

ADAPP School Based Services for Elementary School

A comprehensive prevention/intervention program is provided to schools by a masters level prevention/intervention counselor. The counselor offers a range of activities that include education and individual and group counseling.

Goals: The goals of ADAPP's prevention intervention program are to decrease risk and increase protective factors among youth, to help to create stronger bonds with the school and family, to increase social and emotional competencies, and to provide information so youth can lead healthy drug-free lives. The skills to be developed include problem-solving, decision-making, conflict resolution, social skills, stress management and emotional management skills.

ADAPP Prevention Education Services

Education services for all schools are mandatory. After conducting a needs assessment for each school, the counselor and principal will determine the education services to be provided. Examples of programs are described below.

Life Skills Training: LST aims to prevent alcohol, tobacco, marijuana use and violence by targeting the major social and psychological factors that promote the initiation of substance use and other risky behaviors.

Too Good For Drugs: TGFDF teaches students how to be socially competent and autonomous problem solvers. It focuses on developing personal and interpersonal skills to resist peer pressures, goal setting, decision making, bonding with others, having respect for self and others, managing emotions, effective communication, and social interactions.

Protecting You/Protecting Me: PYPM is an alcohol use prevention curriculum for children in grades 1-5. PYPM focuses on healthy decision-making before children have fully shaped their attitudes and opinions about alcohol use by youth.

Too Good for Violence: TGFV is a school-based violence prevention and character education program. It is designed to enhance pro-social behaviors and skills and improve protective factors related to conflict and violence.

Second Step: Second Step is a social-skills program that teaches social-emotional skills aimed at reducing impulsive and aggressive behavior while increasing social competence.

SPORT: A brief evidenced-based fitness and health program for adolescents designed to increase physical activity, healthy eating, and getting adequate sleep, while avoiding alcohol, cigarettes, and other drug use. It consists of a short fitness behavior screen, a brief consultation script, colorful key facts handouts, a simple fitness prescription goal plan, a letter introducing the program to parents/caregivers, and personalized parent/caregiver communication cards.

Project Success Prevention Education Series: This evidence-based program is to be used with 7th and 8th grade students. It is a small group, leader directed, educational discussion group series. It is a universal activity for the general population, but can be used as a selective strategy for high-risk youth. It can be used for 8th grade students to assist them with the transition to high school.

RiPP (Grades 6-8)

Responding in Peaceful and Positive Ways is a school-based program designed to provide conflict -resolution strategies and skills to prevent violence. The goals of RiPP are to reduce aggressive behavior and violence in school-aged youth, and to intervene with young children to help them avoid potential violence in adolescence.

Prevention Counseling

Prevention counseling is a short-term, problem-resolution focused activity. Components include assessment and referral, individual counseling, group counseling. Referrals to prevention counseling can be made by principals, teachers, other school personnel, parents, and students. Risk factors for admission to prevention counseling are: depressive symptoms, early initiation of problem behavior, family management problems or conflict, family history of substance abuse or problem gambling, peers engaged in substance use or gambling, favorable attitudes toward substance use or gambling, and early initiation of substance use, or gambling.

Assessment: Assessment services are used to determine the nature of the problem and level of intervention needed.

Group: Group work is ADAPP's primary modality. Group work is a counseling process whereby students are brought together in regular weekly sessions around a particular problem or issue

Individual Counseling: This time limited service is utilized for students whose counseling needs cannot be met in the group setting or who would be better served as an individual. It is designed to help high-risk students develop necessary coping skills to reach their academic and emotional potential and to choose a healthy drug free life style.

Crisis Intervention: The purpose of this service is to provide immediate and intensive help to stabilize a client during a crisis of a transient nature (i.e., going to run away, suicidal ideation, child abuse).

Referral: This service is utilized when, upon assessment, it is clear that the client could not benefit from and is not appropriate for school based counseling or it is determined that a referral is necessary for substance abuse treatment, problem gambling treatment, mental health and developmental disability services, vocational and or educational services, health care, education or family counseling. Referrals are made to local community agencies.

ADAPP SCHOOL BASED PROGRAM GUIDELINES

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1. **SPACE** – Your ADAPP counselor requires a room large enough to accommodate a group of at least 6 to 8 students. Privacy is essential during individual and group counseling sessions. Access to a telephone for confidential conversations is necessary especially in crisis situations, when making a referral, or discussions with parents. In addition, **the ADAPP counselor must have access to the school's WiFi password.** If possible, a desk should be provided and/or some locked storage area for supplies.
2. **ATTENDANCE & SIGN-IN** – ADAPP requires staff to sign in/out at the school site. An ADAPP sign in sheet has been provided to record their attendance. A space has been designated for your monthly signature. Additionally, if a counselor expects to be out on any particular day (i.e., illness), they are expected to call the school secretary/principal's office each day they are out and for each absence to be recorded within the school's time-keeping system.
3. **CONFIDENTIALITY** – It continues to be ADAPP's philosophy that youngsters are best helped through the involvement of as many caring adults in their environment as possible. Accordingly, we make every effort to keep appropriate school personnel as informed as possible. This requires a balancing of the school's need to know, and the student's right to confidentiality. In accordance with the Federal Regulations that govern ADAPP as a substance abuse prevention program, information shared by a student with an ADAPP counselor is confidential, except when there is a life-threatening emergency to the student or another person, or when the student grants written consent. It is our practice to obtain written consent whenever it is necessary to involve adults who are significant in the student's life. This practice enables the counselor to best serve the needs of the individual and the school.

There are however, a number of issues that affect the health and safety of the students we serve and the school at large. These issues, while sensitive in nature, will require the attention of an appropriate adult without written consent. In situations that involve abuse or neglect of the youngster, threats of suicide, threats of violence, possession of weapons, or pregnancy, the ADAPP counselor, after careful assessment and consultation with the student, will inform the most appropriate adult(s), either the parent/guardian or school administrator, or both.

4. **COMMUNICATION** – A contact person assigned by the Principal to act, as the school's liaison between the school and the ADAPP Counselor, is extremely beneficial. In the high schools, the contact person is most always a member of the guidance department. On the elementary school level, the principal generally fills this role. The ADAPP counselor will meet with the appointed liaison and/or Principal regularly to discuss plans for service and most importantly to receive student referrals.
5. **CLINICAL CONTACT** – Students should be available for counseling sessions throughout the school day. The ADAPP counselor is expected to be sensitive to the schools and student's needs, such as special events, assemblies, tests or other events deemed essential for the student's participation. It is also essential that the ADAPP Counselor be given opportunities to conduct outreach to faculty and students to make them aware of ADAPP services. The majority of students enrolled in ADAPP will receive group-counseling services. Individual counseling is generally provided to students in crisis or to students whose needs cannot be met in a group setting. Short-term counseling for assessment and possible referral is available to parents or guardians when necessary.
6. **CHILD ABUSE** – In accordance with amendments to New York State SSL, 413 Chapter 193, all mandated reporters who have direct knowledge of any allegations of suspected child abuse or maltreatment, must personally and immediately make a report to the Statewide Central Register and then notify the person in charge of the institute or his or her designated agent that a report has been made. The person in charge or the designated agent of such person is then responsible for subsequent internal administration necessitated by the report.

In cases where the ADAPP counselor has direct knowledge of suspected abuse, maltreatment or neglect, the counselor is expected to make every attempt to inform the principal and to discuss the case with a supervisor prior to making a report. However, if the ADAPP counselor is unable to inform the supervisor and/or the school administration, the report must be made.

7. **EDUCATIONAL SERVICES for STUDENTS, FACULTY and PARENTS:** *ADAPP receives funding from and the New York State Office of Alcoholism and Substance Abuse Services. This funding requires ADAPP to utilize specific evidence based programs and curriculum. These programs are conducted in the classroom and in small groups (see outline of services). It is imperative that schools receiving ADAPP services be supportive of these requirements.* The ADAPP counselor, in consultation with school administration, should plan these evidence-based activities and coordinate the services to meet the needs of the individual school and our state funding requirements. ADAPP also requires that the counselor be given an opportunity early in the year to speak at faculty meetings and with parents to describe ADAPP's services, high-risk youth and substance abuse trends.

Parents should be notified of ADAPP services in the school by whatever vehicle the Principal deems most effective.