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Student Assistance Program

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Student Assistance Program



Overview

The Student Assistance Program (SAP) was designed to increase access to support, reduce barriers to screenings and appropriate recommendations, and simplify the process of pursuing further treatment when needed. Our SAP Coordinators are present in the schools to collaborate with school personnel, build positive relationships with students, offer resources and support to caregivers, and serve as a liaison when coordinating next steps.

Process

- √ Student is referred to the SAP for a screening due to suspected or confirmed use of substances.
- √ Post screening, family and referral source will be provided recommendations for care. These may include SAP support, IOP through NIR and other providers, or alternative referrals that may be more appropriate.
- √ If appropriate for SAP, student will receive 1–4 follow up sessions with the SAP coordinator to provide education and support.

Appropriate Candidates

- √ Student has suspected or confirmed use of substances.
- √ Student has stable mental health needs if any.
- √ Student is willing to engage in conversations about substance use and its possible impacts for them.
- √ Student doesn't recognize need to change substance use or needs specific skills in order to do so.
- √ Student has a home or social environment that increases risk of use or progression of use of substances.

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Programa de Asistencia al Estudiante



Sumario

El Programa de Asistencia al Estudiante (SAP) se diseñó para aumentar el acceso al apoyo, reducir las barreras a las evaluaciones iniciales y las recomendaciones pertinentes, y simplificar el proceso de búsqueda de tratamiento adicional cuando se requiera. Los coordinadores del SAP están presentes en las escuelas para colaborar con el personal escolar, establecer relaciones positivas con los estudiantes, ofrecer recursos y apoyo a los cuidadores, y servir de enlace a la hora de coordinar los pasos siguientes.

Proceso

- √ El estudiante es referido al SAP para una evaluación inicial basada en la sospecha o el conocimiento del uso de sustancias.
- √ Después de la evaluación inicial, el estudiante y su familia recibirán recomendaciones de nivel de atención. Estas pueden incluir el apoyo del SAP, un Programa Ambulatorio Intensivo (IOP) ofrecido por Northern Illinois Recovery Center (NIR) y otros proveedores, o recomendaciones alternativas que puedan resultar más apropiadas.
- √ Si es apropiado para el SAP, el estudiante tendrá de 1 a 4 sesiones de seguimiento con el coordinador del SAP para proporcionar educación y apoyo.

Candidatos Apropiados

- √ Se sospecha o se ha confirmado que el estudiante está usando sustancias.
- √ Las necesidades de salud mental del estudiante, de tenerlas, son estables.
- √ El estudiante está dispuesto a participar en conversaciones sobre el uso de sustancias y sus posibles impactos en su bienestar.
- √ El estudiante no reconoce la necesidad de modificar su uso de sustancias o necesita habilidades específicas para hacerlo.
- √ El estudiante tiene un entorno familiar o social que aumenta el riesgo de usar sustancias o de continuar su uso.

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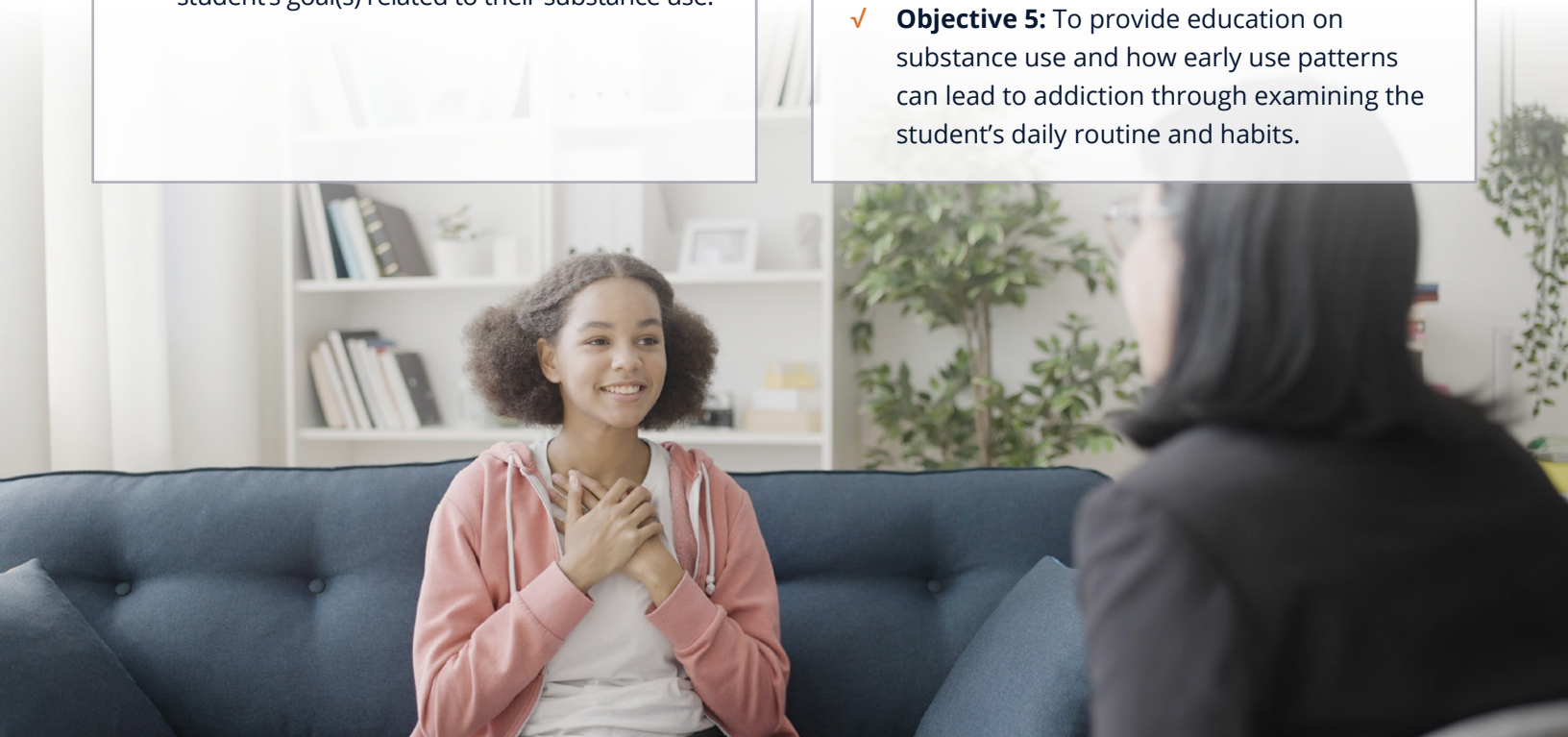
The Student Assistance Program (SAP) was designed to increase access to support, reduce barriers to screenings and appropriate recommendations, and simplify the process of pursuing further treatment when needed. Our SAP Coordinators are present in the schools to collaborate with school personnel, build positive relationships with students, offer resources and support to caregivers, and serve as a liaison when coordinating next steps. **Below is a general outline of potential objectives/topics for each planned session with a student engaging in SAP.**

Session 1

- √ **Objective 1:** To continue building rapport with the student by connecting with them on a personal level through their passions/hobbies/ interests.
- √ **Objective 2:** To gauge the student's willingness to participate in SAP services by becoming familiar with the student's communication style, both verbal and nonverbal.
- √ **Objective 3:** To understand the student's perspective of their struggles around substance use, other risky behaviors, and their overall readiness to change.
- √ **Objective 4:** To become acquainted with the student's goal(s) related to their substance use.

Session 2

- √ **Objective 1:** To identify possible reason(s) behind the student's substance use.
- √ **Objective 2:** To discover the student's current coping strategies and provide education on the difference between positive and maladaptive coping skills.
- √ **Objective 3:** To assess the student's emotional intelligence and introduce emotional scaling as well as relationship between thoughts, feelings, and actions.
- √ **Objective 4:** To assess the student's knowledge in regards to substance use and the risks associated with it.
- √ **Objective 5:** To provide education on substance use and how early use patterns can lead to addiction through examining the student's daily routine and habits.



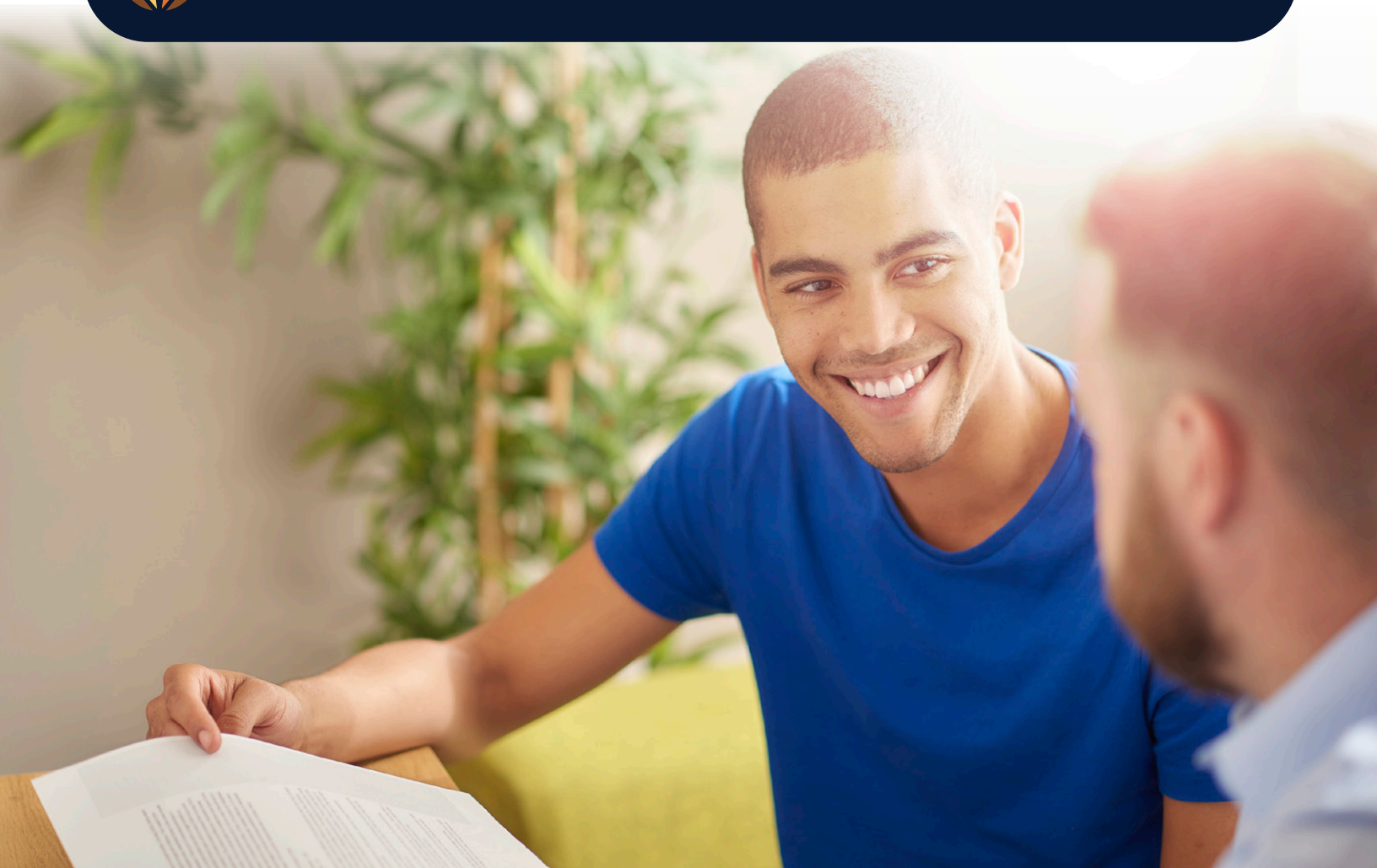
Session 3

- √ **Objective 1:** To provide education on triggers and cravings/urges and discuss methods for overcoming these obstacles in recovery.
- √ **Objective 2:** To assess the student's support system and provide education on the importance of surrounding oneself with positive supports.
- √ **Objective 3:** To identify and discuss any boundaries that the student may need to set to help them reach their goals surrounding changes to their substance use.
- √ **Objective 4:** To identify difficult conversations the student may need to have with individuals in their lives and provide education on effective and ineffective communication.

Session 4

- √ **Objective 1:** To assess the student's confidence in being able to meet their goals surrounding changing their substance use.
- √ **Objective 2:** To discuss short and long term obstacles to recovery in the student's life and ways they can proactively work toward positive change.
- √ **Objective 3:** To collaborate with the student and parent to create a plan for continuing sobriety after services by giving referrals and/or connecting them to other services.
- √ **Objective 4:** To reflect on personal growth and achievements throughout the program.

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Student Assistance Program FAQ

Summary

Northern Illinois Recovery Center, located in Crystal Lake, provides comprehensive substance use treatment services designed to support individuals in their journey of recovery. The programs use personalized treatment plans that encompass a wide range of therapeutic options including individual counseling, group therapy, and more. Additionally, the agency offers a dedicated Student Assistance Program (SAP) aimed at addressing substance use and addiction among youth. This program focuses on educating young people about the dangers of substance use, providing support for mental and physical health, and helping them reconnect with their passions and academic or extracurricular goals. By offering prevention resources and a starting point for change, Northern Illinois Recovery Center plays a crucial role in fostering healthier, drug-free lifestyles for students in the community.

Program Objective

The SAP initiative aims to help students understand substance misuse and abuse, to provide awareness regarding the consequences that substances have on mental and physical health, and to offer support in rebuilding healthier connections and goals. Individual SAP sessions are offered.

What does participating in the SAP look like?

Participating in SAP services involves several key steps designed to support students in a confidential and caring manner. Here's an overview of the process:

1. **Initial Contact and Screening:** Students are connected with a SAP coordinator who conducts an initial screening made up of standardized questions. This step helps in gaining a comprehensive understanding of the student's overall well-being, including any concerns related to substance use.
2. **Meetings with the SAP Coordinator:** After screenings are reviewed by NIRC Clinical and Medical leadership, students may meet with the SAP coordinator up to four times. These meetings are educational and supportive, focusing on addressing the identified concerns and providing strategies for managing challenges effectively.
3. **Aftercare Referrals:** If additional support beyond the educational sessions is needed, the SAP coordinator may provide referrals to appropriate aftercare services. These referrals are tailored to meet the specific needs of the student, ensuring they receive ongoing support and guidance as necessary.

What approach/method do we use?

Screening, Brief Intervention, and Referral to Treatment (SBIRT) is an intervention model utilized in SAP services. It is a comprehensive, integrated, public health approach to the delivery of early intervention services for individuals who are using or at high risk of using substances.

What is an ROI?

A Release of Information (ROI) is a document that students/guardians sign to allow the SAP Coordinator to share information with someone else such as parents, healthcare providers, etc. The ROI outlines what specific information can be shared, who can receive it, and the purpose of sharing it.

When will the SAP Coordinator meet with the student?

The SAP Coordinator will meet with students up to four times in their school, once per week, generally for 45 minutes during an off period like study hall. Each meeting is designed to build on the previous one, reinforcing education and coping skills.

What kind of education is provided during SAP sessions?

The program provides substance use risk education and general mental health and wellness education, teaches practical life skills, and provides overall support to students in different areas of their lives. This includes understanding the psychological impact of substance use as well as ways to manage stress and emotions.

How do SAP Coordinators motivate students to stop substance use?

SAP Coordinators build rapport and trust with students to encourage open dialogue about substance use. Coordinators educate students about the consequences of substance use while also sharing life skills to overcome challenges that may drive substance use. By discussing their goals and how substance use may hinder achievement, students often find internal motivation to change.

Why is my student using substances?

Many students use substances to distract themselves from emotions, difficult situations, or ongoing life events, to cope with stress, to fit in with their peers, or to feel better about themselves. The SAP coordinators work with students to recognize the reason(s) behind their use in order to better implement skills to cease their use, but the focus of SAP meetings is solution-oriented. SAP support is not a replacement for individual therapy, but rather a brief intervention by trained individuals to build a foundation of skills and perspectives about a substance-free life.

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