

# MASONIC MODEL STUDENT ASSISTANCE PROGRAM *(MMSAP)*



Helping kids at risk.

OFFERED VIRTUALLY IN  
**APRIL 21-22, 2022**

Register online at [www.masonic-oregon.com/mmsap](http://www.masonic-oregon.com/mmsap)

[We welcome you to join our mission of supporting the education of Oregon youth](#)

## About the program:

Established in 1986, the Masonic Model Student Assistance Program (MMSAP) is an intensive workshop for educators to learn how to identify, intervene with, and create appropriate referrals for students that may be at risk for substance abuse, depression, suicide, or violence. This workshop was designed for school personnel (K-12) - and anyone who comes in contact with students. The program trains a Core Team of five to eight educators from a school building in how to intervene early and effectively with students that display patterns of behaviors that threaten their personal and educational success.

MMSAP is a research-based and effective response to the negative behaviors that interfere with the success of children and their school communities. MMSAP involves experiential learning, practical forms, user-friendly checklists and action plan templates. Additionally, group discussions and presentations focus on such subjects as: chemical dependency, depression and suicide, conflict, anger and violence, communication skills and intervention, social/emotional behavioral challenges, family dynamics, life skills development and group process. This model of prevention and intervention has proven to be a vital tool in creating safe learning environments and reducing violence, abuse, addiction and self-harming behavior. This program gives educators the tools to help each student build a sense of capability and significance. Schools that have successfully implemented and maintained an MMSAP Core Team have:

- Increased Attendance
- Improved Academics
- Increased Graduation Rates
- Decreased Behavioral Challenges

Through the support of Oregon Freemasons, MMSAP has been held locally since 1997 and welcomed almost 3,500 teachers, administrators and counselors. Attendees leave MMSAP with renewed enthusiasm and the guidelines for developing successful Core Teams within their own schools. This training is conducted by Newman/Stecker International, education consultants and the sole provider of the Masonic Model Student Assistance Program training. To learn more about the training content, visit [www.newmanstecker.net](http://www.newmanstecker.net).



## SET YOUR STUDENTS UP FOR THE GREATEST SUCCESS!

# TRAINING AGENDA

## DAY ONE\*

Welcome and Introductions

MMSAP Introduction

Opening Activities

Group Expectations

Comprehensive Programming

Formula for Successful Intervention

MMSAP Evaluation

Strength Based Intervention — Developmental Assets

Multiple Classrooms in a Virtual World

Collaborative Intervention

## DAY TWO

“Change the World” - Life Lessons

Key Elements in the MMSAP Process

MMSAP Overview

Steps in MMSAP Process

Case Study

Family Dynamics

Enabling

Parent Conferencing

Action Planning for Program Implementation

\*It should be noted that the items listed above provide a framework for the MMSAP workshop. Actual times may vary depending on the group’s specific interests or expressed needs, the size of the group, or other factors determined by the group and/or the facilitators.

# MASONIC MODEL STUDENT ASSISTANCE PROGRAM

## INTRODUCTION:

Addressing attendance, academics, increased graduation rates and behavior:

The Masonic Model Student Assistance Program has been in use since 1985. Over the years the formatting and content have been revised to cover the most recent concerns in education. The seminar leaders focus less on having participants listen to lectures and encourage more active interaction and participation. The course has been used in more than 24 states and several Canadian provinces and is a valuable resource to those educators on intervention or referral teams.

Understandably, not every issue pertaining to at-risk youth can be addressed in a few days at a seminar. You are encouraged to read current research on the subject and meet regularly with your school assistance team to determine which areas need to be reinforced. Refresher courses are also encouraged. You may also contact the instructors with specific questions you have, or for guidance, as is necessary.

You are provided with a manual, with appropriate forms and guidelines for setting up your own school's student assistance program. There is an extensive bibliography and suggested reading list, along with Internet resources. Other related materials will be discussed during the course.

It is best to remember that the Masonic Model Student Assistance Program is designed to enhance the skills of the existing human resources in your school and community and link them up. Take what you need from the program model and adapt it as your own unique situation requires.

## Multi-day Comprehensive Option:

This training focuses on the formation of a Core Team and implementation of the Masonic Model Student Assistance Program structure. Utilizing interactive instruction within a task-oriented process, the length and scope of this training allows teams to experience the structure, pace, and focus of a successful Core Team. It also allows for a comprehensive look at high-risk behaviors.

## Comprehensive Programming

This section of the training covers: prevention, identification and assessment, intervention, postvention, treatment and aftercare.

## Developmental Assets

Forty developmental assets for elementary-age children, adolescents, and grades 6-12 (both external and internal assets), are discussed.

## Key Core Team Process Issues

Team roles are examined and additional issues of confidentiality, meeting calendar, average case load and "triage" are explored.

### The steps in the MMSAP Core Team process are outlined:

The process includes the initial referral, assigning an advocate, gathering information, interviewing the referring staff member, compiling and presenting information to brainstorm an intervention action plan with a set evaluation date.

- All referral forms are included in the manual given to each participant — along with a student self-evaluation form and a parent questionnaire.
- Action plans are created for students identified by participants during the multi-day seminar.
- Healthy family traits, risk factors, unhealthy family traits, the healing process, enabling, the characteristics of an enabler and alternatives to enabling are investigated.
- Parent conferencing and its proper course — in order to help the student — are examined and explained in order to get the “core” message across.
- A suggested timeline for program implementation is set out.
- Alcohol, tobacco and other drugs (ATOD) policies and administrative guidelines are reviewed.
- Violence Prevention Action Plans are examined and actions are identified to implement them.
- Suicide Prevention, Intervention and Postvention (and your school’s preparedness) is discussed. Action plans are put into place. Signs and causes of child and adolescent depression are examined.
- Bullying — “What is bullying?” and the characteristics of bullies and of victims — is also examined.

### Team Selection Criteria:

This valuable training is designed for school personnel (K-12). In order for the Masonic Model Student Assistance Program to be most successful in the schools, we need to train a variety of people for the job.

It is suggested that a Core Team include:

- One central office administrator/MMSAP mentor
- One building administrator
- One or more counselors
- Two or more teachers - regular education/special education
- One school nurse, school psychologist, in-school suspension coordinator
- One drug and alcohol service provider, and/or mental health service provider

PLEASE NOTE: Your team members do not have to fit these exact criteria. These are suggestions.

# GENERAL INFORMATION

Thank you for taking time to learn more about the Masonic Model Student Assistance Program. The following information may help you to learn more about what to expect when you attend this highly beneficial program.

## 1. Keys to Success:

We know that preparation and commitment are the keys to successful program implementation. Participating schools are encouraged to (1) identify building Core Team members and (2) provide time for: weekly one-hour team meetings; 3-7 hours of faculty in-service within the first year of program implementation; minimally, one half-day in-service for the team within three months of training. Support from the local school board, superintendent and the local providers of mental health, drug and alcohol services is essential for this program to be successful.

## 2. Training costs:

The trainings are presented **free of charge** to Oregon educators. Additionally, the organization responsible for this funding, The Oregon Masonic Charitable Foundation, has offered to reimburse school districts for the substitute teachers needed to cover those who attend the training. These funds are available on a first come, first served basis. We hope your school district will be able to take advantage of this valuable training.

## 3. Class Schedule:

Participants need to make a total commitment of their time for all days of the seminar. This allows attendees to not only get the most out of their time with us but also allows us to provide the maximum number of Professional Development Units for teaching license renewals.

## 4. Lodging & Meals:

While null for virtual trainings during a pandemic, MMSAP provides lodging and meals during our typical in-person trainings (just a note for future events).

## 6. Registration information:

Your team may register online at [www.masonic-oregon.com/mmsap](http://www.masonic-oregon.com/mmsap). For questions, contact the Oregon Program Coordinator, Courtney Boyles at [cboyles@masonic-oregon.com](mailto:cboyles@masonic-oregon.com).

# MASONIC MODEL STUDENT ASSISTANCE PROGRAM

## — HISTORY —

The Masonic Model Student Assistance Program has been successfully implemented in two dozen other states across America and also in Canada. The curriculum for the program was developed in 1984 by Larry Newman and Thom Stecher, two Pennsylvania educators who together have over 50 years of teaching, program administration and therapeutic experience. The program was so successful it subsequently became mandated by the state of Pennsylvania to be used in all its schools. Larry and Thom's seminar sessions incorporate their education-based knowledge. They are well aware of the special problems educators face and are also well up-to-date on the legal procedures with which teachers and administrators must comply.

Our program model, or "blueprint," seeks to identify and enhance the skills of the existing human resources in our schools and their communities and link them up. The objective is early and effective intervention with those students who demonstrate patterns of behavior which could threaten their success at school and indicate problems associated with at-risk situations.

In 1986, the Maryland State Board of Education and the Masonic Charities of Maryland began a similar cooperative effort. Vermont studied Maryland's program and began its own award-winning C.A.R.E. program in 1989. The state of Illinois followed, also in 1989. In Pittsburgh, Pennsylvania, during 2002-2003, outcomes are as follows: 5,490 K-12 referrals, with the highest number of referrals being in grades 8 and 9, and the most frequent referrals in the month of October. Overall, students who participated in the Student Assistance Program demonstrated improvements in attendance, grades and total school performance.

The support of education is a national focus of Freemasonry. In recent years, Oregon Freemasons have donated over \$500,000 to local reading programs, scholarships and student assistance initiatives. The family of Freemasonry has been actively involved in the funding of the Masonic Model Student Assistance Program training since the founding of the National Masonic Foundation for Children in 1985.

All across the United States the Masonic Model Student Assistance Program is educating those who work with children so they can make a difference in their students' lives and, at the same time, make our nation stronger.

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