

APS

MANUAL AND ROUTINES | en

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This document is produced by partners
who have participated in the Erasmus+ project
"Addiction Prevention in Schools" 2015-2018.

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INTRODUCTION

During the project period, the partners have developed a manual that can be used by anyone who wishes. Free of charge.

This manual can be used as a tool for working with young people who have developed or are at risk of developing addiction. The manual is mainly aimed at schools and teachers, but can be used by anyone. The manual consists of the projects theoretical background, checklist and routines.

Checklists and routines is available in these languages: English, Italian, Norwegian, Belgian. These are also somewhat different from country to country. The reason is that during the project we found that it was useful for us to have common routines, but also routines that were adapted to the three schools in the project.

The users of the routines is free to choose to use parts of the routines, to create their own or choose the routines that suits their own situation.



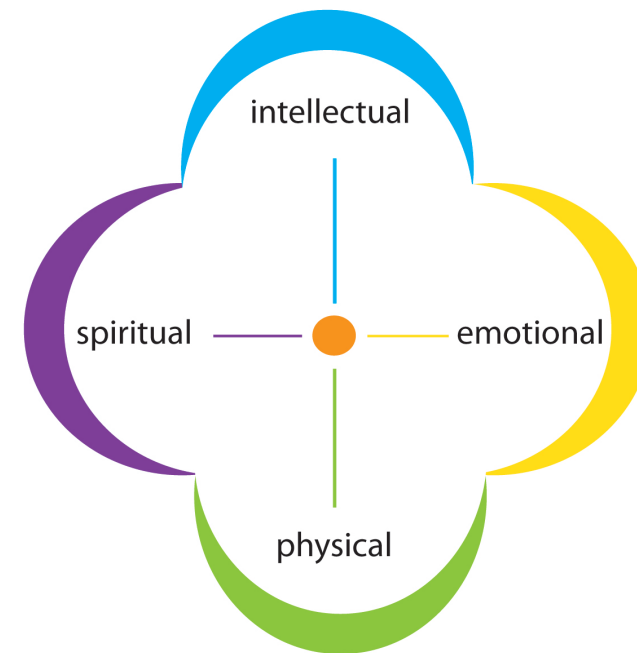
THEORETICAL BACKGROUND

APS project gives us the opportunity to understand student's dropout from different points of view in different countries. We learned that our society, even considering cultural and social differences, has the same problems but different approaches at the same time.

We learned the role of the social worker in the school that works in touch with pupils, the role of the street worker that meets everyday the students in the street and recognize their habits and trends, the role of the third sector that works with non-formal education approach.

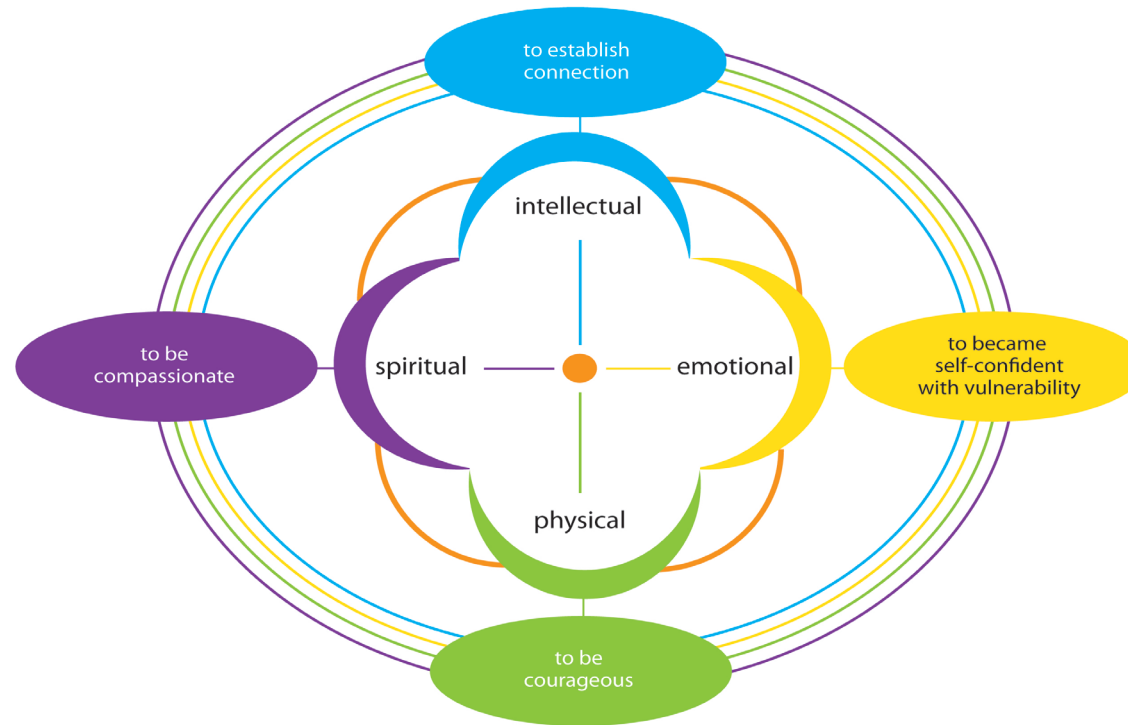
It seems clear to us that the school, the public institutions and the third sector has to cooperate together strongly to face the phenomenon of school dropout. All involved institutions has to build up a system of holistic education for youngsters, working on social values and human capital.

Since in APS project we have defined **addiction** as "*a substance use related disorders or as a disfunctional behaviour carried out by a person, combining genetic, environmental, cultural and developmental factors*", teachers, educators and families are the main actors to help and support youngsters in developing 4 areas:

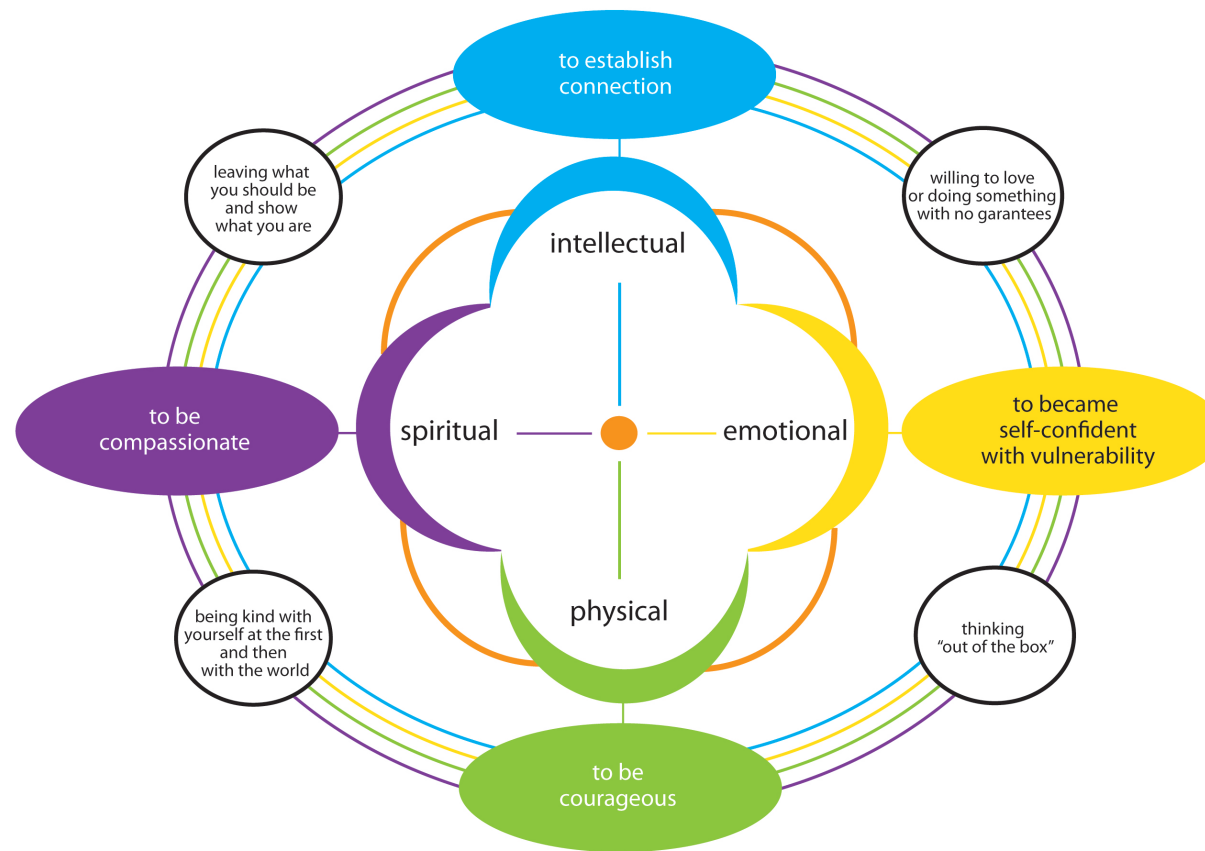


Each area is strictly connected with 4 social skills that can be applied in practice to manage various complex situations or behaviors with students.

Social skills are the skills we use to communicate and interact with each other (verbally and non-verbally) in the way of being able take another's perspective concerning a situation and apply that learning to the changes in social interactions.



Working on social skills development is the foundation upon which expectations for future interaction with others is built, and upon which individuals develop perceptions of their own behavior.



The approach described above should be seen as a framework that can be adjusted to various situations, strategies and contexts and as a source of development APS follow-up.

COMMON RISK FACTORS

Change in behaviours, like acting out, anger, enclosed

Late for class

Poor hygiene

Lack of concentration

Sadness, indifferent

Being bullied or bullying

Loneliness

Lack of social competence

Lack of friends or choosing «wrong» friends

Several physical problem (headache, stomach ache, etc.)

Signs of self harm

Uncritical relationship with others

Telling lies, exaggerates

Does not keep appointments

Lack of communications skills

Lack of interest in school

Learning difficulties

Low self esteem, talking him or her self down

Truancy

ROUTINES | Norway

(Supervisor IS - 1742: "From concern to action", Norway)

Assessment form when concerned about a pupil/student

How concerned are you?

1. Analyze your concern / intuition.
(This can, for example, be done by writing down your observations as concrete as possible, and preferably over a period of time.)
2. What have you seen or and / or heard?
What has the person said and / or done?
What is the interaction between the person and the environment that worried you?
How long have you been worried?
3. Discuss the concern with a colleague / manager.
(Remember current rules of confidentiality.)

Summary and conclusion on whether you have reason to be concerned

In this discussion, focus on the following:

1. The state of affairs (emotional, social, physical, etc.)
2. The rest of the situation to which you are concerned (the family situation, whether there is emergency danger, resources, networks, etc.)

The way forward

Based on the assessments, you decide how to proceed further. Three different procedures outlined:

1. We can do this ourselves
2. We need help assessing this from someone who has more competence (discuss the case anonymously with the manager / colleague, or with consent)
3. Concern is so serious that child welfare, police or other responsible bodies / persons must be contacted.

If option 1 or 2 is selected, have a conversation with the person and about the issue / or guardian regarding children.

(This is based on Norwegian laws: When children are involved, all employees in the public have an independent reporting obligation to the child welfare department pursuant to section 6-4 of the Child Welfare Act. It should be reported directly to the child welfare service, and it is not enough to report to the manager in his or her own workplace or to any other agency)

The necessary conversation

Cope with the concern in a respectful manner.
Think carefully about what to say beforehand.

Discuss and prepare the following:

- Who is going to participate (may be a benefit to be two);
- Make a list of points that are important to convey during the conversation;
- Agreement who says what (if more than one participates in the conversation).

Agree who writes a record and is responsible for getting through all the points.

Remember: There is a concern to be conveyed; not an accusation.

During the conversation:

- The person we meet should be able to come up with his/her perspective on the matter. Ask if they recognize the observations you have made. Give room for thinking breaks.
- If those we meet react with anger / defend, give them time and space for it. Express understanding that the conversation may be uncomfortable, but hold on to it.
- Return to the points as appropriate;
- Agree what you have agreed before you finish;
- Write a short summary.

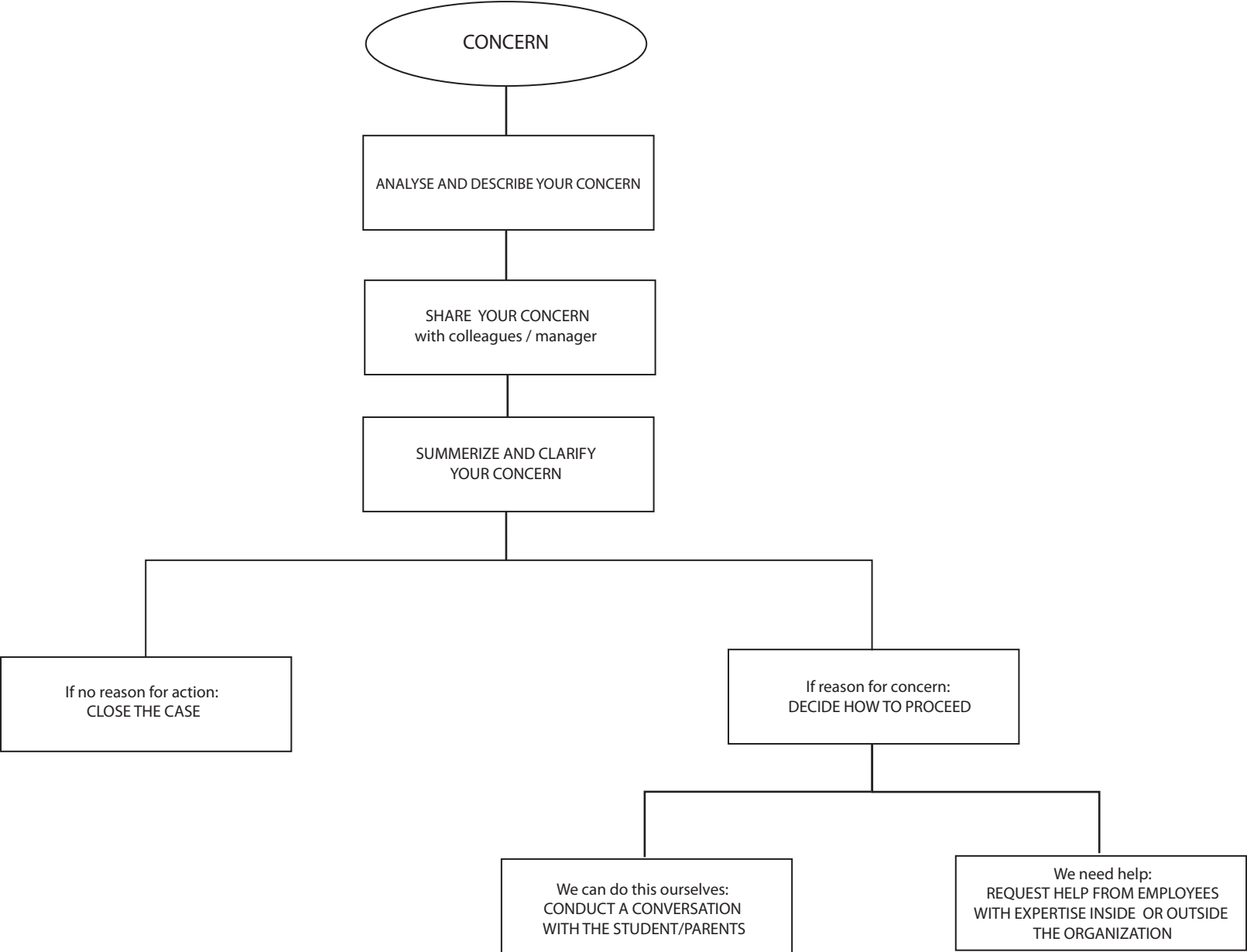
The way forward

Further progress will depend on what you came across in community during the conversation.

- Give it some time to think about the matter
- If nothing happens after the conversation, it is likely that you will need a new call;
- If it concerns cooperation, plan the road in cooperation with him / her;
- Encourage contact with local help services and provide a declaration of consent.

Contact with local Help Service?: YES ___ NO ___





ROUTINES | Italy

STAGE 1

All teachers draw a map of the class on the basis of risk factors previously described and following the context indicators:

- Familiar
- Socio-cultural
- Problem solving attitude
- Sensitivity

The class coordinator sums up in order to recognize possible risk attitudes concerning the observed matters:

- Bullyism
- Psychotropic substances
- Gaming
- Gambling

If you take note other possible wrong behaviours or unexpected manners, the teacher involved share them with the class coordinator and/or the Principal.

STAGE 2

All the people inside the school are involved to have a better dialogue with the student (a special need teacher/ psychologist) in order to ensure the causes of the students troubles that could not be pathological.

So there will be two prospects:

2a) The dialogue leads to comforting evaluations, the procedure stops and the class council controls the student's behaviours;

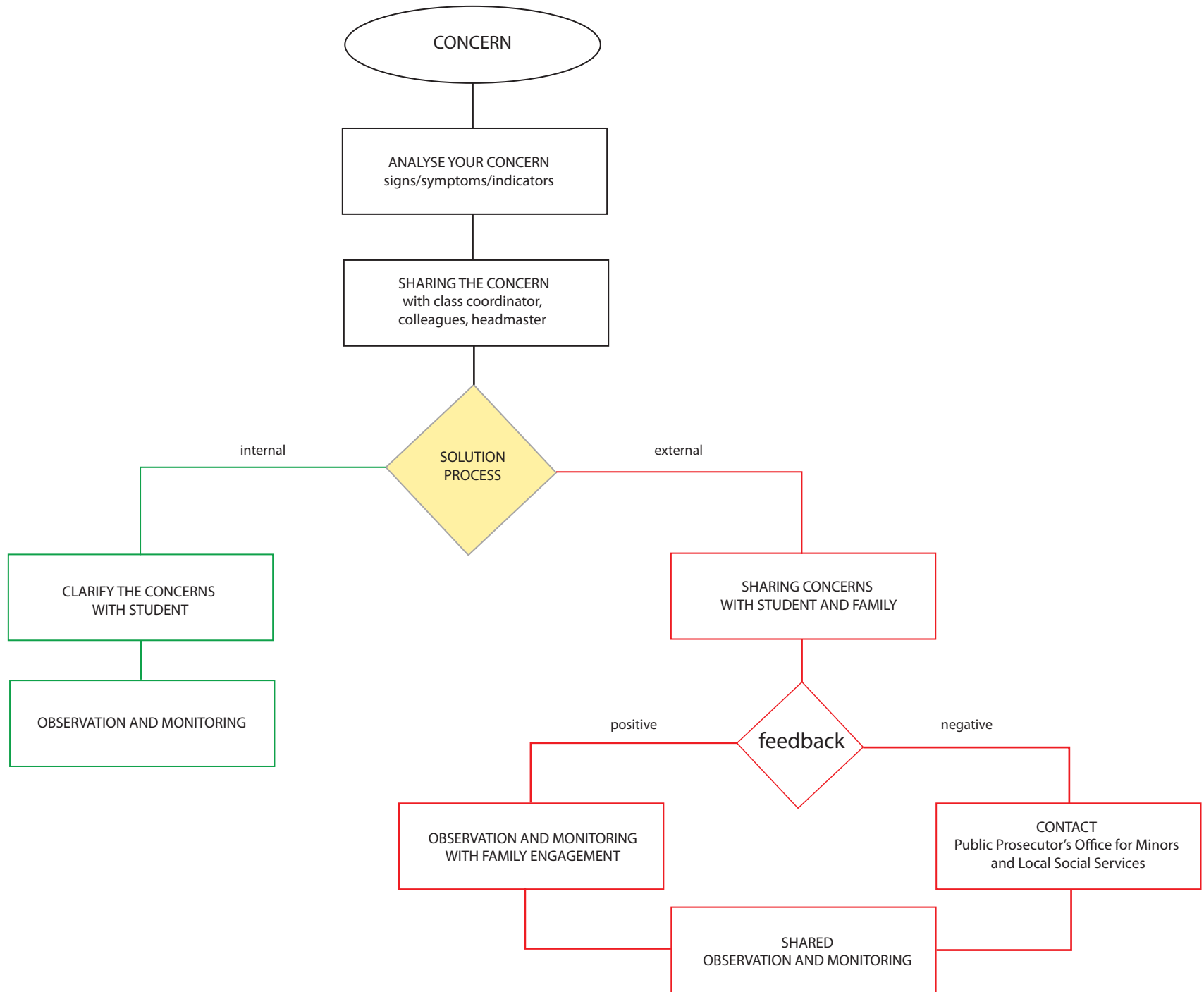
2b) If the discomfort is confirmed or there are doubts, the student's parents are involved and you go to Stage 3.

STAGE 3

The Principal meets the student's Parents, focus on the matters and does a first evaluation on the parents attitude to discuss of their child 's problems.

If the Principal identifies that the student's parents are not adequate to cope the problem, He/she will have the opportunity to contact the Public Prosecutor's Office and the Local Social Service to take on responsibility of the case/matter.

This procedure is performed twice a year.



ROUTINES | Belgium

SENSE OF STUDENT NOT FEELING OK

1. Analyses: how worried are you?

1. Describe your observations as accurately as possible.
 - What have you seen or heard?
 - What has the person said or done?
 - What is the interaction between the person you worry about and their surroundings?
 - For how long have you already been worried?

2. Go through risk factors.

3. Discuss your concern with a colleague. Respect the rules on privacy. Compare your checklists.

2. Talk with the student. Express your concern

Talk to analyse the source of the problem (bullying, situation at home, addiction, relationships, school results...

3. Some guidelines for the talk

- Always remain respectful and think carefully about what you are going to say.
- Make a list with things you certainly want to discuss.
- Beware that you are talking with the student to express your concern, not to accuse!
- Ask the student for feedback: are your observations correct according to the student?
- Leave room for self-reflection. When the student becomes defensive or aggressive, give her/him some space for these feelings.
- Show understanding. Show you know this is hard for them.
- Try to get possible solutions from the student themselves.
- Closing off the conversations: summarise the essence of the talk and run through possible agreements you made.

4. Conclusion and deciding whether your concern was right

If NOT: close the case

If YES: Can you solve the problem by yourself? If so, take further steps:

- refer to external partners: student counselor, tutor, Youth Welfare Center, drughelp, student guidance institutions, work group;
- in extreme cases: inform Police, Youth Legal Advice...

5. What if there is no improvement after the talk?

- Talk to student again.
- When external help is needed, try to convince the student of accepting this help. Try to make her/him see the value of it and offer all possibilities. Try to make the threshold as low as possible.

NOTIFICATION BY EXTERNALS

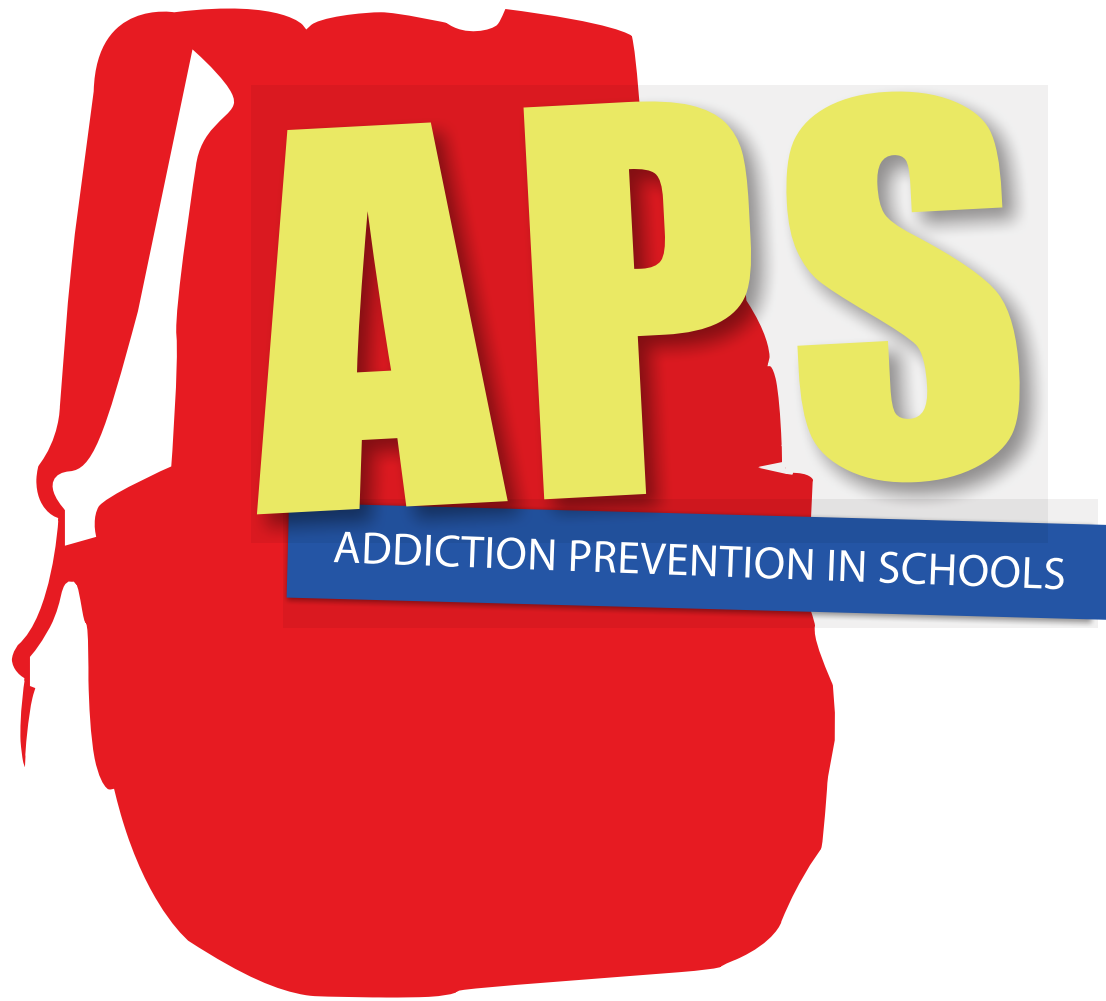
1. Notification is received.
2. Ask several teachers of the student to complete the checklist.
3. Talk with student.



Considering the differences of educational and cultural backgrounds among partners and in order to guarantee a flexible approach to and use of the document, any reference to theoretical approaches, educational models and concepts has been worded fairly generally.

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ADDICTION PREVENTION IN SCHOOLS