



Sample 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

DATE:	COURSE:
STUDENT:	PERIOD/TIME OF DAY:
TEACHER:	

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- ___ Withdrawn/loner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)
- Carries large amounts of money
- Selling drugs (student reported)

F. Physical Symptoms

- 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 _____
- Disoriented

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