

Student Assistance Program Resource Map

Purpose: To assist Student Assistance teams in identifying resources which exist in their buildings and in the community to help intervene in the lives of students.

How to use: At least each year, Student Assistance teams should develop a resource map to identify the program and intervention resources currently in existence to assist students with challenges they face.

Description of of intervention areas:

- 1) **Strength Based Resources:** Resources that are designed to build on current strengths of the individual student.
- 2) **Emotional Resources:** Resources that are designed to assist a student in identifying and dealing with emotions (i.e. anger management, grief and loss, stress management, etc)
- 3) **Social Resources:** Resources that are designed to assist students with their social functioning (i.e. peer relationships, transition to new school, communication, decision-making, problem-solving, etc.)
- 4) **Study Skills Resources:** Resources to assist students to develop appropriate study skills (i.e. organizational skills, time management, etc.)
- 5) **Health Resources:** Resources that help students address healthcare needs (i.e. medical care, mental health counseling, substance abuse services, etc.)
- 6) **Academic Resources:** Resources designed to assist the student in the classroom environment and increase academic skills (i.e. tutoring, increased assistance with reading foundations, etc.)
- 7) **Behavioral Resources:** Resources designed to assist the student with appropriate classroom and in school behavior (i.e. behavioral contracts, rewards for positive behavior, etc.)
- 8) **Other Resources:** Resources designed to assist a student with other barriers to learning (i.e. homelessness, food insecurity, safety issues, connection to school, etc.)

In each area of the map identify the resources and contact people for the specific resource. Use additional copies of this form if needed to identify all the resources available to meet the needs of students.

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