PROJECT CONNECT:
STUDENT ASSISTANCE PROGRAM (SAP)
SUPPORTING SOCIAL, EMOTIONAL, AND BEHAVIORAL GATEWAYS TO LEARNING...AND LIFE!

Dr. Gary McGuire, Director, Pupil Services
Dr. Katarina Roy Schanz, Coordinator, Student Assistance
Workshop Outcomes

- Introductions
- Purpose of Workshop
  - Description of RUSD’s efforts to support social, emotional, and behavioral needs of students through interventions in Tiers 1, 2, and 3
  - Collaborative sharing of questions, concerns, efforts, needs
  - Development of possible next steps within the contexts of participant districts
Addressing Non-Academic Barriers Through Social, Emotional, and Behavioral Supports

- Social-Emotional Needs recurring conversation in LCAP Community Forums
- Need for trained professionals to work with students
- LCAP Goal 3 — Fully engage students, parents and the community in support of short and long-term educational outcomes. $3,675,162 LCFF

- 3.1 Increase services for students exhibiting behaviors that interfere with their learning.
Counseling and Behavior Support
Riverside Unified School District

**School Counselors**
- 30 High School Counselors
- 15 Middle School Counselors

**Student Assistance Program - SAP**
- 2 SAP School Psychologists
- 10 SAP Prevention Assistants
- 27 SAP Counselors

**Behavior Support**
- SAP School Psychologists
- SAP Prevention Assistants
- SAP Counselors

**Social/Emotional Support**
- Elementary Counseling Program - UCR

**Academics**
- Academics
- Behavior
- Mental Health

**School Psychologists**
- School Psychologists
- ERMHS School Psychologists

Supporting social, emotional, and behavioral gateways to learning...and life!
Counseling and Behavior Support in RUSD

**Project Connect: Student Assistance Program**

Supporting social, emotional, and behavioral gateways to learning...and life!

### RUSD School Counselors
- 30 High School Counselors
- 15 Middle School Counselors

#### American School Counselor Association
**NATIONAL STANDARDS FOR SCHOOL COUNSELING**

**ACADEMIC DEVELOPMENT**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Students will acquire the attitudes, knowledge and skills, that contribute to effective learning in school and across the life span.</td>
</tr>
<tr>
<td>B</td>
<td>Students will complete school with the academic preparation, essential to choose from a wide range of substantial post-secondary options, including college.</td>
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<tr>
<td>C</td>
<td>Students will understand the relationship of academics to the world of work, and to life at home and in the community.</td>
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**CAREER DEVELOPMENT**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Students will acquire the skills to investigate the world of work relation to knowledge of self.</td>
</tr>
<tr>
<td>B</td>
<td>Students will employ strategies to achieve future career success and satisfaction.</td>
</tr>
<tr>
<td>C</td>
<td>Students will understand the relationship between personal qualities, education and training, and the world of work.</td>
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**PERSONAL/SOCIAL DEVELOPMENT**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.</td>
</tr>
<tr>
<td>B</td>
<td>Students will make decisions, set goals, and take necessary action to achieve goals.</td>
</tr>
<tr>
<td>C</td>
<td>Students will understand safety and survival skills.</td>
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Counseling and Behavior Support in RUSD Prior to SAP

Memorandum of Understanding (MOU) with UCR

Interns placed at all elementary schools.

Students benefitted from individual and group counseling. Referrals to outside agencies were made, as appropriate.
SAP Counseling and Behavior Support

Behavior Support
- SAP School Psychologists
- SAP Prevention Assistants

Social/Emotional Support
- SAP Counselors

Student Assistance Program

Project Connect: Student Assistance Program
Supporting social, emotional, and behavioral gateways to learning...and life!
Tiers of Social/Emotional Support

INTENSIVE INTERVENTION
- Assessment-based intervention that results in individualized behavior support plans

TARGETED SOCIAL EMOTIONAL SUPPORTS
- Systematic approaches to teaching social skills can have a preventative and remedial effect

HIGH QUALITY SUPPORTIVE ENVIRONMENTS
- High-quality environments promote positive outcomes for all children

NURTURING AND RESPONSIVE RELATIONSHIPS
- Supportive, responsive relationships among adults and children are an essential component to promote healthy social-emotional development

*RUSD Guide for Instructional Direction p. 21
STUDENT ASSISTANCE PROGRAM (SAP)
SOCIAL, EMOTIONAL, AND BEHAVIORAL SUPPORT

SAP Social and Emotional Well-being

Tier 3 – Intensive
• Coordinating outside Referrals for Intensive Family Services, Drug Rehab, Psychiatric Care
• Crisis Team Member
• Reentry Meetings
• Risk Assessments (Suicide, Self-Harm)
• Threat Assessments

Tier 2 – Targeted
• Check-in/Check-out (CICO)
• Comprehensive Family Interviews
• Referrals to School and Community Resources
• Group Counseling with specific focus
• Individual Counseling
• Liaisons Between RUSD and BBBS-IE Mentoring
• Parent Support Groups
• Participation in Parent Meetings and SSTs
• Provide Input for IEP Meetings
• Review school data to assess needs
• Skills Group (Boys Town and Second Step)
• Trauma-Focused Groups (CBITS)

Tier 1 – Universal
• Consultation with Teachers and Administrators
• PBIS Support
• Restorative Classroom and Small-Group Circles

SAP Behavior Support

Tier 2 – Targeted
• Collect, Analyze, and Share Data
• Conduct Observations
• Contribute Data and Input for IEP Meetings
• Deescalate difficult behaviors
• Develop, Implement, and Monitor Behavior Support Plans
• Participation in SSTs
• Provide Consultation to Teachers and Administrators
• Provide Intensive Short-Term Individual Student Support

Tier 1 – Universal
• Consultation with Teachers and Administrators
• PBIS Support
• Restorative Classroom and Small-Group Circles
Student Assistance Program (SAP)

SAP is the district’s Student Assistance Program supporting students’ social, emotional, and behavioral wellness.

SAP Involves:

- A school-based approach to providing social, emotional, and behavioral support to students
- Identifying students in need of intervention, assessment of specific needs, and providing support
Mission, Vision, and Goal

Mission
To provide district wide leadership in promoting socially, emotionally, and behaviorally healthy, drug-free students, families, and communities.

Vision
Individuals, families, organizations, communities, and policy makers engage in effective prevention practices and support policies that promote healthy lifestyles.

Goal
Supporting social, emotional, and behavioral gateways to learning…and life!
Student Assistance Program Staff

Director, Pupil Services

Coordinator, Student Assistance

Administrative Secretary

SAP Bilingual Community Liaison

Program Coordination and Support
Student Assistance Program Staff

2 SAP School Psychologists (17 schools each)

10 SAP Prevention Assistants
(5 assigned to work with each SAP School Psychologist)

27 SAP Counselors (all RUSD schools)
10 Full-time
17 50/50 split
Role of SAP School Psychologists

- Students referred for Behavioral Support through SST process
- Work with staff, students, and parents
  - Provide consultation to school staff
  - Develop workshops and trainings
  - Participate in parent meetings, SSTs
  - Conduct Observations
  - Progress Monitor
  - Develop Behavior Support Systems and Plans
  - Support PBIS systems
  - Oversee work of Prevention Assistants who work directly with students and teachers in the classroom
Role of SAP Prevention Assistants

- Students referred for Behavioral Support through SST process
- Work with staff, students, and parents
  - Under guidance of SAP School Psychologists
  - Work directly with students and teachers
  - Implement Behavior Support Plans
  - Conduct observations
  - Implements supports and monitor progress
  - Ongoing consultation with assigned psychologist
  - Support PBIS systems
  - Participate in workshops and trainings
Role of SAP Counselors

- Conduct Family Interviews and Intake
- Provide Individual and Group Counseling
- Lead Classroom Lessons
- Facilitate Restorative Circles
- Enhance school-wide PBIS systems
- Deliver Social-Skills Lessons
- Provide prevention services for bullying, violence, & substance abuse
- Support families through meetings, support groups, site and district workshops, and referrals to school & community resources
- Offer site and district staff development in the area of social and emotional wellness
- Conduct suicide risk assessments
- Participate on threat assessment teams
Referral Process for SAP Counselor

- Rapid Referral
  - Immediate Need/Crisis
  - Threat and Risk Assessments
- General Referral
  - Ongoing Issues or Needs

Project Connect: Student Assistance Program
Supporting social, emotional and behavioral gateways to learning...and life!
General Referrals

- Meet briefly with student for introduction and explanation
- Contact Parent/Guardian and schedule Family Interview
- Conduct Comprehensive Family Intake/Interview
- Identify student and family strengths, needs, and concerns
- Create Plan
  - Counseling, school, and/or community resources, etc.
SAP Counselors

- Professional Development
  - Public School Systems 101
  - Interview Model
  - PBIS
  - Restorative Practices
  - Boys Town Social Skills
  - Bullying, Mean Girls
  - Cognitive Behavioral Intervention for Trauma in Schools (CBITS)
  - Trauma-Informed Compassionate Classrooms
  - Mindfulness in Schools
  - Risk Assessments and Threat Assessments
Impact by Numbers
2017-2018 as of January 19, 2018

- SAP School Psychologists and Prevention Assistants

<table>
<thead>
<tr>
<th>Observations/ Data Collection by Psychs and PAs</th>
<th>Behavior Support Plans with PAs in Schools</th>
<th>Behaviors Support Plans with PAs in Schools</th>
<th>SSTs/504s Attended</th>
<th>Consultation/ Collaboration via phone/ Email/in-person with admin or teachers</th>
</tr>
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<tbody>
<tr>
<td>52 students (13 pending referrals)</td>
<td>23</td>
<td>30</td>
<td>102</td>
<td>300+</td>
</tr>
</tbody>
</table>

- SAP Counselors

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<thead>
<tr>
<th>TOTAL Referrals</th>
<th>Family Interviews/ Intakes</th>
<th>Students Individual Counseling</th>
<th>Students Group Counseling</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,807</td>
<td>502</td>
<td>594</td>
<td>449</td>
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RUSD Challenges

- 1 to 1 counselor/school ratio
- Expansion of behavioral supports
- Engagement with county mental health supports
- Engagement with local university mental health training programs
- SAP vs ERMHS vs PPS Counselors
- Understanding of roles
- Merging of Education and Clinical worlds
- Quantitative Data Collection
Your Turn

- Where are you currently in your school’s or district’s efforts in this area?
- What can you do with what you have?
- What community resources are available?
- What would your dream program look like?
- What steps do you need to take
  - To get something up and running with current resources?
  - To move towards implementing your dream program?
- How can we each support each other?
Comments/Questions

Thank you!

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Katarina Roy Schanz: kroyschanz@rusd.k12.ca.us
(951)352-1200

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Secret #8: This world is Amazing & you'll forget that again & again your whole life. But if you remember more than you forget, you'll be fine.