### Student Assistance Program

#### Student Information Form

Please check the appropriate responses in each section and add comments when needed to clarify on the reverse side of this form. The more specific (including dates) the information, the more useful it is to the study.

**SCHOOL STAFF NOTE:** Only observable behaviors should be discussed. Please be aware that under the Federal Educational Rights and Privacy Act, parents have the right to review the SAP file as part of their child’s school record. List the types of interventions you have previously tried with this student on the reverse side of this form. Also please provide any other appropriate information concerning this student.

Would you like to speak directly to a member of the SAP team? ___Yes ___No

<table>
<thead>
<tr>
<th>Date:</th>
<th>Student:</th>
<th>Period/Time of Day:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher:</td>
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#### A. Class Attendance
- ___Days absent
- ___Days tardy
- ___Classes cut
- Repeated requests to visit restrooms, health office, counselor

#### B. Academic Performance
- Present grade
- Decrease in participation
- Failure to complete homework
- Cheating
- Drop in grades
- Failure to complete in-class assignments
- Does not take advantage of extra assistance offered/available
- Unprepared for class
- Short attention span, explain specific behaviors
- Difficulty retaining new or recent information
- Verbalized disinterest in academic performance
- Easily frustrated
- Verbalized anxiety/fears regarding academic achievement
- Over perfectionism in completing assignments

#### C. Disruptive Behavior
- Verbally abusive
- Fighting
- Sudden outburst of anger
- Obscene language, gestures
- Hits, pushes others
- Disturbs other students
- Denies responsibility, blames others
- Distractible
- Repeated violation of rules
- Constantly threatens or harasses

#### D. Atypical Behavior
-OLDER/YOUNGER SOCIAL GROUP
- Expresses openly alcohol & other drug use
- Expresses desire to punch or gain revenge via harmful or deadly means
- Easily influenced by others
- Unwilling to change attire for PE
- Disliked by peers
- Withdrawn/loner
- Difficulty making decisions
- Expresses hopelessness, worthlessness, helplessness
- Expresses fear, anxiety of
- Expresses anger toward parent
- Dramatic/sudden change in behavior
- Lying
- Criticizes others/self
- Seeks constant reassurance
- Change in peer group/friends

#### E. Illicit Activities
- Carrying weapons, beeper, cell phone
- Involvement in theft (student reported)
- Vandalism (student reported)
- Selling drugs (student reported)
- Carries large amounts of money
- Noticeable change in weight
- Sleeping in class
- Complains of nausea (student reported)
- Glassy, bloodshot eyes
- Unexplained physical injuries
- Poor motor skills
- Frequent cold-like symptoms
- Smells of alcohol/marijuana
- Slurred speech
- Self abuse
- Change in hygiene
- Frequently expresses concern w/personal health
- Fatigue
- Food issues; explain

#### F. Physical Symptoms
- Change in health
- Fatigue
- Frequently expresses concern w/personal health
- Fatigue
- Food issues; explain

#### G. Co-Curricular Activities
- Loss of eligibility
- Missed practice
- Quit team

#### H. Home/School/Family Indicators
- Refusal to go home
- Hangs around school for no apparent reason
- Runaway
- Absence of caregiver (student reported)
- Other family stresses (student reported); explain

#### I. Crisis Indicators
- Expresses desire to die (student reported)
- Expresses desire to join someone who has died
- Suicide threat, gesture
- Recent death of family member or close friend

#### J. Student Strengths and Resiliency Factors
- Can work independently
- Participates in extracurricular activities
- Enthusiastic
- Works well in a group
- Demonstrates desire to learn
- Displays good logic/reasoning
- Leader
- Creative
- Can accept redirection (criticism)
- Considerate of others
- Good communication skills
- Cooperative
- Support system available to student
- Demonstrates good problem solving skills