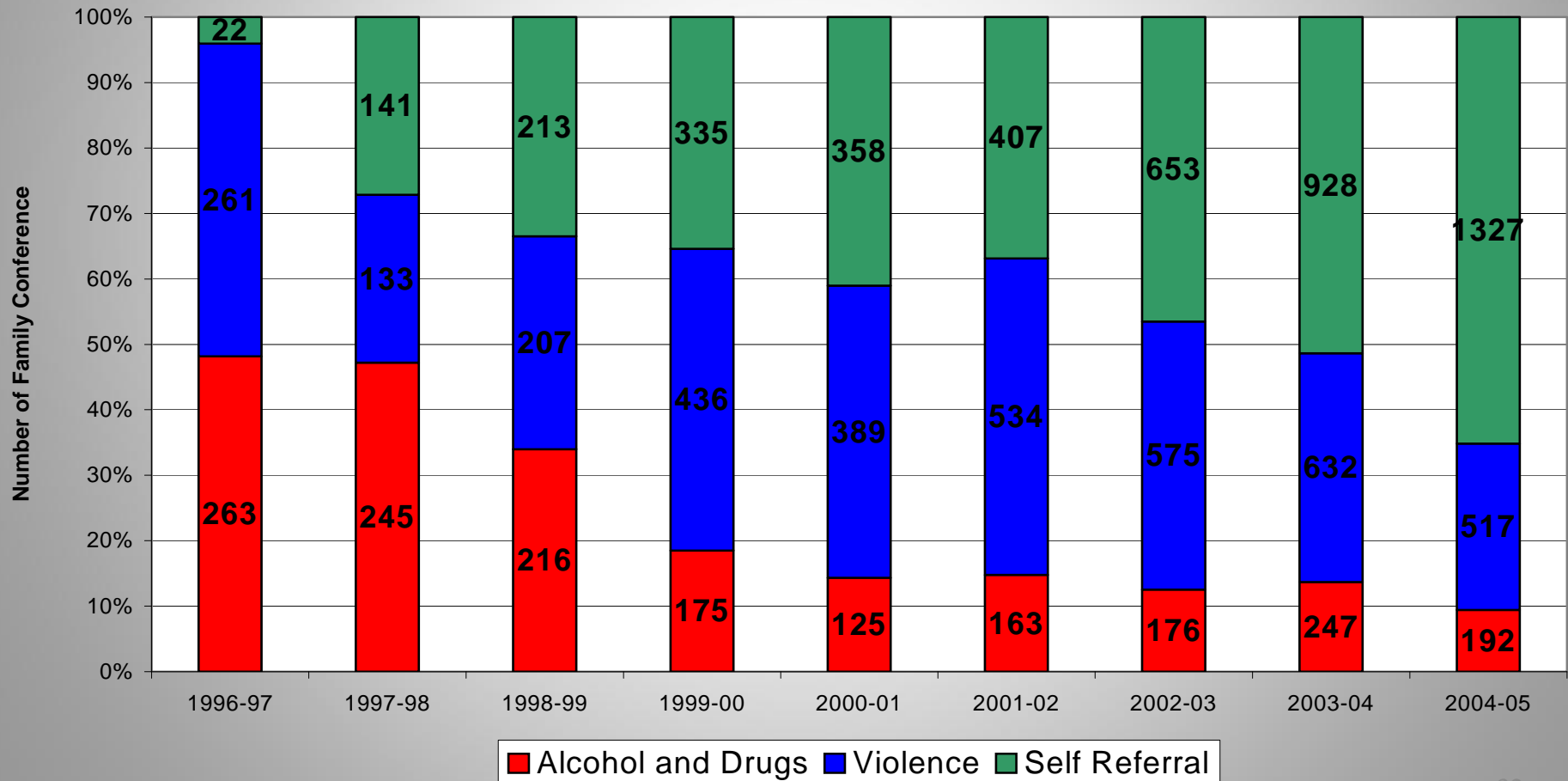


Wax on, wax off.



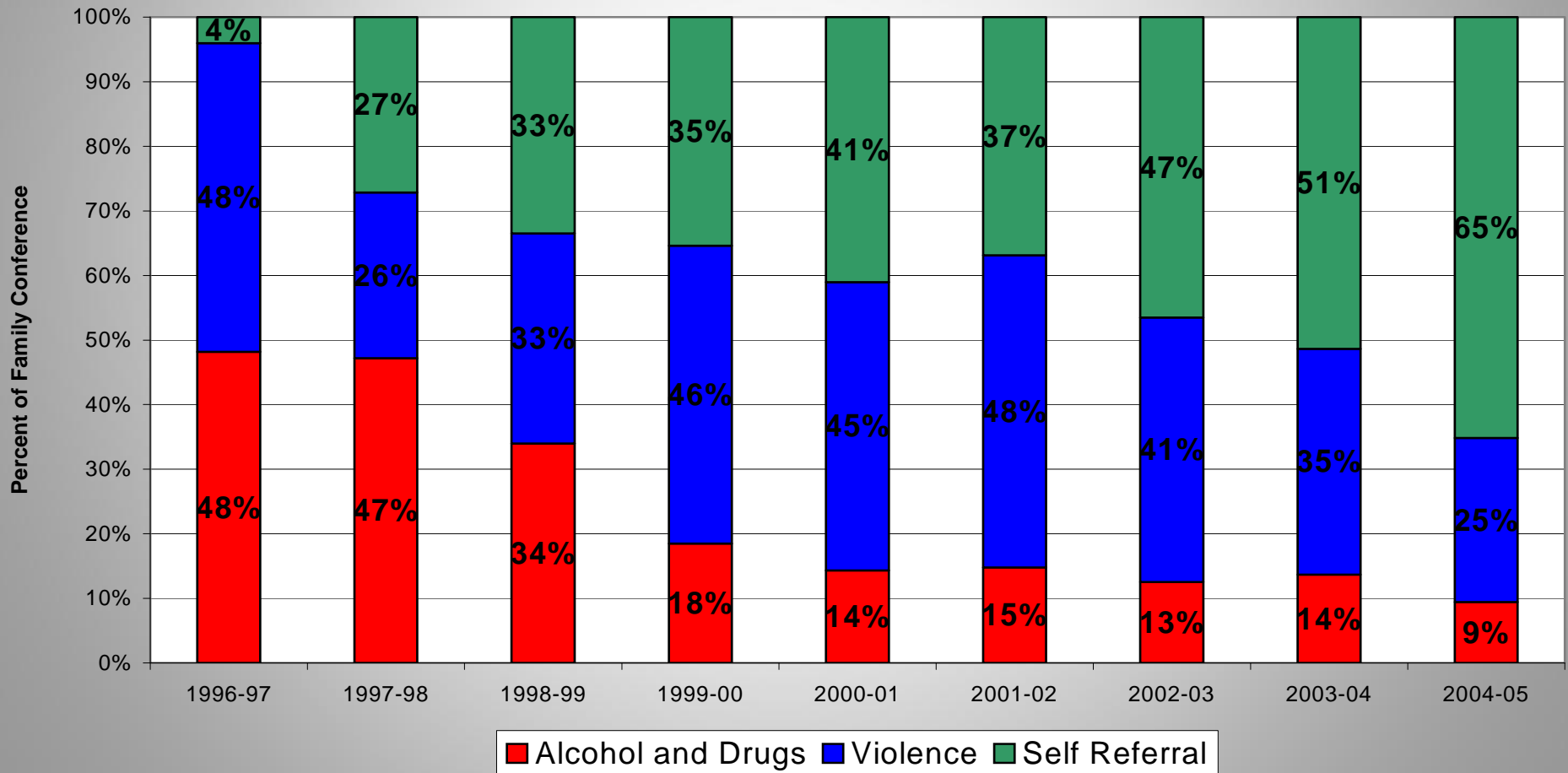
DSUSD Family Conference Data: 1996-2005

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



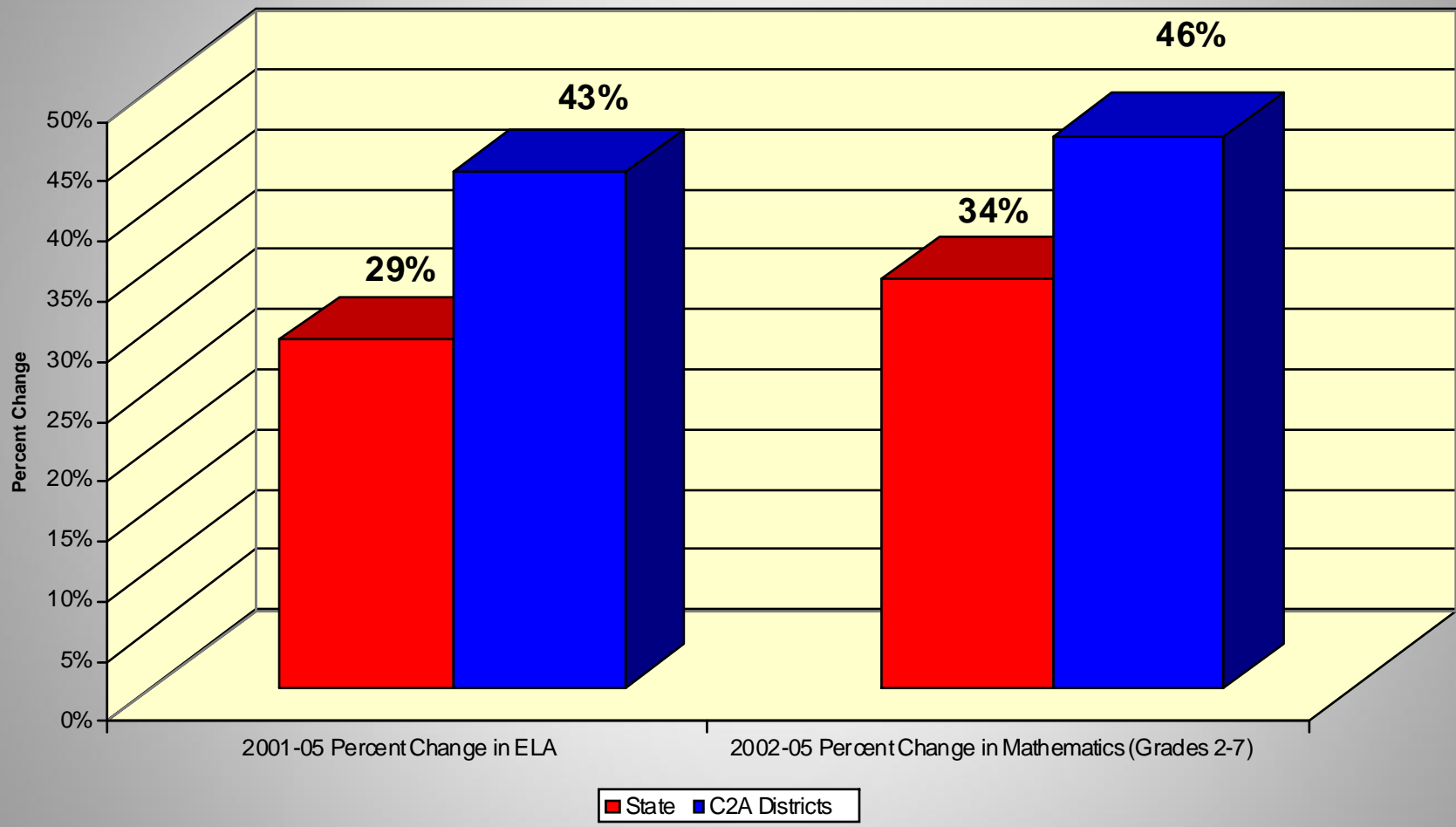
Informed Consumers + Access = **Prevention**

**Desert Sands Unified School District
Family Conference Distribution
1996-2005**



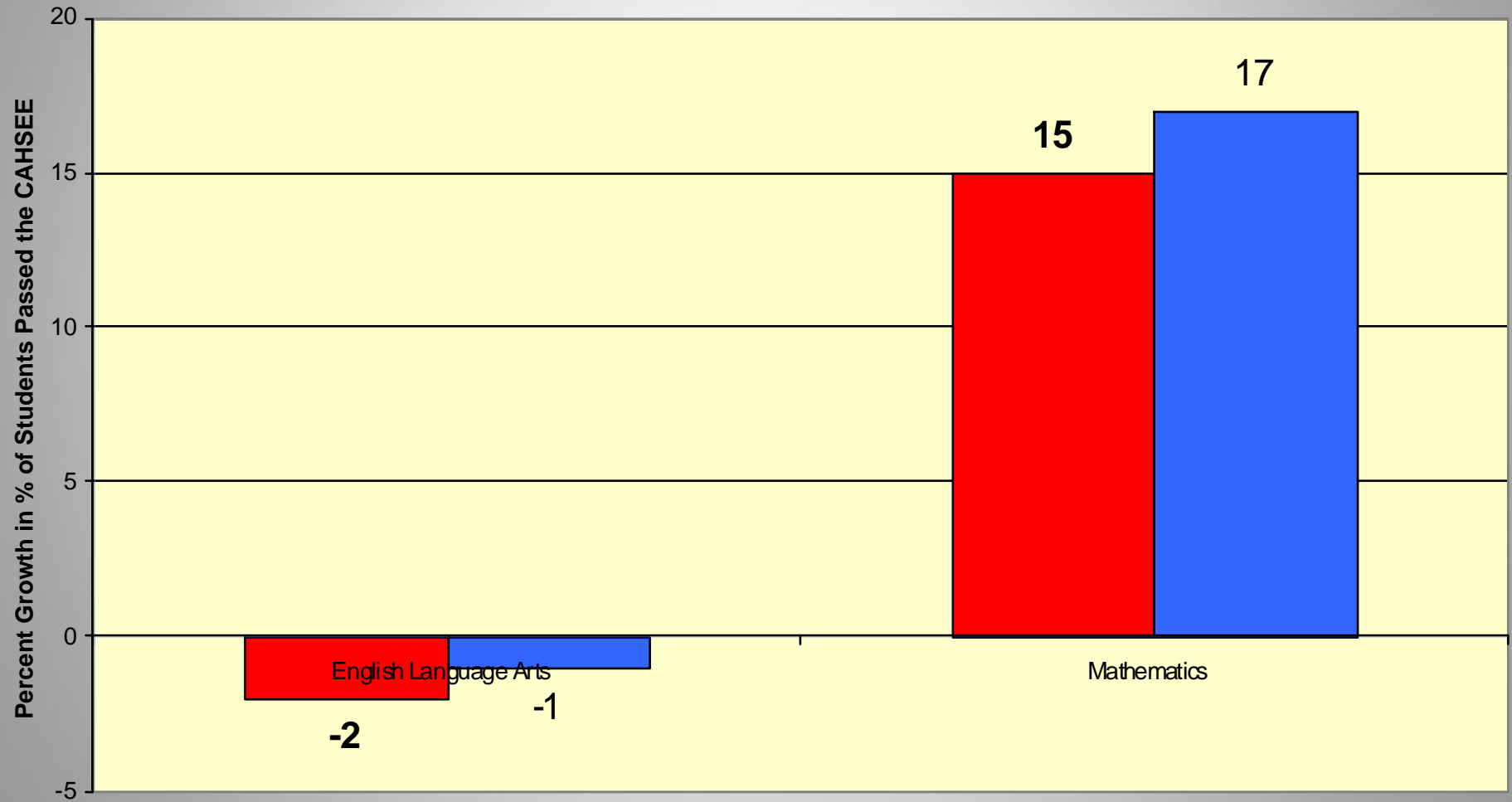
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Percent Change in the California Standard Tests % of Students Scoring At or Above the Proficient Level State and C2A Districts Comparison

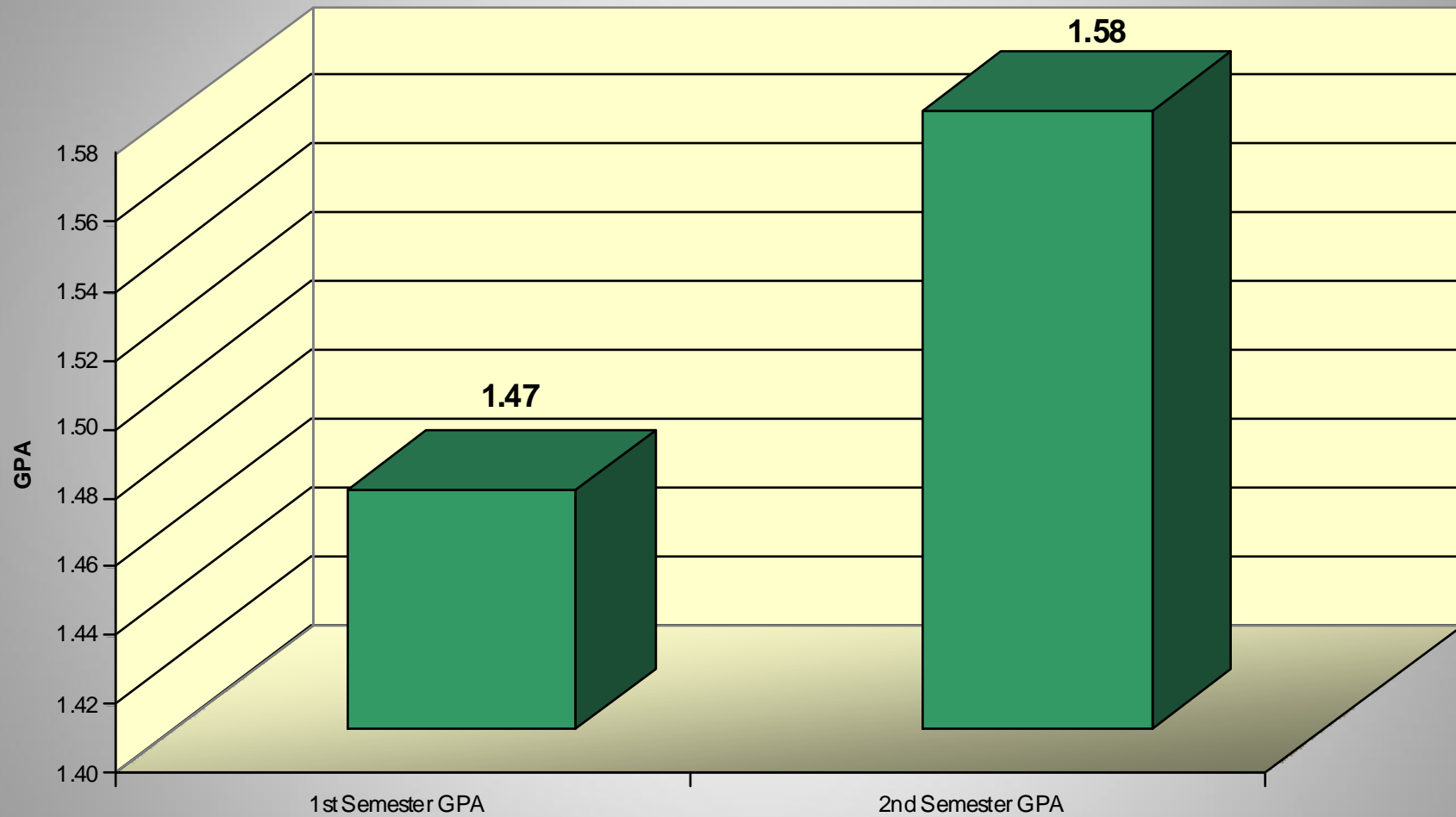


As reported by Riverside County Office of Education

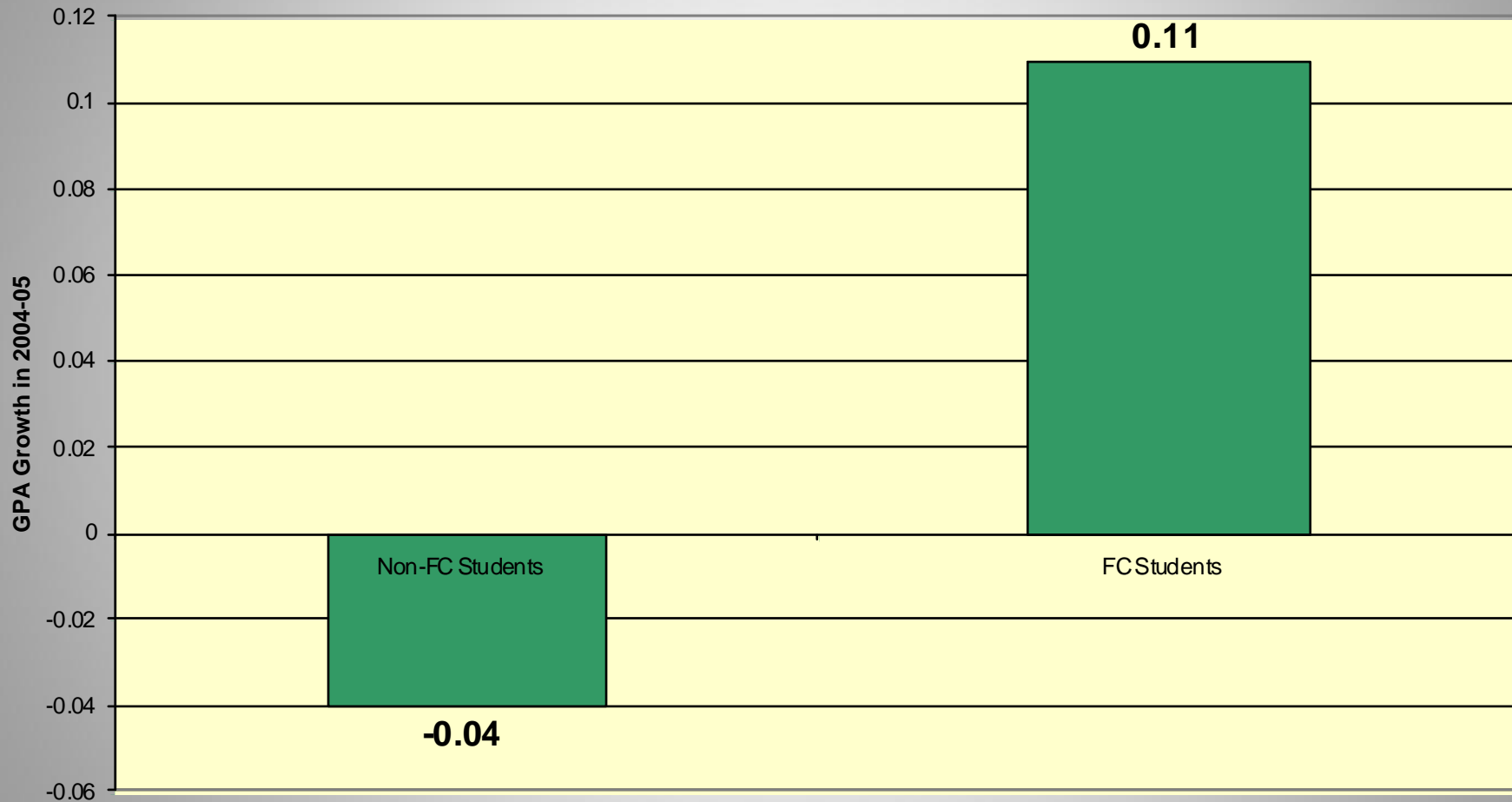
2003-2005 California High School Exit Examination (CAHSEE) Percent Growth in % of Students Passed the CAHSEE State and C2A Districts Comparison



**Students Receiving the Family Conference During 07/04 and 12/04
Grade Point Average (GPA) Analysis
2004-05**

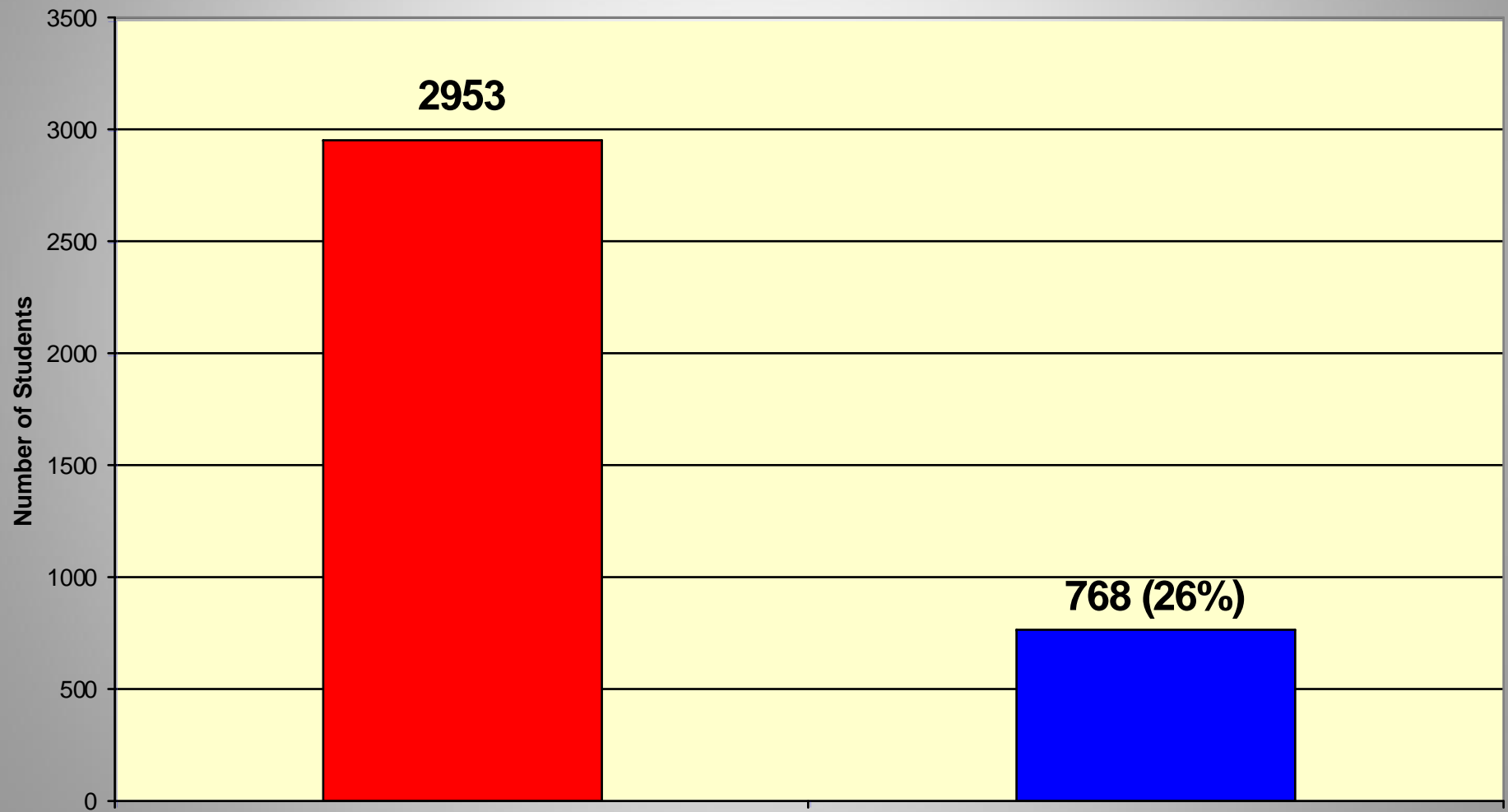


Students Receiving the Family Conference During 07/04 and 12/04
Grade Point Average Growth in 2004-05
Non-FC vs. FC Students



Connect to Achieve (C2A) Districts

Number of the 2003-04 Family Conference Students Suspended 2004-05

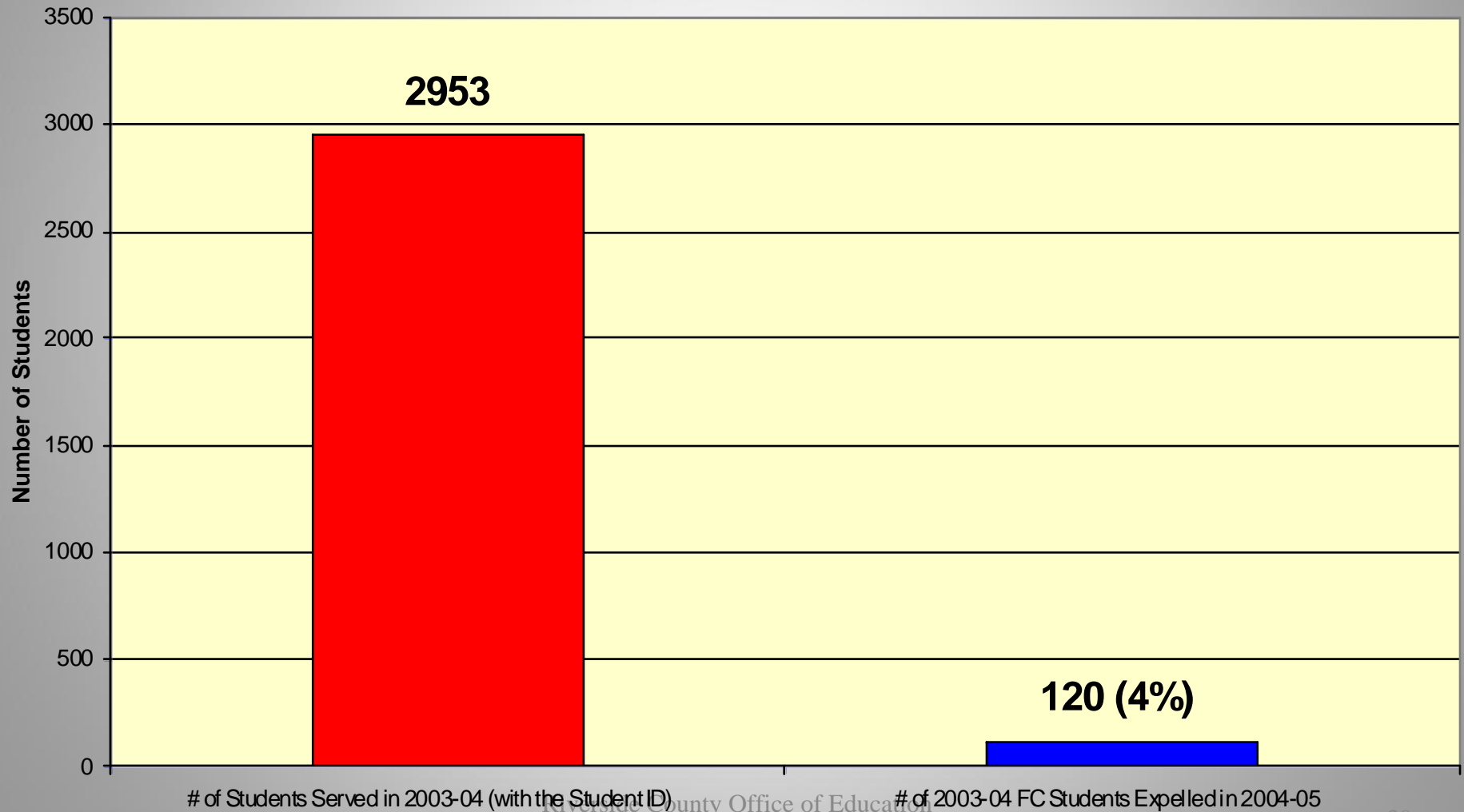


of Students Served in 2003-04 (with the Student ID)

of 2003-04 FC Students Suspended in 2004-05

Connect to Achieve (C2A) Districts

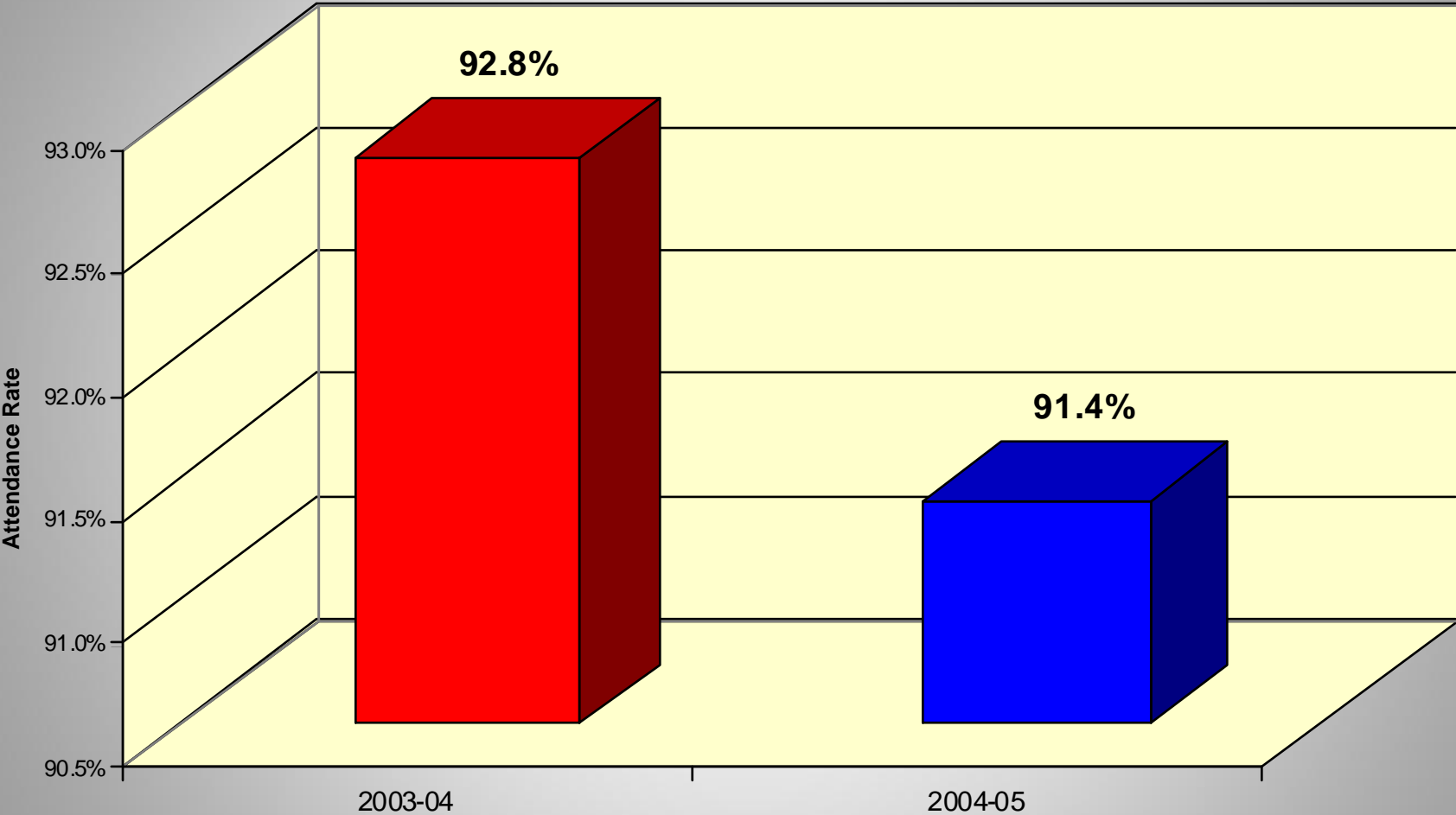
Number of the 2003-04 Family Conference Students Expelled 2004-05



of Students Served in 2003-04 (with the Student ID)

of 2003-04 FC Students Expelled in 2004-05

**Connect to Achieve (C2A) Districts
Attendance Rate for the 2003-04 Family Conference Students
2003-04 vs. 2004-05**

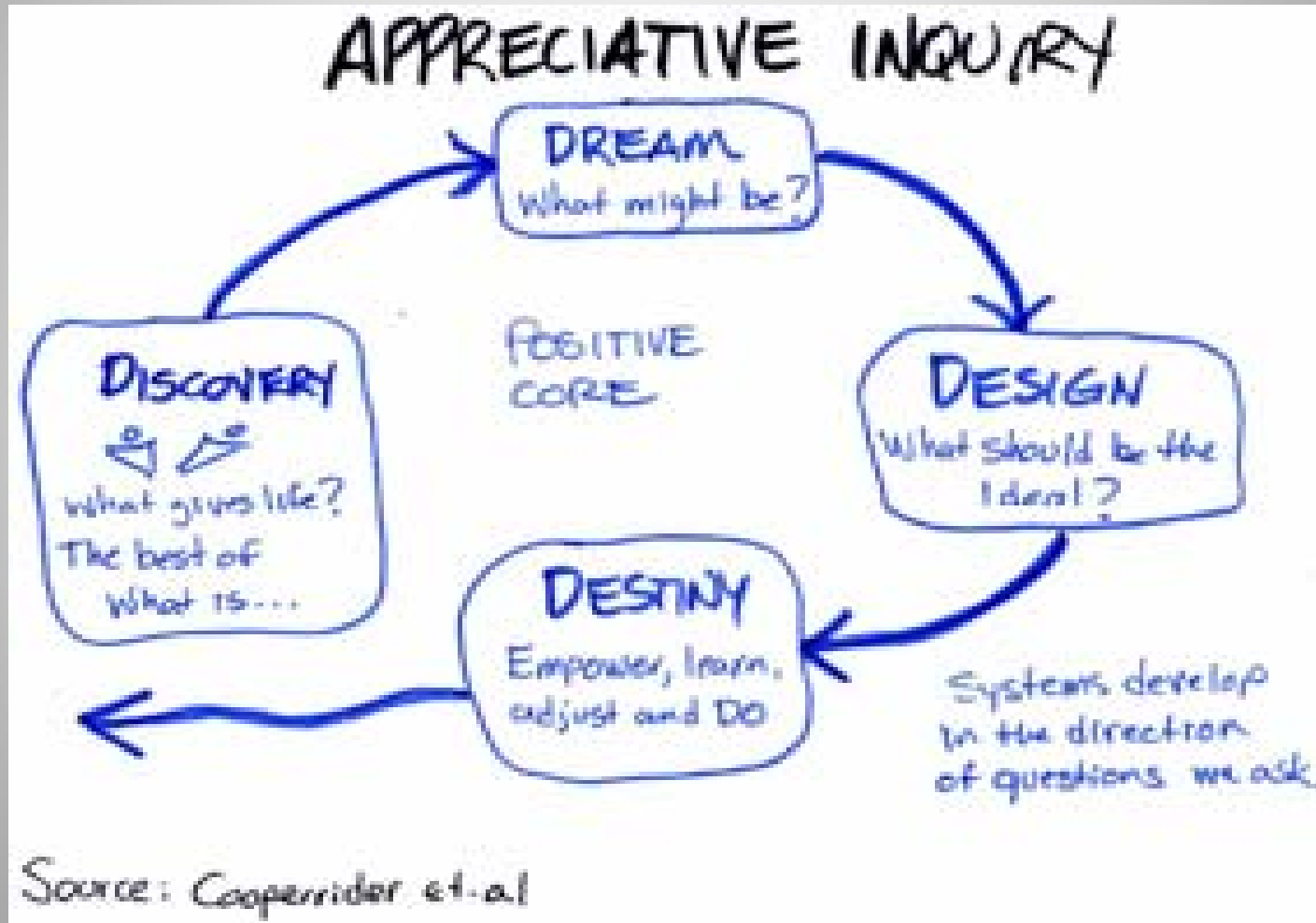


2004-05 Family Conference Exit Survey Results

- In the 2004-05 school year, a total of 144 students and 143 parents completed the exit surveys in Desert Sands Unified School District and Lake Elsinore Unified School District.
- More than 90% of students agreed that the office reception was warm and welcome, family conference was respectful and professional, they would use service again as needed or recommend to others, and the program was useful as an educational support system.
- Ninety-seven percent (97%) of parents agreed that the initial telephone contact was informative and helpful, the office reception was warm and welcome, family conference was respectful and professional, they would use service again as needed or recommend to others, and the program was useful as an educational support system.
- The satisfaction levels toward the family conference were extremely high for both parents and students.



Appreciative Inquiry





Education



“big dog” theory

- What is it like working with schools?

TA on Demand

- Listening to our “consumers”
- Linking with families, friends
- Looking for talent among our peers
- Letting our imagination lead the way
- Laying it on the line: ways to say what is real and still keep your job
- Letting other people know - you know you don't know and are open to learning

for more information...

Brief Risk Reduction Interview and Intervention (BRRIM)
School-based Services - Youth/Guardian Family Conference
Lifespan Prevention Service - Youth thru Seniors, Families

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