



November 8, 2007

Dear Student Assistance Counselor, Coordinator or Team Member:

The Student Assistance Center at Prevention First is conducting a landscape questionnaire with SAPs around the state to form a picture of the prevalence and performance of SAPs. The questionnaire that will be implemented is entitled Student Assistance Landscape Questionnaire. Information from SAPs around the state is very important in forming a comprehensive picture of the SAPs that are known to make significant impacts in the lives of Illinois' students.

There are no 'right' or 'wrong' answers to this questionnaire because SAPs around the state function according to the needs of their own school rather than a prescribed formula. The data received about your SAP will be entered into an Excel file that uses a code to identify all schools. The top sheet of the questionnaire is coded and is then removed from the remainder of the document and filed separately; no school names are entered into the Excel file. Only aggregate data will be used for reports, and ***no individual schools will be associated with their data.***

The aggregate data will help the Illinois State Board of Education, the Illinois Department of Human Services, the Illinois Department of Alcoholism and Substance Abuse, and the Illinois Association of Student Assistance Professionals as well as the Student Assistance Center at Prevention First in their needs assessments in determining services. The aggregate data will be analyzed by Virginia Tech with the final report issued in the summer of 2008. No schools will be named in the report.

The questionnaire takes 20 to 30 minutes to complete, and can be completed on your computer and emailed to the Center Director at [pat.berry@prevention.org](mailto:pat.berry@prevention.org) or can be completed by hand and mailed to the Director at the address on the front cover of the questionnaire. Questionnaires will be accepted through May 15<sup>th</sup>, 2008.

We appreciate your willingness to help us gather as much information about SAPs as we can this school year. Any questions you have about the questionnaire can be directed to [pat.berry@prevention.org](mailto:pat.berry@prevention.org) or 800.252.8951 Ext 109. Thank you for your time and commitment in supporting Student Assistance in our state.

Sincerely,

Patricia Berry  
Director, Student Assistance Center at Prevention First

# Student Assistance Center at Prevention First



## Student Assistance Landscape Questionnaire

September, 2007

School Name _____	
School Address _____	
School District _____	
County _____	Student Population Number _____
Person responding to this questionnaire _____ Title _____	
Phone # (     ) _____	E-mail _____

**Please return to: Prevention First, 2800 Montvale  
Drive, Springfield, IL 62704**



**Student Assistance Program Coordinator** (If no coordinator, omit questions 18 through 22.)

18. Do you have an internal or external SAP Coordinator? (or both)                      Internal                      External                      We have both internal and external coordinators.
19. In what year did the Student Assistance Coordinator attend the fundamental two to three day SAP implementation training?                      \_\_\_\_\_                      Has not attended.
20. Approximately what percentage of funds for the SAP Coordinator position are paid through \_\_\_\_\_ Safe and Drug Free Schools and Communities funding                      \_\_\_\_\_ Unsure  
 \_\_\_\_\_ District funding                      \_\_\_\_\_ Other funding sources: \_\_\_\_\_ (source)
21. Approximately how many hours a week does the SAP Coordinator dedicate to Student Assistance activities?                      Less than 10 hours                      11 to 25 hours                      26 to 40 hours                      More than 40 hours
22. In thinking about your "**building level**" SAP Coordinator activities over the school year, what would you say is the approximate number of hours spent each week by the SAP Coordinator on each of the following activities? Place an "0" in the blank for any activities not conducted by the SAP Coordinator.

How many hours a week do you?

a. Plan and facilitate SA Team meetings	0	1-6	7-12	13-20	20+
b. Meet with individual students for non-policy violation related issues	0	1-6	7-12	13-20	20+
c. Meet with individual students for policy violation related issues	0	1-6	7-12	13-20	20+
d. Plan and conduct support groups	0	1-6	7-12	13-20	20+
e. Meet with parents about student issues	0	1-6	7-12	13-20	20+
f. Supervise others working with students (both other staff and students)	0	1-6	7-12	13-20	20+
g. Plan and deliver prevention programs	0	1-6	7-12	13-20	20+
h. Meet with others to coordinate services for students and the school (community resources or school resources).	0	1-6	7-12	13-20	20+
i. Work with a team on changes in the system such as revising school policies and procedures, reviewing and revising program and strategy changes, implementing new policies, procedures, and programs.	0	1-6	7-12	13-20	20+
j. Other: _____	0	1-6	7-12	13-20	20+

\_\_\_\_\_

## Student Assistance Program Structure and Organization

23. Approximately what is the total number of hours per week spent in your school on activities performed as part of your Student Assistance Program? (Include all team members' and SAP coordinators' hours, in and outside of team meetings)	Less than 15 hours	15 to 50 hours	50 to 75 hours	More than 75 hours
24. Approximately what percentage of your SAP core team meetings does a building administrator attend?	Less than 25% of the scheduled meetings	26 to 50%	51 to 75%	75 to 100%
25. If a building administrator does not attend SAP core team meetings, how often does a designated SAP member have a face to face meeting to update the administrator?	Less than 25% of the time	26 to 50%	51 to 75%	75 to 100%
26. Do you believe that the SAP meeting time is sufficient to complete the SAP work needing to be done?	Yes	No		
27. How well is your SAP structure and organization clearly defined? (Examples of structure would include functions, roles, goals, objectives, formats, procedures, processes, how SAP fits in a larger system of the school.)	Not at all Defined	Discussed but Not Defined	Verbally Defined, Not in Writing	Clearly Defined in Written Format
28. To what degree are your team member's role assignments and responsibilities defined?	Not at all Defined	Discussed but Not Defined	Verbally Defined, Not in Writing	Clearly Defined in Written Format
29. To what degree is the decision-making process for identifying students and accepting referrals to the SAP defined?	Not at all Defined	Discussed but Not Defined	Verbally Defined, Not in Writing	Clearly Defined in Written Format
30. To what degree would you say that the formal procedure to involve parents when students are identified for SAP services defined?	Not at all Defined	Discussed but Not Defined	Verbally Defined, Not in Writing	Clearly Defined in Written Format

## Student Assistance Program Services

	0	1 to 10%	11 to 25%	26 to 50%	51 to 75%	75 to 100%
31. Approximately what percentage of your student body is identified for individualized SAP services or support groups?	—	—	—	—	—	—
32. Approximately what percentage of your student body has case files carried over to following years?	—	—	—	—	—	—
33. Approximately what percentage of students identified for SAP services demonstrate improvement in behavior, health, academics, and/or attendance?	—	—	—	—	—	—
34. Approximately what percentage of students identified for SAP services demonstrate that they do not decline in behavior, health, academics, and/or attendance?	—	—	—	—	—	—
35. Are administrative policy violations and consequences for violations clearly stated in the student handbook?		Yes	No			
36. Is professional substance abuse treatment available on site in your school?		Yes	No	Unknown		
37. If yes, what do you understand is the funding source that pays for those substance abuse services?		School funding	Outside funding	Unknown		
38. If substance abuse treatment services would be offered in the school without financial cost to the school, do you believe your school would be open to allowing those services to be offered?		Yes	No			
39. If substance abuse treatment services would be offered in the school without financial cost to the school, do you believe your school would allot time for students to access those services?		Yes	No			
40. Do you believe that substance abuse treatment for adolescents is readily available in your area?		Yes	No			
41. Is professional mental health treatment available on site in your school?		Yes	No	Unknown		
42. If yes, what do you understand is the funding source that pays for those mental health services?		School funding	Outside funding	Unknown		
43. If mental health treatment services would be offered in the school without financial cost to the school, do you believe your school would be open to allowing those services to be offered?		Yes	No			
44. If mental health treatment services would be offered in the school without financial cost to the school, do you believe your school would allot time for students to access those services?		Yes	No			
45. Do you believe that mental health treatment for adolescents is readily available in your area?		Yes	No			

46. Do you believe that recovery support for adolescents is readily available in your school?	Yes	No			
47. Do you believe that recovery support for adolescents is readily available in your community?	Yes	No			
48. Does your school have procedures in place to promote student access to, and in the case of policy violations, compliance with school and community resources?	Yes	No			
49. On what percentage of students identified for SAP services does your SAP collect relevant data? (grades, attendance, health, behavior)	25% or less	26 to 50%	51 to 75%	75 to 100%	
50. How often do you believe your SAP has sufficient and accessible school resources to meet the needs of students identified by the SAP?	1 = Never	2 = Rarely	3 = Some-times	4 = Often	5 = Very Often
51. How often do you believe your SAP's interventions effectively support and link students and parents with community services when they are indicated?	1 = Never	2 = Rarely	3 = Some-times	4 = Often	5 = Very Often
52. Are confidentiality guidelines for the team well delineated?	Yes	No			

53. The following list represents common methods of identifying students for SAP selective and indicated services. Please indicate the approximate average percentage of students identified for SAP services (from the total number of students identified for SAP services) through each of the following methods.

	0	Less than 10%	11 - 25%	26 - 50%	51 - 75%	75 - 100%
a. Teacher and other staff referral	—	—	—	—	—	—
b. Parent referral	—	—	—	—	—	—
c. Students referring friends or other students	—	—	—	—	—	—
d. Students referring themselves	—	—	—	—	—	—
e. Self selection (support groups or other selective strategies)	—	—	—	—	—	—
f. Policy violations	—	—	—	—	—	—
g. Random student drug testing	—	—	—	—	—	—
h. Quarterly or mid-term grade reports	—	—	—	—	—	—
i. Attendance checks	—	—	—	—	—	—
j. Administrative behavior referrals	—	—	—	—	—	—

- k. Outside agency referrals - - - - -
- l. Other: - - - - -

54. Approximately how many parents per year would you say you work with as part of your SAP's early intervention activities (individual student identified for services). \_\_\_\_\_

55. Approximately how many parents or guardians per year would you say that you work with as part of your SAP's prevention program activities? \_\_\_\_\_

56. Following is a list of many of the types of strategies and activities that are associated with Student Assistance Programs. Please check the appropriate box for each strategy.

	SAP plans and conducts	SAP serves as a collaborative partner in planning and conducting	Conducted by someone other than SAP	Not conducted	Unknown
a. Life skills education for all students in a particular group such as 7 <sup>th</sup> graders (Botvin's Life Skills, Quest, etc.)	-	-	-	-	-
b. Evidence-based prevention programs other than life-skills education. (Project Alert, Commit to Quit, I Can Problem Solve, Second Step, etc.)	-	-	-	-	-
c. Prevention, health and wellness education sessions for students in a workshop day format.	-	-	-	-	-
d. Prevention, parenting, health and wellness education sessions for adults in a workshop format (parent university, positive parenting).	-	-	-	-	-
e. Prevention information presentation to parents included in another event (parent orientation).	-	-	-	-	-
f. Working with staff and administration to change policies and procedures.	-	-	-	-	-
g. Working with staff and administration to change how parts of your system work together.	-	-	-	-	-
h. Working with others to write grants and look for other funding for programs in the building.	-	-	-	-	-
i. Character education	-	-	-	-	-
j. Health fairs	-	-	-	-	-
k. Peer leadership groups or activities	-	-	-	-	-
l. Social norms campaign	-	-	-	-	-

	SAP plans and conducts	SAP serves as a collaborative partner in planning and conducting	Conducted by someone other than SAP	Not conducted	Unknown
m. Random student drug testing	—	—	—	—	—
n. Wellness development activities such as a walking, nutrition or stress management programs for students	—	—	—	—	—
o. Wellness development activities such as a walking, nutrition or stress management programs for staff.	—	—	—	—	—
p. Working on an on-going basis with a community prevention provider.	—	—	—	—	—
q. Teen Reach, Crossroads	—	—	—	—	—
r. Peer Mentoring Program	—	—	—	—	—
s. Peer Tutoring Program	—	—	—	—	—
t. Adult tutoring program	—	—	—	—	—
u. Adult mentoring program	—	—	—	—	—
v. Alternative to suspension programs	—	—	—	—	—
w. Assisting individual students in developing a plan to improve behavior, academics, health and/or attendance.	—	—	—	—	—
x. Assisting students and / or families to find resources including basic life needs such as shelter, food, supplies, clothing, and physical and behavioral health care.	—	—	—	—	—
y. Collaborating with community treatment agencies about a specific student's professional treatment and recovery support needs?	—	—	—	—	—
z. Working with students and / or families with confidentiality procedures including information, forms, and protection practices.	—	—	—	—	—
aa. Working with individual students on recovery support issues including support groups for recovering students.	—	—	—	—	—
bb. Red Ribbon Week	—	—	—	—	—
cc. Other:	—	—	—	—	—

## Student Assistance Program Educational Support Groups

57. Approximately what is the total number of students per year served in educational support groups in your building? \_\_\_\_\_

58. Following is a list of topics that frequently serve as the basis of an educational support group. Please indicate the number of times per year that support group is offered by your SAP. (If the same topic is offered 3 times a year with 3 different groups on that topic running at one time, the answer would be 9.)

a. ____ <b>Aftercare Support Group</b>	This group works with students returning to school after inpatient or day treatment hospitalization.
b. ____ <b>Awareness/ Intervention Group</b>	This group works with students who are at risk for developing an alcohol or other drug problem and is willing to take an honest look at the impact of their use of alcohol, tobacco and other drugs.
c. ____ <b>Concerned Persons</b>	This group provides information and support to students whose lives are affected by someone else's use of alcohol and other drugs.
d. ____ <b>Good Choices</b>	This group provides education and support for students who want to stay drug free and make positive choices.
e. ____ <b>Smoking Cessation</b>	This group works with students who want to quit smoking or have a policy violation for smoking on campus or at school events.
f. ____ <b>Recovery Support</b>	This group works with students who have experienced significant problems related to substance abuse or psychiatric issues.
g. ____ <b>Adoption Support</b>	This groups works with students in middle and high school grades who are dealing with adoption issues.
h. ____ <b>Changing Families Group</b>	This group works with students who are adjusting to divorce situations or coping with changes that can occur in blended families.
i. ____ <b>Changing Spaces</b>	This group provided information and support group for students who are homeless or displaced.
j. ____ <b>Military Connected Families</b>	This group works with students whose family includes a member of the military who is deployed or returning from deployment.
k. ____ <b>Transitions</b>	This is a short-term group for transfer and new students who are experiencing adjustment difficulties.
l. ____ <b>Young Parents</b>	This group is an educational support group focusing in parenting issues for 14- to 19-year-old parents.
m. ____ <b>Decision-Making Group</b>	This group works with students needing to focus on decision making as it relates to dating, relationships, substance use and school topics.
n. ____ <b>Bullying Interruption</b>	This group works with students who have problems with bully victimization to build resistance, communication and coping skills.
o. ____ <b>Social Skills Group</b>	This group works with students needing to develop appropriate social skills among their families, community members and peers.
p. ____ <b>GLBT</b>	This group works with students who are gay, lesbian, bi-sexual, transgender, or questioning their sexual identity.

<b>q. ___ Images for Females</b>	This group works with female students who are experiencing stress or anxiety that may be related to any of the following: eating issues, depression, relationships or self-esteem.
<b>r. ___ Males Only</b>	This group works with males to discuss relationships, dating and the consequences of risk-taking behaviors.
<b>s. ___ Bereavement Group</b>	This group works with students (using a curriculum other than Rainbows) experiencing the loss of a loved one or other significant loss .
<b>t. ___ Rainbows</b>	This group utilizing the Rainbows curriculum for students dealing with loss issues.
<b>u. ___ Relationships</b>	This group works with co-ed students experiencing stress or anxiety that may be related to depression, relationships or self-esteem.
<b>v. ___ Anxiety and Stress Management</b>	This group teaches stress management strategies and relaxation exercises such as progressive muscle relaxation, imagery, deep breathing and others.
<b>w. ___ Anger Management</b>	This group works with students who have difficulty managing anger in appropriate ways.
<b>x. ___ Looking Up</b>	This group works provides education and support for students dealing with depression issues.
<b>y. ___ Other</b>	
<b>z. ___ Other</b>	
<b>aa. ___ Other</b>	
<b>bb. ___ Other</b>	

### Professional Development

Would you or others on your SAP be willing to attend training if offered on:

59. SAP needs assessment and goal setting?	Yes	No
60. adolescent substance use?	Yes	No
61. mental health issues?	Yes	No
62. Does a \$25 registration fee impact your SAPs' ability to attend trainings?	Yes	No

63. Following are topics that are frequently included in training for all building staff as part of SAP staff development. Please check the box that reflects how often training on that topic is conducted. Additionally, check the box in the last column if that training topic is provided through any source other than SAP. (Please consider all training mediums including formal training, written information or electronic communication).

	Annually	Every 2 Years	Less Often	Never	Completed by Source Other Than SAP
a. What SAP is and how it functions in the building	—	—	—	—	—
b. Identifying students appropriate for SAP services	—	—	—	—	—
c. How to complete a Student Assistance referral	—	—	—	—	—
d. Signs and symptoms of alcohol and other drug use	—	—	—	—	—
e. Signs and symptoms of depression and suicide	—	—	—	—	—
f. Bullying policies, procedures, and interruption strategies	—	—	—	—	—
g. Signs and symptoms of disordered eating	—	—	—	—	—
h. Signs and symptoms of self injurious behavior	—	—	—	—	—
i. Crisis management policies and procedures	—	—	—	—	—
j. Responding to violent student behavior	—	—	—	—	—
k. Other behavioral health topical training	—	—	—	—	—

### Program Awareness

64. Following is a list of Student Assistance Program marketing tools that are often used to promote your SAP with staff, students, parents and community members. Please check the box that represents how often each marketing tool is utilized.

	Annually	Every other year	Every 3 to 5 years	Do not use.
a. SAP listed on the website	—	—	—	—
b. SAP information is distributed to all parents	—	—	—	—
c. SAP articles included in a parent newsletter	—	—	—	—
d. SAP brochure	—	—	—	—
e. SAP presentation given to students	—	—	—	—
f. SAP video shown to students	—	—	—	—

g. SAP letter sent to parents	-	-	-	-
h. SAP emails sent to staff	-	-	-	-
i. Other	-	-	-	-

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### Program Evaluation

65. Following is a list of Student Assistance Program data collection and evaluation strategies. Please check the box for how often your SAP uses that strategy.

#### Baseline Data Collection

	Annually	Every other year	Every 3 to 5 years	Do not use.
a. Implementing the NCLB Title IV Principles of Effectiveness.	-	-	-	-
b. Looking at quantitative information sources such as overall attendance, grades, and behavior information as part of need assessment.	-	-	-	-
c. Looking at current support resources available to students in school	-	-	-	-
d. Participating in the Illinois Youth Survey.		-	-	-

#### Qualitative Process Evaluation Information

	Annually	Every other year	Every 3 to 5 years	Do not use.
e. Looking at qualitative information sources such as interviews, focus groups, and forums	-	-	-	-
f. Student participant satisfaction evaluation forms	-	-	-	-
g. Staff feedback from surveys, satisfaction evaluation forms, emails, etc	-	-	-	-
h. Parent feedback from surveys, satisfaction evaluation forms, emails, etc	-	-	-	-
i. Student self-reports of improvement	-	-	-	-
j. Goal setting and evaluation meetings	-	-	-	-
k. Core team maintenance meetings	-	-	-	-
l. Attendance at a SAP Booster training	-	-	-	-
m. School substance use and possession, violence, attendance, behavior policy reviews and revisions	-	-	-	-
n. SAP functions (i.e. meeting processes, identification, referral, intervention follow-up processes and procedures )	-	-	-	-

- o. Do you evaluate your SAP performance (outcomes /accomplishments) — — — —
- p. Does your SAP make changes in your functions or performance based on your evaluation findings? — — — —

**Student Outcome Data (Pre and Post Intervention)**

- q. Do you typically examine student attendance status information prior to and after working with a student? Yes No
- r. Do you typically examine student behavior (policy and classroom) status information prior to and after working with a student? Yes No
- s. Do you typically examine student academic status information prior to and after working with a student? Yes No
- t. Do you typically examine student health status information prior to and after working with a student? Yes No
- u. Do you typically check to see if students have complied with policy violation suspension or expulsion wavier conditions? Yes No
- v. Other: \_\_\_\_\_

66. Please list other prevention / early intervention systems implemented in your building (examples may include PBIS and RTI).

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67. Does your Student Assistance Program work collaboratively with other prevention / early intervention systems implemented in your building? (i.e., PBIS, RTI, Special Education Pre-referral, SEL). Yes No

68. Approximately how many years has your SAP submitted a completed year end report to IASAP? 1 to 2 years 3 to 5 years 6 to 8 years More than 8 years

69. Approximately how many years has someone from your SAP attended the annual IASAP conference? 1 to 2 years 3 to 5 years 6 to 8 years More than 8 years

70. Is there any additional information that you would like to add to this questionnaire?

Name of individual conducting questionnaire \_\_\_\_\_.

Title \_\_\_\_\_