

# Protecting Recovery Preparing Youth for Educational and Occupational Success

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# Tasks of Treatment Providers

## Assessing Education Needs

- **Gathering psycho-social information**
- Elementary Education, Secondary and Post Secondary History
- Functioning before and after AOD use started
- Family education issues
- Age Appropriate Social and Occupational Functioning

# Developing a Educational Recovery Plan

Treatment as a therapeutic tool to engage youth in recovery.

- Identification of personal strengths, needs, and limitations, special education issues:
- Educational Vocational Testing
- Address Special Education issues and Individualized Education Plans
- Therapeutic Treatment Credit
- Matching patient/student to most appropriate transition.
- GED & Post Secondary Education Options
- Use of Medical Withdrawal

# STAGE II Education Outreach

Marketing newly recovering students to appropriate educational environments.

## ■ Find educational environments which give your patients recovery support & build friendships/partnerships.

- ❑ Treatment Center & Educational Institution Friendship.
- ❑ Visit area schools/colleges and find young adults who are in recovery. They will tell you what they need.
- ❑ Look to the community of recovery as it is related to transitional neighborhoods and build links to education.
- ❑ Seed educational environments with promising youth who want to build community and work to build the recovery network.
- ❑ Work to find educational professionals who will champion recovery support.
- ❑ Let your best staff leave for campus jobs, they will look after your graduates, increasing recovery support.
- ❑ Think long term.

## PREFACE:

### What have we learned about serving students over the last 12 years?

- We do not have a cure for alcoholism or drug dependence. A community of recovery has grown on campus through the presence of the StepUP Program. Our members will face the issues of addiction over the course of their lives and we will always support their recovery.

# Campus Recovery Program Development

- Extends the continuum of care
- Build/support the recovering community on campus
- Improves age appropriate occupational and social functioning.
- Promotes Recovery as a “Social Norm”
- Recovery is Prevention.

# Critical Skills

## Critical Skills of Treatment

Positive Attitude and Effort

Following Treatment Plans

Positive Peer Interaction

Following Counselors Direction

## Critical Skills of Education

Positive Attitude and Effort

Following Education Plans

Positive Peer Interaction

Following Professors Direction

## Work and Real Life

Positive Attitude and Effort

Following Work/Life Plans

Positive Peer Interaction

Following Supervisor Instructions

# Minnesota 2001 Recovery Schools Meeting

## Staff perceptions of education and recovery needs of students

- ❑ Create a culture around a recovery lifestyle
- ❑ Addiction is a public health problem; it is treatable
- ❑ Learn to be social and work in a group
- ❑ Opportunity to catch up (intellectually and credit-wise)
- ❑ School Prevention programs lacked recovery support for most students in recovery.

## Something to ponder 2001:

- ❑ The programs are replicable where there is a commitment to the chemically dependent student and family.
- ❑ Often these students have not endeared themselves to the community. Their potential is limited only by their disease.
- ❑ With help, they can bring their disease into remission and develop responsible behaviors, which include graduation from high school and post-secondary training or education.

# Developing Comprehensive Campus Prevention Strategies

- Key Strategy: Inclusion of services to recovering students through strategic planning and inclusion of services to the campus **Alcohol and Other Drug (AOD) Use Prevention Plan, Drug Free Schools Act**
- Partnerships/friendships between treatment providers and education institutions allow young adults to mature both socially and occupationally.
- Treatment Providers in partnership with education provide critical strategies in building the community of recovery.
- It is ok to start small, don't do nothing!
- What would it be like if every school who had young adults in recovery had a support plan developed and operating as a part of their Drug Free Schools Plan?

# Next Steps

- Get involved in the Campus Recovery Coalition and our emerging partners. Think about what you could do to help recovering communities grow on post secondary educational campuses.
- Touch basis with your recovering alumni and do a focus group regarding education and campus recovery.
- Form a work group within this room of attendees to address educational issues of recovering young adults.
- Start to network with your professional peers regarding Recovery Based Education.
- Get involved with the Association of Recovery Schools.
- Visit recovery schools of Minnesota both secondary and post secondary.
- **DO**

■ Closing Video