

# TeachME Professional Development

## Implementing Effective Student Assistant Services

### Introduction

**1. Almost every student will face some level of difficulty or be at risk for alcohol and substance use, violence, or mental health problems at least one time during his or her school career, and students' reports of these behaviors raise concerns not only for their health and well-being but also for their academic progress and outcomes later in life.**

- A. True
  - B. False
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### Continuum of Student Support Services

**2. Best practices in education and the prevention of substance use disorders and mental illness include the provision of a full continuum of programs and practices, and according to the National Academies of Sciences, Engineering, and Medicine (NASEM) model of mental, emotional, and behavioral interventions, this should include efforts in the areas of prevention, treatment, maintenance, and:**

- A. Problem-solving
  - B. Promotion
  - C. Data integration
  - D. Resource coordination
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### How Do SAPs Function in Schools?

**3. According to the authors, student assistance services promote positive social, emotional, and behavioral functioning through a variety of strategies, including each of the following EXCEPT:**

- A. Improving family-school connections and offering skill-building to students in core competency areas such as problem-solving and positive coping
  - B. Building on behavioral self-management or self-control
  - C. Improving relationship skills and understanding responsible decision-making
  - D. Increasing student engagement in creating a healthy school climate and culture
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### Orientation for Principals and Administrators

**4. Researchers have identified several program components that are critical to providing necessary services and reducing barriers to learning, including a well-defined district policy, a focus on the whole student, an autonomous organizational structure, academic and social innovation, and community involvement.**

- A. True
  - B. False
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## **Considerations for Implementation**

**5. Students who feel more connected to their school environment are more likely to be academically successful and less likely to engage in behaviors that result in difficulties, and the key themes to contribute to a positive school climate include the relationships among students and among teachers and students, the promotion of student autonomy in decision-making, and:**

- A. The enforcement of clear, consistent, and fair rules and regulations
  - B. The existence of a physical environment that is safe, welcoming, and that supports learning
  - C. The presence of an academic environment that is conducive to learning and achievement for all students
  - D. The insistence of a social environment that encourages a sense of belonging
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## **Quality Implementation**

**6. In order to successfully implement student assistance services that address substance use and mental health concerns, a strategic planning process should first take place that takes into consideration the specific needs, resources, capacity, and valued outcomes of the school and community.**

- A. True
  - B. False
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## **Planning for Success**

**7. The effectiveness of identifying and implementing the correct or efficient evidence-based substance use and mental health practice is built on a series of guiding developmental principles and an approach to prevention that incorporates:**

- A. Partnerships and teamwork
  - B. Individual, family, and community influences
  - C. Risk and protective factors
  - D. Multiple strategies across multiple sectors
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**8. On average, which students are exposed to increased negative peer influences and a greater risk of anxiety, depression, and self-esteem concerns that in turn lead to the highest rates of behavior difficulties and the greatest need for student assistance programming?**

- A. Upper elementary school students
  - B. Middle school students
  - C. High school students
  - D. First-time college students
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