

Working with Families to Support a Student's Recovery Journey

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01 INTRODUCTION

Michele Preuss, LCSW

- School Social Worker & Admin Team Member
(Silver Creek High School)
 - Private Practice Owner
 - Community Resiliency Model (CRM) Trainer
- Mindfulness-Based Substance Abuse Treatment (MBSAT) Facilitator

02 IDENTIFY THE MDT

Who are the organizations, systems, and providers involved?

Juvenile Probation?

Special Ed Teacher?

Outpatient Therapist?

Primary Care Physician?

Psychiatrist?

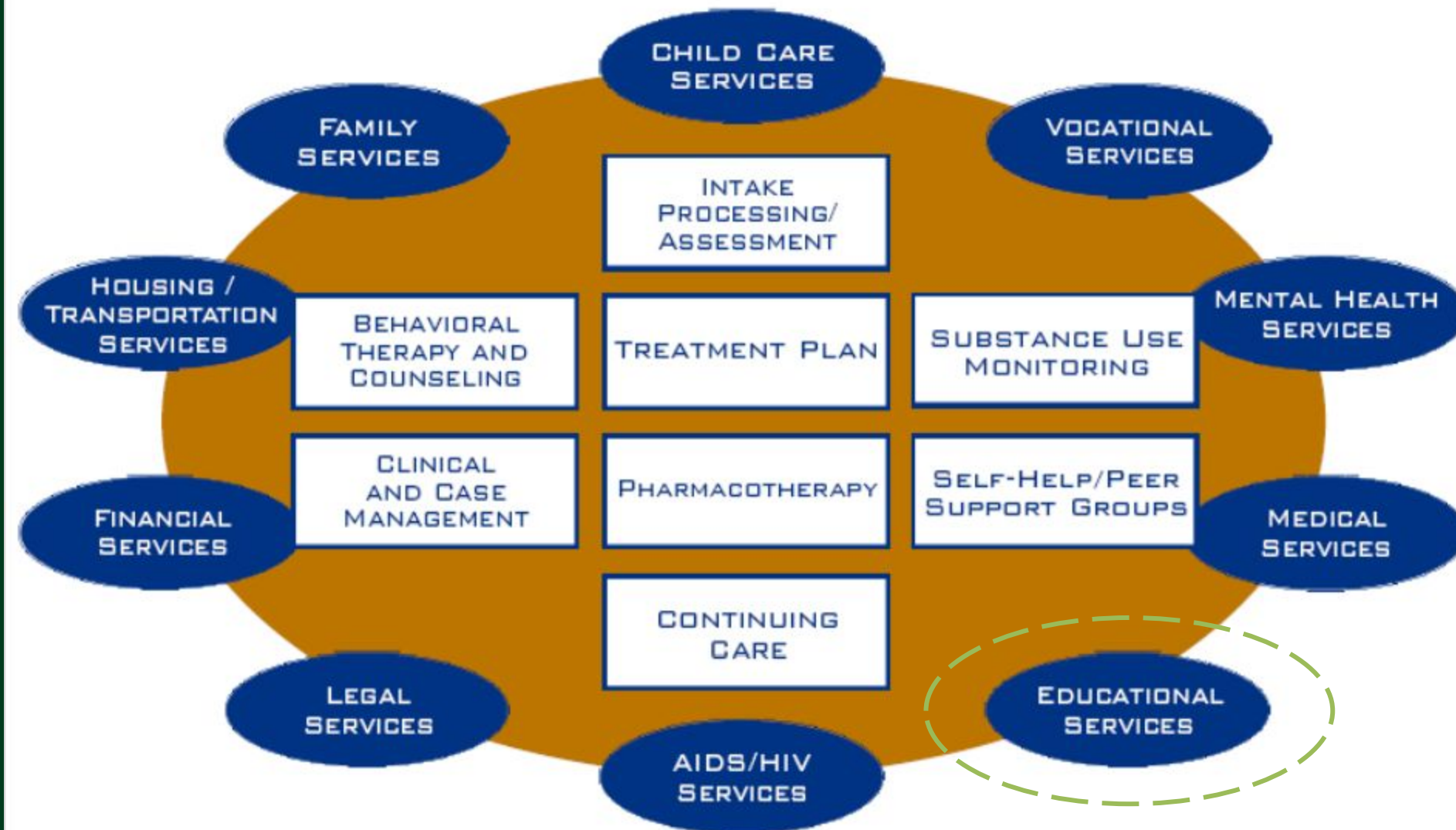
Parent/Guardian?

Residential Facility?

Student Resource Officer?

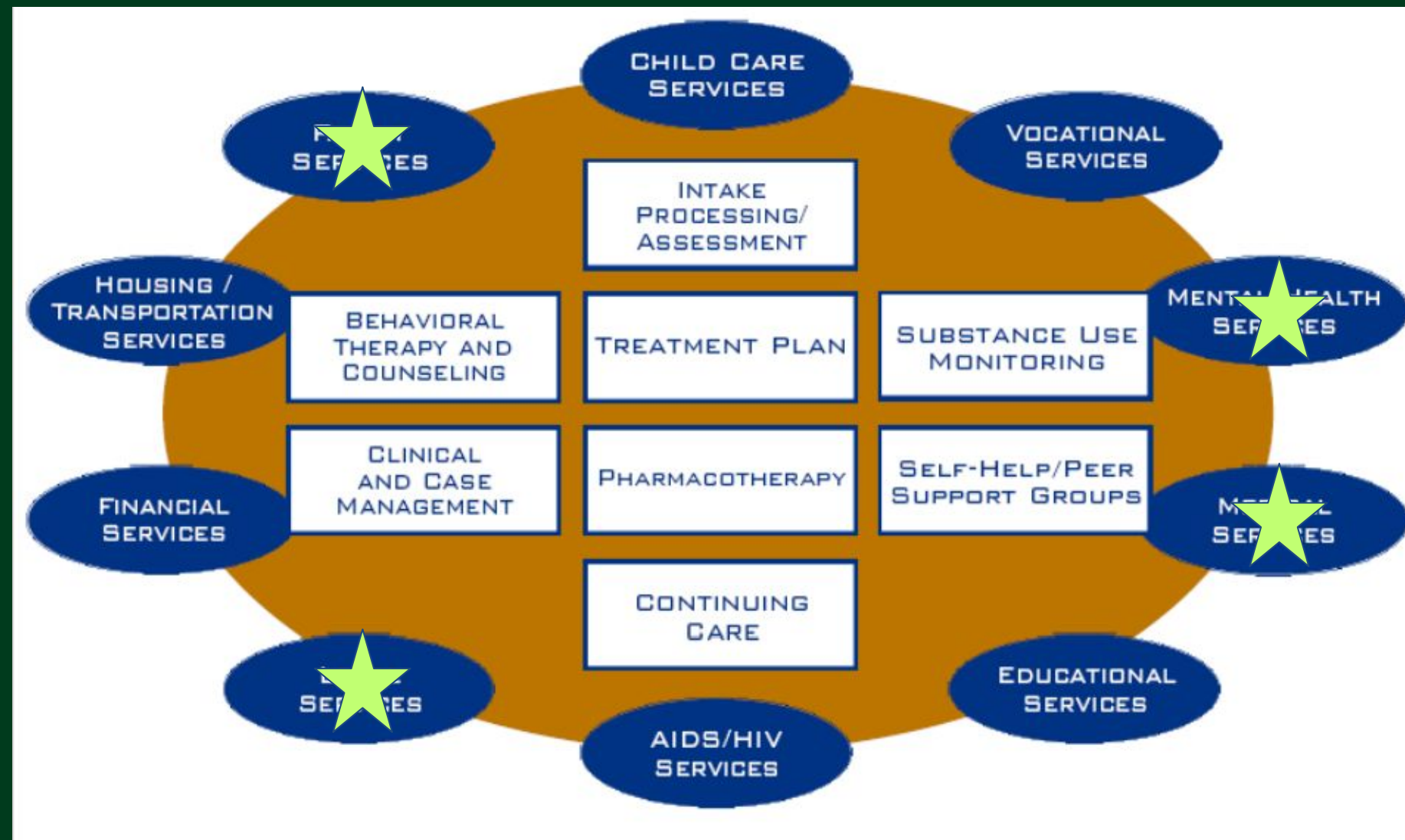


Components of Comprehensive Drug Abuse Treatment



The best treatment programs provide a combination of therapies and other services to meet the needs of the individual patient.

03 OBTAIN RELEASES



Riggs, P. D. (2003). Treating adolescents for substance abuse and comorbid psychiatric disorders. *Science & Practice Perspectives*, 2(1), 18–29. <https://doi.org/10.1151/spp032118>

04 SUPPORT THE FAMILY

Do they understand their child's treatment plan? (clarification)

Do they understand their child's addiction? (psychoeducation)

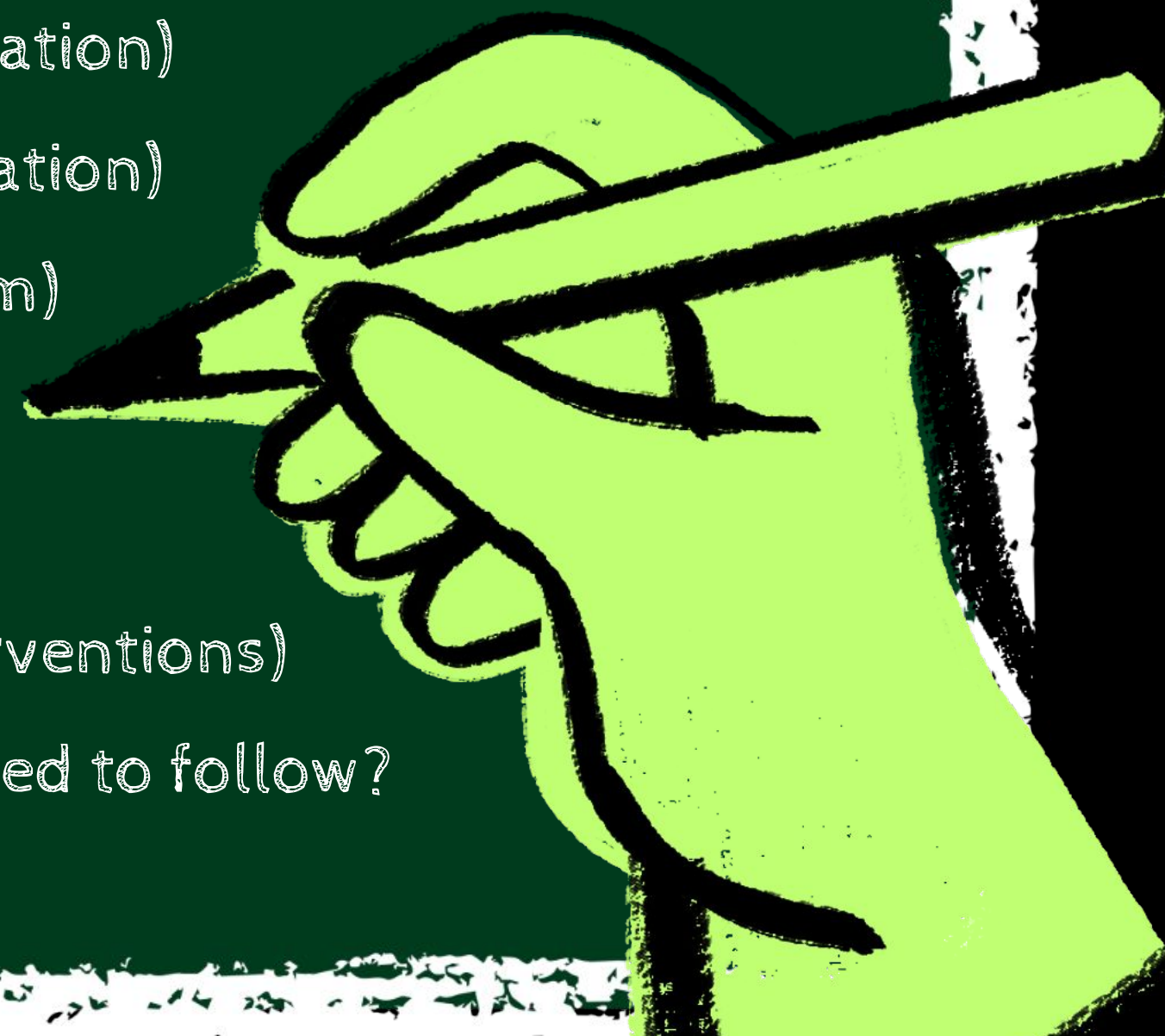
Can they identify family patterns of addiction? (genogram)

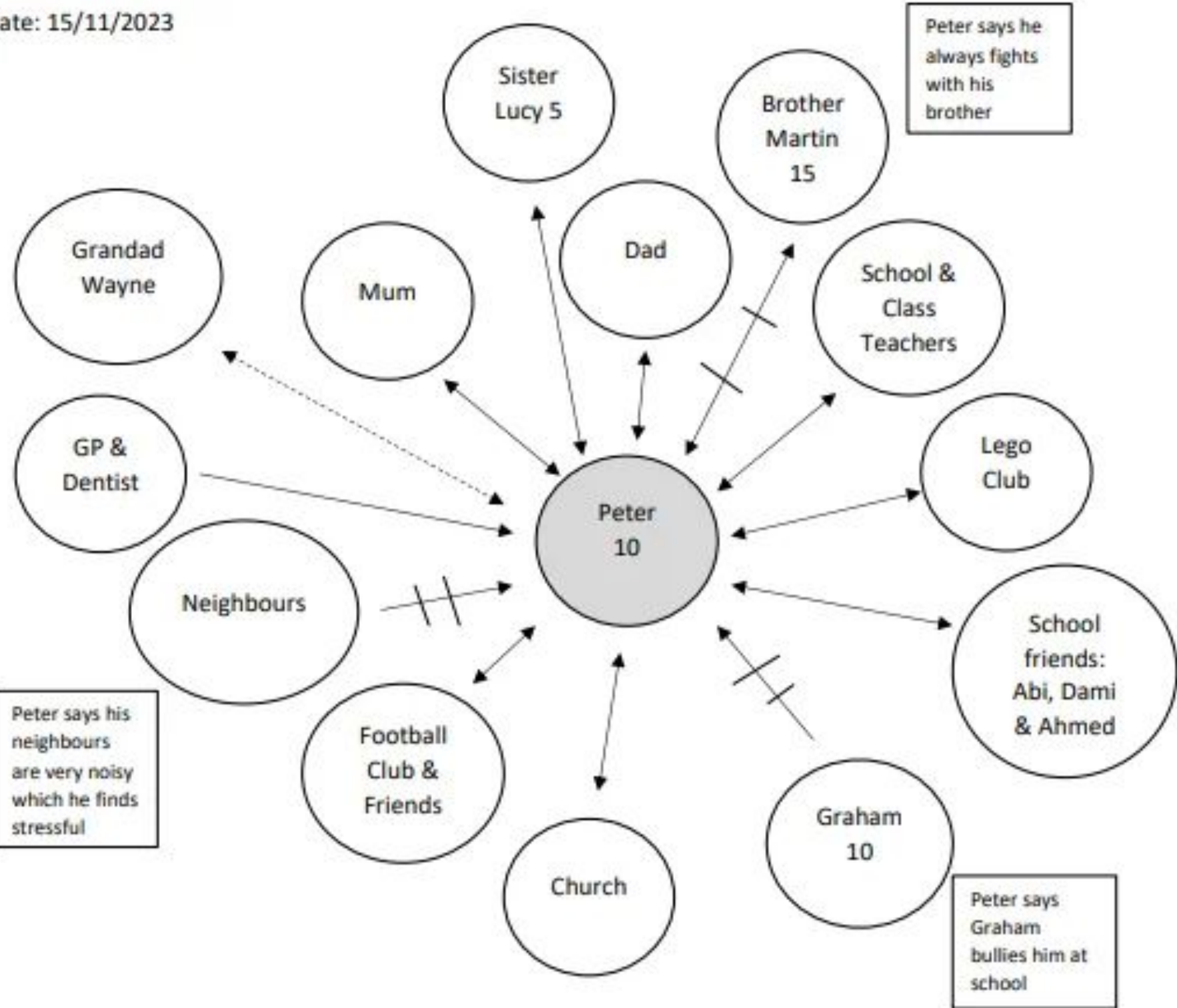
Are they lacking resources? ([ecomap](#))

Do they need parenting help? (referrals)

What support does the child need at school? (tiered interventions)

Is there a court direction that the student (and family) need to follow?





Peter says his neighbours are very noisy which he finds stressful

Peter says he always fights with his brother

Peter says Graham bullies him at school

Key:	
Close and strong relationship	—————
Less close or occasional relationship	- - - - -
Difficult or stressful relationship	——/——/——
Equal relationship	←————→
One-way relationship	————→

**REMEMBER MENTAL AND
SUBSTANCE USE DISORDERS
ARE TREATABLE**

People can, and do, recover.
Family support can make all the
difference. For more information,
visit www.SAMHSA.gov/families.

TALK TO YOUR LOVED ONE

Express your concern and tell
them that you're there to help.
Create a judgement-free and
loving environment to foster
conversation and openness.

SEEK SUPPORT

If you or a loved one needs
help, call **1-800-662-HELP**
(4357) for free and
confidential information
and treatment referral.

BE OPEN

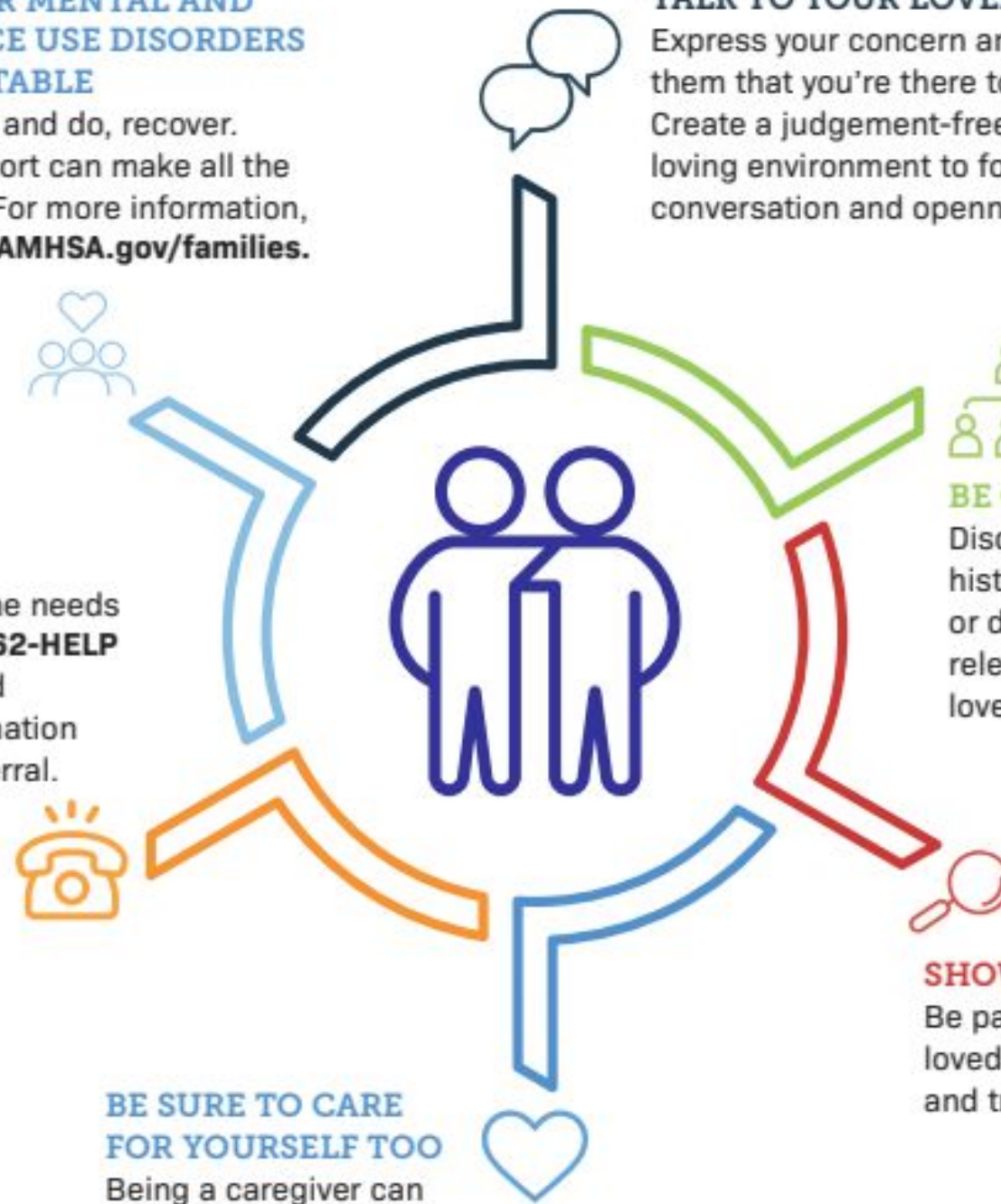
Discuss your family
history of mental illness
or drug and alcohol use, if
relevant. It may help your
loved one feel less alone.

SHOW COMPASSION

Be patient as you help your
loved one locate resources
and treatment services.

**BE SURE TO CARE
FOR YOURSELF TOO**

Being a caregiver can
be highly stressful and
emotionally draining.



05 RESOURCES

Residential Rehab: MK Place (bannockyouthfoundation.org/mk-place/)

IOP: Charlie Health (charliehealth.com)

Alternative Education: Idaho Youth Challenge Academy (idyouthchallenge.com)

Family Support: NAMI (namiidaho.org)

Family Support: St Luke's Center for Community Health (stlukesonline.org)

School Accommodations: 504 Plan

Resource Identification: Ecomaps (socialworkerstoolbox.com/ecomap-activity/)

CASE EXAMPLE: Bobby

Bobby is a 16 year old white male. He recently got pulled over and was charged with a DUI for being under the influence of marijuana while driving (without a license). He gets put on diversion and is assigned a juvenile probation officer. He comes into school and tells you that he has to get drug tested and go to therapy every week, or else his case will get taken to court. You have spoken with his mom a few times in the past about minor mental health concerns. Your relationship is “good” but you don’t know her well.

What next steps would you take to support the family?



CASE EXAMPLE: Bobby

- Get permission from student to call parents to offer support
- Call parent to provide compassion and seek understanding
- “Is there anything I can do to support you in this process?”
- Obtain release to speak with juvenile probation
- Speak with juvenile probation. Understand the charge. Obtain the diversion plan. Inquire about resources and funding.
- Regularly check in with Bobby to see how progress is going. Tell him about MDT sharing information to keep him accountable.
- Meet with parent after explosive behavior at school escalates.
- Create a behavior plan that supports Bobby’s recovery





CONCLUSION

1. **Multidisciplinary Team.** Essential for keeping teen accountable.
2. **Work Closely with Family.** Helps establish trust and promotes transparency.
3. **Identifying Resources.** Gives us a starting point.
4. **Psychoeducation.** Helps families understand cycles of addiction and their role(s) in supporting their teen.



THANK YOU!



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