

National Institute for Student Assistance practices
National Student Assistance Association
Student Assistance Program Development and Implementation Training
Standards of Practice

Foreward: Student Assistance Program development and implementation training should result in the capacity of the school-based SAP to establish a framework of prevention, early intervention and support services. SAP development and implementation training focuses on the ability of the SAP to assess needs, establish and perform task and maintenance functions, as well as assess school, program, and student outcomes. In its commitment to the advancement of best practices in the field of Student Assistance, the Board of Directors for the National Student Assistance Association recognizes that a set of Standards of Practice for this training is both desirable and necessary.

The Standards of Practice are meant to promote rigor and foster high standards and quality in providing training services in a manner which instills a strong sense of trust and confidence. Additionally, the Standards are designed to provide SAP training practitioners with a clear statement of the expectations of professional conduct and level of practice; and, to provide consumers of that training assistance with guiding principles that are observable in practice.

Applying the Standards of Practice establishes benchmarks against which training can be weighed enhancing quality assurance that such training fosters a developmental methodology. The primary outcome of that methodology should be a Student Assistance Program with a foundation resting in best practices and a construct of components that offers comprehensive Student Assistance services that match the unique needs of individuals, families, and systems.

Following are **Standards of Practice** for SAP development and implementation training.

A. Student Assistance Program training can be considered Standard In Practice when:

1. A training curriculum is implemented that results in the participant's ability to establish a building level Student Assistance Program designed to focus on identifying individual students at risk of not succeeding in school and implementing strategies for the student's improvement.
2. The training opportunity provides at least 13 hours of SAP development and implementation instruction in best practices; a construct of comprehensive components; and the SAP services continuum ranging from prevention through post-treatment support services.
3. The training addresses agreed-upon expressed content and skill needs of individuals requesting the training service.
4. Learning objectives that are based on adult learning theory are utilized for each segment of the training.
5. Training participant's knowledge of the external, internal, and core team approaches increases.
6. Universal, selected, and indicated population strategies serve as a foundation for the SAP framework.
7. Represented school systems are encouraged to implement the components that support a comprehensive SAP in a manner that effectively serves their population needs and system resources.
8. A brief historical perspective of the field of SAP is introduced.
9. Participants are enabled to develop a conceptual framework for organization and delivery of building level SAP services.
10. Data driven decision-making in establishing, implementing and supporting SAP services is emphasized.
11. Barriers to learning information includes mental health, substance abuse, and violence awareness.
12. Risk and protective factors are emphasized as a basis for looking at individual students and as a basis for system change.
13. A basic logic model delineating a system change process is introduced.
14. Real world problem-solving serves as the basis for skill building.

The following Standards of Practice apply to components that support development of a comprehensive SAP. NSAA recognizes that SAPs are often faced with determining priority of components based on resources. Training about each component should be sufficient to direct schools to learn more about each component allowing for better decisions that use resources to match need.

School Policies And Procedures:

15. The importance of SAP involvement is promoted in creating, reviewing, and revising policies and procedures that impact consequences and getting help.
16. Informational opportunities for those policies and procedures that emphasize their preventive and deterrent effect are promoted.

Staff Development:

17. SAP training as part of staff professional development plans is emphasized.
18. Participants can establish an agenda for basic staff training which includes appropriate identification methods and utilizing the Student Assistance system.
19. Participants can clarify for staff members the relationship between student academic performance, substance abuse, violence, attendance, discipline and other barriers to learning.
20. Confidentiality information is introduced.

Program Awareness:

21. Basic tools and samples of program awareness materials are provided and shared.
22. Program awareness strategies are included for staff, students, parents, and the community.
23. Diversity issues in preparing program awareness materials are emphasized.

Appropriate Identification and Referral:

24. The training provides a systematic methodology for identifying students dealing with barriers to learning needing SAP support services.
25. Basic identification, referral, and data collection form samples are provided that include strengths as well as behaviors of concern.
26. The SAP identification process includes diverse methods for including students in SAP services. Methodology should be inclusive of staff, student, parent and self-referral, policy violations, attendance, behavior, health and academic indicators.

Problem Solving Team and Case Management:

27. Participants have an opportunity to learn written and oral communication skills that develop intervention techniques, which can be applied to a variety of motivational levels with both parents and students.
28. Parent inclusion in positive roles with the SA process is emphasized.
29. Participants have an opportunity to assess student problems and apply solution-focused strategies appropriate for individual need.
30. Documentation methodologies are illustrated.
31. A system of case monitoring is explained.
32. Clear boundaries that establish the SAP role of assessing data without attempted diagnosis are delineated.
33. Training clarifies financial responsibility when schools make referrals to local agencies.

Student Support Groups:

34. Examples of a variety of educational student support groups are provided.
35. An educational component based on a proven curriculum is encouraged for each session.
36. A basic structure of support group organization is provided.
37. Participants understand that applicable training in conducting support groups is a necessity to begin conducting groups.
38. Delineation of the role of SAP with educational support groups vs. conducting therapy in the school setting is emphasized.

Integration With Other School Programs:

39. Participants can identify and assess existing school services and gaps in services and resources that support prevention, curricula, intervention and support strategies.
40. Participants see system change through Student Assistance in light of other programs and processes within the building and district.

Collaboration with community resources:

41. Participants learn processes for identifying and connecting with community resources needed for student and family services.

Evaluation:

42. A basic process and outcome data-gathering tool is provided.
43. Participants understand the basic steps of program goal setting and self-monitoring.
44. Stakeholder reporting is highlighted.

B. The SAP development and implementation trainer demonstrates Standards of Practice when that trainer:

1. Demonstrates effective training competencies and strategies that result in increases in participant's awareness, knowledge, and skills.
2. Demonstrates an interactive training style including serving as a catalyst for discussion that promotes participant exchange of information that enhances learning. .
3. Utilizes effective instructional strategies and application activities that build SAP related skills and encourages transfer of training.
4. Offers accurate answers to questions about SA program development and implementation practices, and acknowledges when information is not known.
5. Addresses ethnic, cultural, and learning diversity issues in the training.
6. Advocates 'no use' messages for underage individuals rather than promote harm reduction or responsible use for illegal activities.
7. Does not minimize evidence-based harm of alcohol, marijuana, and other drugs.
8. Differentiates between SAP services and Americans with Disabilities Act regulations.
9. Develops individual and team problem-solving skills.
10. Credits cited or included work to avoid misrepresentation of authorship.
11. Does not distribute copyrighted training materials individually or included in a training manual without the expressed permission and appropriate acknowledgment of the copyright holder. Trainer understands and observes Fair Use Doctrine in training and materials.
12. Utilizes a manual or training handouts that include basic materials, tools, and resources needed to implement a Student Assistance Program.
13. Provides a bibliography of resources in program development and community resources.
14. Utilizes information reflecting recent literature on best practices.
15. Clearly represents personal opinion as such rather than as authoritative opinion.
16. Assumes responsibility for individual judgments and actions in the training.
17. Withholds personal opinion or comments about associations, members of associations, SAP colleagues or acquaintances that may personally damage those individuals or associations.
18. Claims or implies only professional credentials possessed and corrects known misrepresentations of their credentials by others.
19. Conducts himself/herself in a manner meriting respect from those in the training situation and other professionals.
20. Communicates with contacts and participants in a truthful and accurate manner that does not use false, inaccurate, or misleading information through personal statements, testimonials, or graphic representation.
21. Obtains informed, written consent from participants before videotaping training or technical assistance sessions.
22. Supports efforts to achieve best practices in Student Assistance.
23. Does not sell materials without the expressed written approval of the training coordinator.