Washington State Student Assistance Prevention and Intervention Services Program

Data Collection Manual and Online Database User Guide for Program Directors and Intervention Professionals 2018–2019

Prepared for

Student Assistance Prevention and Intervention Services Program
Learning and Teaching Support
Office of Superintendent of Public Instruction

Prepared by

Jennifer Lembach
Heidi Hinshaw
RMC Research Corporation

May 2019

Contents

Exhibits

Data collection for the evaluation of the Student Assistance Prevention and Intervention Services Program (SAPISP) established by the Washington State Omnibus Alcohol and Controlled Substance Act compiles accurate and timely information that intervention professionals, school and district administrators, state agencies, and legislators use to inform decisions regarding local, regional, and statewide prevention and intervention services. The SAPISP online database was designed jointly by program directors and intervention professionals, the evaluators at RMC Research, and Office of Superintendent of Public Instruction (OSPI) officials.

Universal Prevention Activity Data

Universal prevention is a key component of a successful student assistance program. For many local programs, prevention activities have increased in importance in recent years and account for a significant portion of intervention professionals' efforts. With input from program directors and intervention professionals, RMC Research developed a conceptual framework for the universal prevention activity plan that organizes activity types by target population and strategy. Universal prevention activities typically target students, school staff, parents, or the community at large and entail raising awareness of prevention issues or services; developing knowledge, skills, or attitudes; implementing a science-based prevention curriculum or program; or planning.

The universal prevention activity data reporting system was developed at the request of local programs and key state agencies to describe the nature and scope of these efforts. The data satisfy reporting requirements for: (a) the Center for Substance Abuse Prevention, the primary federal funding source through the Prevention Partnership Grant, and (b) the Division of Behavioral Health and Recovery, the state agency that oversees prevention programs funded by the Center for Substance Abuse Prevention including SAPISP. RMC Research has mapped the SAPISP conceptual framework to the conceptual frameworks of the funding sources for universal prevention activities so that SAPISP data exported to other data systems (e.g., the Division of Behavioral Health and Recovery's Performance Based Prevention System) are coded automatically.

Indicated and Selective Services Data

The primary objective of the program is providing indicated and selective intervention services to students. Much of the data collection for the evaluation and, therefore, the online database focuses on tracking students receiving intervention services. The evaluation collects data on quick intervention students (i.e., students served in 2 or less visits) and full intervention students (i.e., students served in 3 or more visits) with an emphasis on collecting robust data on full intervention students with substantive intervention goals. As students get added to caseloads, intervention professionals use the online database to report student characteristics at intake, GAIN-SS score and other intake assessment outcomes, direct services provided, referrals made to other service resources, level of participation, status at exit, attendance data, and the number of classes passed and failed. Intervention professionals also report data on the number of groups they conduct with indicated and selective services students. In addition, intervention professionals collect one-year follow-up data on the number of classes passed and failed for full intervention students only.

Longitudinal Student Performance Data

To measure the impact of SAPISP on school success, in 2007–2008 the evaluation began collecting longitudinal data on a random sample of approximately 20% of the total population of intervention students served. Longitudinal data collected by intervention professionals on this sample of students included grades and attendance data at 3 time points. Starting in 2010–2011, however, the scope of longitudinal data collection changed. Intervention professionals now report the number of classes passed and failed for all full intervention students at 2 time points. The first time point (baseline) for reporting the number of classes passed and failed is the first academic term of the school year in which the student participated in intervention services. The second time point (follow-up) for reporting the number of classes passed and failed is the first academic term of the subsequent school year. This approach is intended to be less burdensome for intervention professionals and to serve as a broader and more meaningful measure of SAPISP impact on student performance.

For example, for students served in 2016–2017, intervention professionals are to enter baseline data from fall 2016 and follow-up data from fall 2017. For students served during 2015–2016, intervention professionals are to enter baseline data from fall 2015 and follow-up data from fall 2016.

Access to Data

RMC Research provides 4 levels of permission to access the SAPISP online database:

1. *Intervention professional*—Intervention professionals can report universal prevention activities, complete intake and services data for students receiving intervention services and view summary reports of their own caseloads.
2. *Supervisor*—Individuals who supervise intervention professionals can view summary reports of those intervention professionals' caseloads. Supervisors cannot view student-level data.
3. *Director*—Program directors can activate and deactivate online database access for intervention professionals, update intervention professionals' school assignments, report universal prevention activities, and view summary reports of the universal prevention activities and caseloads of the intervention professionals they oversee. Program directors cannot view student-level data.
4. *State*—The SAPISP program managers at OSPI and the Division of Behavioral Health and Recovery have permissions to view summary data from all local programs. Program managers cannot view student-level data.

A new user is automatically granted intervention professional-level permission. Only RMC Research can change a user's permission level to access the SAPISP online database.

Program Director Responsibilities

Program directors are the liaisons between RMC Research and the intervention professionals who collect and report the SAPISP evaluation data. Program directors must carry out the following tasks to support the intervention professionals.

August

- Verify that intervention professionals have computer and internet access and basic computer skills.
- Activate online database access for new intervention professionals and change outgoing professionals to inactive status. Note that caseloads must be moved from the old professional to the new professional before the old professional is changed to inactive status.
- Update all intervention professionals' school assignments and contact information.
- Procure sufficient paper Program Evaluation Forms from OSPI. Note: It is very important to be certain that your intervention professionals are using only the current version of the Program Evaluation Form (it should say Revised September 2017 in the top right corner, as of the 2018–2019 school year). If you submit old versions of forms, they will be returned to the ESD to be rebubbled and have sheet numbers updated in the database.
- Contact RMC Research about any unresolved issues or questions.

September

- Review the prior year's state and local SAPISP evaluation findings with the intervention professionals.
- Conduct a training event for intervention professionals that covers (a) the data collection and reporting requirements, (b) use of the online database, and (c) administration of the Program Evaluation Form.
- Distribute sufficient copies of the Program Evaluation Form for pretesting in the first term[1] of the school year. Follow a schedule for distributing additional forms during the school year (estimate the number needed based on prior years to avoid shortages).

Monthly

- Activate and deactivate intervention professionals and update school assignments, funding sources, and contact information as necessary.
- Establish a schedule for monitoring the intervention professionals' data collection and reporting progress.
- Collect completed Program Evaluation Forms and spot check them to ensure that the intervention professionals and students followed the instructions. RMC Research recommends requiring intervention professionals to submit their data by the 15th of each month.
- Mail the Program Evaluation Forms to RMC Research by the 20th of each month.
- Monitor intervention professionals' performance with respect to data collection and service delivery. The online database offers a variety of reports to help program directors monitor data collection and service delivery including universal activity reports, indicated student reports, data monitoring reports, and staffing reports.
- Run the Quality Control Summary for a summary of data collection progress.
- Run the Program Evaluation Form Status and Follow-Up Status Report monthly and make targeted inquiries if the data suggest procedural or reporting problems.
- Run other reports (e.g., Service Summary, Student Progress) filtered by intervention professional or school as needed for additional detail.

---

[1]First term is defined as the first quarter for schools that report grades quarter, the first trimester for schools that report grades 3 times per year, or the first semester for schools that report grades twice per year.

February
- Remind intervention professionals to complete Baseline Classes Passed/Failed data for current year's students and Follow-Up Classes Passed/Failed data on previous year's students.

April
- Review the end-of-year data collection process.

June
- Ensure that intervention professionals have entered service data and sheet numbers, and submitted Program Evaluation data for all of the students on their caseload master lists by June 30.

Intervention Professional Responsibilities

Intervention professionals deliver student assistance services and collect and report data for the SAPISP evaluation. This *Data Collection Manual and Online Database User Guide for Program Directors and Intervention professionals* can be downloaded from the homepage of the SAPISP online database, located at: **http://www.lgan.com/pisp/**

Note that there is also a practice online database located at http://www.lgan.com/pispdemo that can be accessed with the username duser and the password Demouser1.

Baseline
- Immediately after initiating indicated or selective program services with a student, add the student to the caseload master list and complete the Intake and Screening tabs of the Intake and Services page.
- Administer the Program Evaluation Form to the student as a pretest and enter the date and sheet number into the Edit Student Tests page (see Exhibit 19). Submit the completed Program Evaluation Forms to the local program director or mail them directly to RMC Research (Project Aware schools). If you need address labels for sending forms to RMC Research, contact Heidi Hinshaw at hhinshaw@rmcres.com.
- Complete the Attendance tab (baseline attendance only) of the Intake and Services page. This involves consulting the school's official records and reporting the cumulative number of days absent in the 30 calendar days prior to intake.
  - ▸ **NOTE**: check with your supervisor whether you are required to enter attendance data, as this requirement varies among sites.

Monthly
- Immediately after conducting a universal prevention activity, report the activity type, date, and number of participants.
- For all students on the caseload master list, update the Services tab of the Intake and Services page to report services provided.
- Administer the Program Evaluation Form as a posttest when a student completes program services. Enter the date and sheet number into the database (see Exhibit 19). Submit the completed Program Evaluation Forms to the local program director or mail them directly to RMC Research (Project Aware schools). If you need address labels for sending forms to RMC Research, contact Heidi Hinshaw at hhinshaw@rmcres.com.

- Complete the Attendance tab (follow-up attendance only) of the Intake and Services page when a student completes program services. This involves consulting the school's official records and reporting the cumulative number of days absent in the 30 calendar days prior to exit.
- Complete the Exit tab of the Intake and Services page when a student completes program services, leaves the school, or at the end of the school year. Completing the Exit tab involves consulting the school's official records and reporting the number of classes passed and failed in the first term of the current school year for students served in the current school year.
- Utilize data summary reports to monitor data collection and service delivery.

January

- Using the School Year filter on the View Students page, filter by the previous school year (e.g., 2015–2016 if the current school year is 2016–2017) and report the number of classes passed and failed in the **first term of the <u>current</u> school year** for all full intervention students **served the <u>prior</u> school year.**

May

- Administer outstanding posttest Program Evaluation Forms and complete Exit tabs for students no longer served.
- Verify all Follow-Up Classes Passed/Failed data have been entered for all full intervention students served the prior school year.

End of School Year

- By **June 15**, administer all posttest Program Evaluation Forms, enter the date and sheet number into the Edit Student Tests page (see Exhibit 19), and submit the completed Program Evaluation Forms to the local program director or mail them directly to RMC Research (Project Aware schools). If you need address labels for sending forms to RMC Research, contact Heidi Hinshaw at hhinshaw@rmcres.com.
- By **July 15**, complete all data entry for the year in the online database, including entering the date and sheet number for all posttest Program Evaluation Forms, as well as the Services, Attendance, and Exit tabs for all students.

Evaluator Responsibilities

As the state SAPISP evaluator, RMC Research is charged with building and hosting the online database that enables intervention professionals to enter data from any computer with internet access. The online database is easy to use and provides interactive access to program data through an online report feature. RMC Research safeguards the data with security measures and nightly backups. RMC Research exports SAPISP data into the Division of Behavioral Health and Recovery's Performance Based Prevention System (PBPS). SAPISP data are not imported into CATALYST due to differences in the way services are recorded.

Address questions regarding the data collection process or the online database to Heidi Hinshaw (hhinshaw@rmcres.com; 800-788-1887, ext. 5716) or Jennifer Lembach (jlembach@rmcres.com; 800-788-1887, ext. 5726). Address questions or comments of a policy nature to Mandy Paradise at OSPI (mandy.paradise@k12.wa.us; 360-725-6045).

Administering the Program Evaluation Form

THIS SECTION APPLIES TO FULL INTERVENTION STUDENTS ONLY.

Measuring changes in the attitudes and behaviors of students who participate in indicated or selective services is an arduous but fundamental task, and the demonstrated success of SAPISP has contributed to its longevity. Intervention professionals must familiarize themselves with the following guidelines designed to foster student cooperation and ensure an accurate assessment of program effectiveness.

Which Students to Survey

Administer the Program Evaluation Form to any student in Grade 6 and up who participates in indicated or selective services (**full intervention students**). Do not administer the Program Evaluation Form to students who participate only in universal prevention activities.

When to Administer the Pretest

If the student begins participating in a group, administer the pretest Program Evaluation Form the first time the student attends a group session. Otherwise, administer the pretest by the third contact with the student. **Administer only one pretest to a student during a school year.** Briefly delaying administration of the pretest is permissible if the student shows signs of intoxication, severe emotional distress, or extreme noncooperation. The goal is to administer the pretest as close to the beginning of service participation as possible, but the health and safety of the student is the highest priority.

When to Administer the Posttest

Administer the posttest Program Evaluation Form after the student completes program services or near the end of the school year—whichever comes first. If the student is involved in a group, administer the posttest at the last group session. The posttest can be administered more than once (e.g., if a student receives additional services after having already taken the posttest). If more than one posttest is administered, you must delete the first posttest date and sheet number from the student's Test page in the database in order for the most recent posttest data to replace the previous posttest data.

If possible, **administer posttests by the end of May** for students who begin program participation between September and March to minimize end-of-year scheduling conflicts and ensure a high rate of data collection.

Notifying Students and Parents

Follow the local program's procedures for notifying students and their parents that program participants can contribute to the evaluation by completing the Program Evaluation Form. Such notification is typically incorporated into brochures, presentations, and consent forms used by the local program to recruit participants.

Preparing Collection Envelopes and Program Evaluation Forms

Pilot testing revealed that students are often willing to disclose on the Program Evaluation Form information they are not ready to discuss with the intervention professional or other school staff if they are assured that their responses will not be seen by anyone at the school and will remain anonymous. Adhere to the following procedures to encourage honest student disclosure and ensure confidentiality.

Each month, prepare a collection envelope for the Program Evaluation Forms completed that month:

- Attach a copy of the confidentiality statement (see Appendix A) to a 9 x 12-inch envelope.
- Print **your name** and the **school name** legibly on the confidentiality statement and sign it. RMC Research may need to contact the intervention professional to resolve form bubbling problems, and including your information on the collection envelope enables this process.

Prepare a Program Evaluation Form for each student respondent:

- Write the name of the student on the perforated stub (the top of the back side) **but do not tear it off yet** (this will happen when you actually administer the test).
- Use a **No. 2 pencil** to bubble the **Purpose** (pretest or posttest) and the **Month Administered** in the identification grid (in the lower right corner of the back side). To ensure that RMC Research can process the forms, fill each bubble completely and avoid folding, stapling, hole punching, or making marks in the margins of the forms.
- Enter the **Administration Date** and **Sheet Number** into the online database (see Entering Program Evaluation Form (Pretest/Posttest) Data [Exhibit 19]).

Where to Administer the Program Evaluation Form

Administer the Program Evaluation Form in a place that affords reasonable privacy. Multiple students can take the survey in the same room as long as they are unable to see each other's answers and are not allowed to collaborate on answers. Allow students about 30 minutes to answer all of the questions (some students may need more time).

Administering the Program Evaluation Form

To ensure the validity of the data collected, follow the Program Evaluation Form administration instructions carefully and consistently:

- Tear off the perforated stub with the student's name written on it **before** handing the Program Evaluation Form to the appropriate student.
- Read the confidentiality statement on the collection envelope verbatim and aloud. Make sure the students understand the instructions.
- Instruct students to:
  - Fill each bubble completely using a **No. 2 pencil**.
  - Bubble only **one response to each question**.
  - Refrain from folding, stapling, hole punching, or making marks in the margins of the form.
- Stay in the room while the students complete the Program Evaluation Form but do not look at their answers. Answering questions about the meaning of words is permissible, but helping students answer questions is not.
- Ask each student to insert their own completed survey into the collection envelope.

Mailing in the Program Evaluation Forms

Procedures vary by sites. Some sites have professionals send in their completed forms to a central location who then mails them to RMC Research while other sites ask the professionals to mail them in themselves. Regardless of who mails the forms to RMC, **all forms need to have a separate cover sheet**

for *each* professional. It is very important to be sure to include the cover sheet whenever mailing in forms as it greatly expedites the processing of your forms. See Appendix B for a sample cover sheet; however, each ESD has a customized cover sheet. Ask your director for a copy if you do not have one.

Accommodations

If students have difficulty reading the Program Evaluation Form, read the questions aloud. Position yourself so that you cannot see the students' answers. An interpreter might be necessary for students

with limited English proficiency and special accommodations might be necessary for students with disabilities. Assess whether accommodations are possible on a case-by-case basis.

Elementary/Alternative Schools Only

If a full intervention student does not receive letter grades for classes, the number of classes passed and failed cannot be used as a measure of the program's impact on their academic performance. In these cases (usually involving elementary and alternative school students), the intervention professional must collect a teacher's ratings of the student's classroom performance, behavior in school, and attendance.

Prior to exiting the student or as the end of the school year approaches (whichever comes first), complete the top portion of the form (See Appendix C) and provide the student's teacher (or the teacher who referred the student or the teacher best able to rate the student) with a copy of the form, which they will use to rate the student's performance, behavior, and attendance during the first month of school and in the month prior to the completion of the ratings form. After collecting the completed form, enter the teacher's ratings into the online database and then destroy the paper form.

The intervention professional is not permitted to rate the student.

Program Director Online Database User Guide

See the "Intervention professional Online Database User Guide" section for instructions on logging in, changing your password, logging off, and running reports.

Adding a New Intervention Professional as an Online Database User

Before logging in, be sure to know the full name, email address, and school assignments of the new intervention professional.

1. Log into the online database.
2. Click the **Administrative** drop-down menu.
3. Click **Manage Users**. Check the page to see if the person is already listed as a user.
4. If the person is not already a user, go back to the **Administrative** drop-down menu and click **Add a New User**.
5. Enter at least the intervention professional's first name, last name, email address, and position (select Professional for position). If your district has Supervisors in addition to the ESD Director, select the appropriate supervisor for the new professional.
6. Click the **Add User** button.
7. The system will display a message confirming that the changes were made.
8. An email will automatically be sent to the intervention professional that will contain their username and a link to create their password. **Note:** Firewalls often block these emails, especially in schools. Encourage users to check their spam filter. If they are still not receiving the email, supervisors can change the user's password for them in Manage Users, then send the user their username and temporary password so they can then log in and change the password to something they prefer. See Resetting a User's Password below for details on how to do this.

Adding a Supervisor as an Online Database User

1. Follow steps 1–6 above.
2. In the Position field, select Supervisor.
3. **Notify RMC Research so that RMC can enable supervisor-level access.** All new users are automatically set to have professional-level access; only RMC Research can enable higher-level access.
4. **Assign intervention professionals to the supervisor,** following instructions in the "Editing Intervention professional Supervisor Assignments" section below. This is critical because otherwise the supervisor will not be able to view their professionals' data.

Resetting a User's Password

1. Log into the online database.
2. Click the **Administrative** drop-down menu.
3. Click **Manage Users**.
4. Click the person icon 👤 next to the intervention professional's name.
5. In the User name field, highlight the professional's user name with the mouse and then copy it (hold down the CTRL and C keys at the same time, then release; you can also copy by right-clicking the mouse and selecting "Copy").

6. Click your browser's Back button (usually a left-facing arrow at the top of the browser window) to get back to the main **Manage Users** page.
7. Click the lock icon 🔒 next to the intervention professional's name. This brings up the Reset password page.
8. Paste (hold down the CTRL and V keys at the same time, then release; you can also paste by right-clicking the mouse and selecting "Paste") the Username into the Username field.
9. Type a password into both the Password and Confirm Password fields. Note: that password must be at least 6 characters long. **Be sure to write down the password or paste it into an email message so you will remember it once you move on from this page.**
10. Click the **Reset** button.
11. The system will display a message that says, "Reset password confirmation."
12. Finally, send an email to the professional with their new, temporary password (which you created in Step 9), so they can now log in to their account. Instruct the professional to reset their password upon login (see "Changing Your Password" in the "Intervention professional Online Database User Guide" section below).

Editing User Information

1. Log into the online database.
2. Click the **Administrative** drop-down menu.
3. Click **Manage Users**.
4. Click the person icon 👤 next to the intervention professional's name.
5. Make the changes.
6. Click the **Save** button.
7. The system will display a message confirming that the changes were made.

Viewing Intervention Professional School Assignments

1. Log into the online database.
2. Click the **Administrative** drop-down menu.
3. Click **Assignment Summary**. Click the house icon 🏠 next to an intervention professional's name to access the **Manage School Assignments** page for that intervention professional.

Editing Intervention Professional School Assignments

1. Log into the online database.
2. Click the **Administrative** drop-down menu.
3. Click the **Assignment Summary** link.
4. Click the building icon 🏠 next to the intervention professional's name.
5. Add, edit, or delete the school assignments:
   a. Add: Select the school name from the list, enter the hours assigned, and click **Add this assignment**.
   b. Edit: Click the person icon 👤 next to the name of the school, change the number of hours the intervention professional is assigned to the school, and click **Update hours**.
   c. Delete: Click the red **X** next to the school to which the intervention is no longer assigned and click **Remove Assignment**.

Editing Intervention Professional Supervisor Assignments

1. Log into the online database.
2. Click the **Administrative** drop-down menu.
3. Click **Manage Users**.
4. Click the person icon 👤 next to the intervention professional's name.
5. In the Supervisor field, select the appropriate supervisor name. **Note:** if the supervisor does not appear in the list, it is likely they do not have supervisor-level access. Contact RMC Research to enable supervisor-level access.
6. Click the **Save** button.
7. The system will display a message confirming that the changes were made.

Transferring a Single Student From One Intervention Professional to Another Professional or to Another School

1. Log into the online database.
2. Click the **Administrative** drop-down menu.
3. Click **Transfer a student**.
4. Select the code for the student who will be transferred from one intervention professional's caseload to another's.
5. Select the school at which the student will be served (this could be the same school or a new school).
6. Select the intervention professional to whose caseload the student will be added.
7. Click the **Transfer** button.
8. The system will display a message confirming that the changes were made.

Transferring a Professional's Student Caseload at a School

Use this option if the Intervention professional whose students you are transferring **works at more than one school** and you want to transfer **only the students at one of those schools** to another Professional. If the Professional works at more than one school and you want to transfer all of that Professional's students at all of the schools to another Professional, see the "Transferring a Professional's Entire Caseload" section below. If the Professional works at only one school, you can use either this option or the "Transferring a Professional's Entire Caseload" option described below.

Before transferring a student caseload from one intervention professional to another, use the Assignment Summary page on the Administrative dropdown menu to verify that the intervention professional receiving the caseload is assigned to all of the schools to which the intervention professional yielding the caseload is assigned (if not, the system will give you an error message when you try to do the transfer). Also verify that the outgoing intervention professional's Current Status on the Edit User's Information page is still listed as Active in order to transfer the caseload.

1. Log into the online database.
2. Click the **Administrative** drop-down menu.
3. Click **Transfer Professional's Caseload at a School**.
4. Select the school at which the caseload resides from the drop-down menu. This automatically prompts the next step to appear.
5. Select the intervention professional FROM whom to transfer the student caseload.

6. Select the intervention professional TO whom to transfer the student caseload.
7. Click the **Transfer** button.
8. The system will display a message confirming that the changes were made.

Transferring a Professional's Entire Caseload

Use this option if the Intervention professional whose students you are transferring **works at more than one school** and you want to transfer **all of that Professional's students at all of those schools** to another Professional. If the Professional works at more than one school and you want to transfer only the students at one of those schools to another Professional, see the "Transferring a Professional's Student Caseload at a School" section above. If the Professional works at only one school, you can use either this option or the "Transferring a Professional's Student Caseload at a School" option described above.

Before transferring a student caseload from one intervention professional to another, use the Assignment Summary page on the Administrative dropdown menu to verify that the intervention professional receiving the caseload is assigned to all of the schools to which the intervention professional yielding the caseload is assigned (if not, the system will give you an error message when you try to do the transfer). Also verify that the outgoing intervention professional's Current Status on the Edit User's Information page is still listed as Active in order to transfer the caseload.

1. Log into the online database.
2. Click the **Administrative** drop-down menu.
3. Click **Transfer Professional's Entire Caseload**.
4. Select the intervention professional FROM whom to transfer the student caseload.
5. Select the intervention professional TO whom to transfer the student caseload.
6. Click the **Transfer** button.
7. The system will display a message confirming that the changes were made.

Transferring Last Year's Student Caseload to Enter Follow-Up Data

If you would like a new professional to enter follow-up data for students of a professional who is no longer there, contact RMC Research.

Editing Funding Sources

1. Log into the online database.
2. Click the **Administrative** drop-down menu.
3. Click **Manage Users**.
4. Click the dollar sign icon $ next to the intervention professional's name.
5. Add, edit, or delete a funding source for this staff member.
   a. Add: Select a funding source from the list, enter the number of hours funded, and click **Add Funding**.
   b. Edit: Click the **Edit** link (person icon 👤) next to the name of the funding source, change the number of hours funded, and click **Update hours**.
   c. Delete: Click the red **X** next to the funding source that no longer funds the intervention professional. Click **Remove Funding Source**.

Deactivating Users

When an intervention professional leaves a program, they should be set to inactive status rather than deleted from the online database. The intervention professional's caseload should be reassigned prior to deactivation by following the instructions above for Transferring a Professional's Student Caseload at a School or Transferring a Professional's Entire Caseload.

1. Log into the online database.
2. Click the **Administrative** drop-down menu.
3. Click **Manage Users**.
4. Click the person icon 👤 next to the intervention professional's name.
5. Change the intervention professional's Current Status from **Active** to **Inactive**. Doing so deactivates the intervention professional's access to the online database.
6. Click the **Save** button.
7. The system will display a message confirming that the changes were made.

Running Reports

Use the **Reports** page to run data summary reports on your intervention professionals' caseloads and utilize these reports to monitor data collection and service delivery.

1. Click the **Reports** heading to view a list of the reports that can be run (see Exhibit 19).
   - **Universal Activity Reports**
     - ▶ **Prevention Activities Summary**—A summary of the universal prevention activities reported to date (the number of activities, the number of sessions, the number of unique participants, the average number of participants per session, and the average number of hours per session).
     - ▶ **Groups Conducted Summary**—A summary of the number of groups conducted by a given professional reported to date (the number of groups, the number of sessions, the number of unique participants, the average number of participants per session, and the average number of sessions per group).
     - ▶ **Note**: These 2 reports do not have a **GO** button to use when filtering data. Instead, toggle between the **Show Summary** button to see an aggregated summary of events and the **Show Detail** button to see a detailed list of all events.
   - **Indicated Student Reports**
     - ▶ **Service Summary**—A cumulative summary of the students served and the services provided.
     - ▶ **Student Progress**—A detailed summary of student participation in indicated or selective services.
     - ▶ **Student Outcomes**—A summary of students' Program Evaluation Form responses.
     - ▶ **Substance Use Change**—A detailed, graphical representation of changes in substance use for **each substance** indicated on the Program Evaluation Form. Data are shown only for matched pretest and posttest forms and for students who used each substance at baseline.
     - ▶ **Substance Use Change Categories**—A detailed, graphical representation of changes in substance use **by use category** (delayed onset, stopped use, reduced use,

same use, started or increased use) for each substance indicated on the Program Evaluation Form. Data are shown only for matched pretest and posttest forms.

- ▸ **Case Management Referral Status by Agency**—A summary of the follow-up status rate for each agency to which students have been referred.

- ▪ **Data Monitoring Reports**
  - ▸ **Quality Control**—A detailed summary of intervention professionals' caseloads (Year to Date heading), data reporting activity (Recent Activity heading), Services Provided, and Data Problems.
  - ▸ **Quality Control Summary**—A concise summary of intervention professionals' caseloads, data reporting activity, and data quality issues. **This report is available only to program directors and state users.**
  - ▸ **Program Evaluation Form Status**—A detailed summary of the sheet numbers recorded and the number of those sheets that have been processed by RMC Research and linked to student records.
  - ▸ **Follow-Up (Grades) Status Report**—A detailed summary of baseline and follow-up grades data reported.

- ▪ **Staffing Reports**
  - ▸ **Staff Listing Report**—A detailed summary of intervention professionals in each local program, their supervisors, their school assignments, start date, end date, active status, qualifications, and hours per week in each funding category.
  - ▸ **Staff Summary Report**—A concise summary of intervention professionals and other program staff in each local program.

2. Click the appropriate report link to access the filter page for that report.

3. To filter the data included in a report, select any combination of filters from the drop-down menus and click the **GO** button. Filtering data allows you to obtain answers to specific questions about service delivery and outcomes. Note that **Universal Activity Reports** have the **Show Summary** and **Show Detail** buttons instead of **GO**, though they serve the same function.

   - ▪ For example, you might want to know which Community-targeted activities have occurred at a particular school. On the **Prevention Activities Summary** page (see Exhibit 26) you would select the school name (or multiple school names) from the **School** drop-down menu and "Community" from the **Target** drop-down menu and then click the **Show Summary** button to run the filtered report.

Intervention Professional Online Database User Guide

Access to the SAPISP online database requires a valid username and password[2]. When your program director activates you as a user, the online database automatically generates your username and you will receive an email with instructions on how to create a password and login.

The SAPISP online database is located at: https://www.wasapisp.com

We recommend bookmarking this link in your preferred internet browser for ease of access.

Note that there is also a practice online database located at: **https://www.demo.wasapisp.com** that can be accessed with the username duser and the password demouser.

Retrieving Your Password (if you have forgotten it)

1. Open an internet browser (e.g., Internet Explorer, Firefox, Safari, Chrome).
2. Enter the address of the online database User Login page:
   https://www.wasapisp.com/Account/Login
3. Click **Forgot your password?**
4. Enter your username. If you do not know your username, contact your program director or refer to the initial email you received when you first received your login credentials.
5. Click the **Email Link** button to request an email to reset your password. The system will display a message saying "Forgot Password Confirmation. Please check your email to reset your password."
6. Follow the instructions in the email to reset your password and login.

Logging In

1. Open an internet browser and enter the address of the online database User Login page (Exhibit 1): **https://www. wasapisp.com/Account/Login**
   We recommend bookmarking this page in your web browser. If you cannot access the User Login page, verify that the web address is correct. If you still cannot access the User Login page, contact your network administrator to verify that the computer you are using is connected to the internet.

---

[2]Note that passwords must comply with security requirements. Passwords must be at least 8 characters and contain at least one number and one capital letter.

Exhibit 1. SAPISP Online Database User Login Page

2. Enter your username in the **Username** field.
3. Enter your password in the **Password** field.
4. Click the **Log In** button. When you log in successfully, you will see the **Main Menu** page (Exhibit 2). If an error occurs, the message **Invalid username or password.** will appear. If the problem persists, try resetting your password using the instructions for Retrieving Your Password above or contact your program director.
5. Click to access the following options through the **Main Menu** page:
   - Activity Records: View the universal prevention activity plan and view and report universal prevention activities conducted.
   - Student Records: View your student caseload (Student Master List) and add new students.
   - Groups Conducted: View and report group activities conducted.
   - Administrative: Transfer students to another school and/or professional and edit your contact information as necessary.
   - Reports: Run universal activity reports, indicated student reports, data monitoring reports, and staffing reports.
   - Help: Download the Data Collection Manual and Online Database User Guide for Program Directors and Intervention professionals.

Exhibit 2. Main Menu Page

Changing Your Password

1. Login using your current password.

2. Click on the words "Hello (Your Name)" in the upper right corner, to the left of *Log Off*.

3. Enter your current password in the **Current password** field.

4. Enter your desired new password in the **New password** field and again in the **Confirm new password** field.

5. Click the **Change password** button.

Logging Off

To securely log off the online database, click **Log Off** at the top right.

Timing Out

For security reasons, online database sessions time out after 20 minutes of inactivity. If you attempt to resume a session that has timed out, you will receive a message indicating that you need to log in again.

ACTIVITY RECORDS

Viewing the Universal Prevention Activity Plan

Intervention professionals can view but not edit the universal prevention activity plan.

1. Click the **Activity Records** tab.
2. Click **View Prevention Plan** to view the statewide plan for universal prevention activities (Exhibit 3).
   - Each universal prevention activity is described by the following fields:
     - **Target.** The primary type of participant targeted by this type of activity (student, family, staff, community).
     - **Strategy**. The primary prevention strategy used by this type of activity (awareness, education, curriculum, peer, planning).
     - **Activity Name**. A generic name of the type of activity. Each local program determines how to map local names of activities to the most appropriate generic activity type to ensure consistent data entry.
   - **Activity Description**. A brief narrative that clarifies what does (or does not) qualify as this type of activity. Intervention professionals should review these descriptions and consult their program director regarding questions about activity descriptions.

Exhibit 3. Universal Prevention Activity Plan (partial view)

Universal Prevention Activities

Target	Strategy	Activity Name	Activity Description
Community	Awareness	Community presentation	Conduct prevention presentations to community groups (other than parent groups).
Community	Awareness	Information dissemination to community	Disseminate prevention materials or message to the community (other than parent groups). Could involve radio or television media.
Community	Planning	Community Planning	Coordinate with community coalitions or advisory groups, including participation in needs assessment and meetings
Family	Awareness	Awareness presentations to parents	Presentation about prevention issues or services to parent group or the PTSA.
Family	Awareness	Information dissemination to parents	Disseminate a newsletter or other prevention materials to parents or parent groups. Usually involves print materials but could involve other media.
Family	Curriculum	Family Curriculum	Present a curriculum (e.g., Strengthening Families) to parents
Staff	Awareness	Information dissemination to staff	Disseminate prevention materials to school staff.
Staff	Awareness	Staff awareness presentations	Make presentations to school staff on program services or ATOD issues.
Staff	Curriculum	Staff development in presentation of curriculum.	Train teachers in the use of prevention curriculum. (recurring activity)

- Note that Project Aware prevention activities are listed on the Universal Prevention Plan page, below the existing SAPISP activities (Exhibit 4).

Exhibit 4. Project Aware Prevention Activities (partial view)

Student	Curriculum	Guiding Good Choices	Conduct Guiding Good Choices with students (recurring activity)
Student	Curriculum	Life Skills	Deliver Life Skills curriculum in classroom setting (recurring activity)
Student	Curriculum	Other recognized prevention curriculum/program	Must be a curriculum recognized by a federal agency as science-based. (recurring activity)
Student	Curriculum	Project Alert	Deliver Project Alert curriculum in classroom setting. (recurring activity)
Student	Curriculum	Second Step	Deliver Second Step curriculum in classroom setting. (recurring activity)
Student	Curriculum	Towards No Drug Abuse	Conduct Project TND in a school setting (recurring activity)
Student	Education	Newcomers Group	Facilitation of Newcomers group.
Student	Education	Prevention education series	Series of prevention education sessions delivered in a classroom or to a selected group. (recurring activity)
Student	Peer	Prevention Leadership Clubs	Coordinate a peer leadership or prevention club (recurring activity)
Student	Planning	Team prevention planning	Planning for universal prevention activities by SAP/Care/Core teams.

Project Aware Prevention Activities

Target	Strategy	Activity Name	Activity Description
MH Community	MH Awareness	Awareness/promotion presentation to community	Conduct presentations about youth mental health issues or services to community groups (other than parent groups).
MH Community	MH Awareness	Information dissemination	Distribute mental health literacy/promotion materials to the community (other than parent groups). Can include newsletters, articles, and booklets on impacts of mental health disorders. May be print materials, as well as audio or visual media.
MH Community	MH Planning	AWARE Core Management Team/other community planning related to AWARE	Core Management Team meeting attendance and participation. Also includes planning for community events (recurring activity).
MH Family	MH Awareness	Awareness/promotion presentations to parents	Presentations about youth mental health issues or services to parent group or the PTSA, PTO.
MH Family	MH Awareness	Information dissemination to parents	Distribute mental health literacy/promotion materials to parents such as newsletters, articles, and booklets on impacts of mental health disorders. May be print materials, as well as audio or visual media.

Reporting Universal Prevention Activities

Intervention professionals must create a new record for each universal prevention activity conducted. Only activities included in the statewide universal prevention activity plan can be reported. (Consult the plan to review the definition for each planned activity).

Viewing Universal Prevention Activities

1. Click the **Activity Records** tab.
2. Click **View Activities** to see a list of the universal prevention activities you have reported (Exhibit 5). By default, all activities are shown.
3. To view a subset of the activities, select any combination of filters from the drop-down menus and click the **Apply Filter** button.
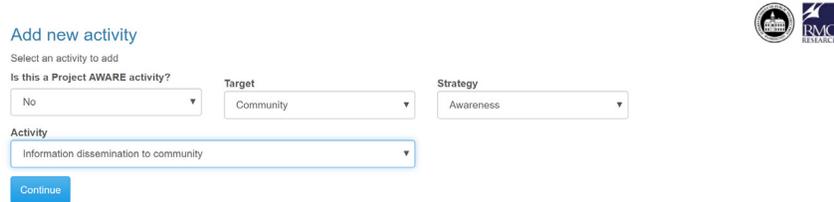
Exhibit 5. View Activities Page

Adding Non-Recurring Universal Prevention Activities

Note that there are recurring and non-recurring activities in the Universal Prevention Activities Plan. Recurring activities are designated in parentheses at the end of the Activity Description in the Universal Prevention Activities Plan (see Exhibit 8); all other activities are non-recurring. The process for adding non-recurring activities is described below. To add a recurring activity, follow the instructions in the next section on "Adding Recurring Universal Prevention Activities."

1. To create a new universal prevention non-recurring activity record, go to the **Activity Records** drop-down menu and click **Add Activity**.
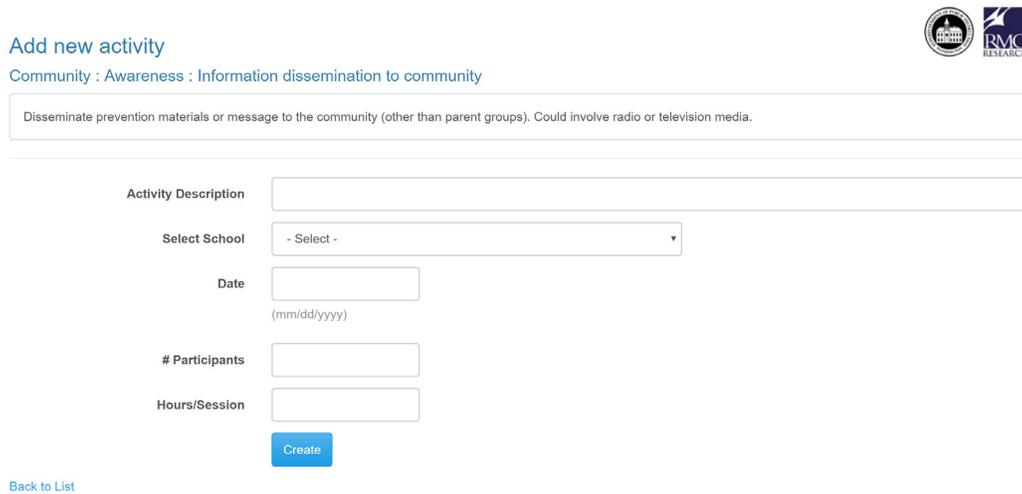
Select whether this is a Project AWARE activity from the dropdown menu (No or Yes) and click **Continue** (Exhibit 6). Select an activity Target, Strategy, and Activity name from the drop-down menus. As you select each option, the next one will appear (e.g., once you select a Target, the Strategy drop-down will appear; once you select a strategy, the Activity drop-down will appear). After you've selected the Target, Strategy, and Activity, click the **Continue** button.

Exhibit 6. Adding a New Non-Recurring Activity

Once you hit **Continue** a new screen will appear (Exhibit 7). The description of the activity will be shown in the box at the top. Review the description to ensure you have selected the correct activity. **Note:** If the activity is recurring, that will be noted in parentheses at the end of the description and you should follow the instructions in the next section on "Adding Recurring Universal Prevention Activities."

Exhibit 7. Adding a New Non-Recurring Activity

2. On the **Add new activity** page (Exhibit 7), complete each field below and click **Create**:
   a. **Activity Description.** Enter a brief description of the activity or the group served to distinguish it from similar activities conducted at the school (e.g., Mr. Jones' 7th period class).
   b. **School.** Select the school where the activity was conducted from the drop-down menu. If the activity was not conducted at a school, select Non-School Location in YOUR

ESD/DISTRICT (e.g., Non-School Location in ESD 123). Notify the program director if the list of assigned schools is not accurate.

c. **Date.** Enter the date the activity occurred.

d. **Number of Participants.** Enter the number of intended activity participants who participated in the activity. For example, if the activity was assisting school administrators to interpret Healthy Youth Survey results, report the number of administrators who participated in the session—not the number of students who completed the survey.

e. **Hours/Session.** Report as a decimal fraction the hours of exposure a typical participant experienced in a single session of the activity (e.g., 15 minutes equals 0.25 hours; 90 minutes equals 1.5 hours). If a brief presentation is made as part of an assembly, report only the length of the presentation, not the length of the entire assembly.

Examples: Reporting Universal Prevention Activities

- You made six 15-minute presentations introducing SAPISP services to classrooms: Report each of the 6 presentations as a separate activity with Hours/Session as 0.25 (15 minutes) and Number of Participants as the number of students in that class.

- You disseminated a prevention newsletter to the teachers in 3 schools you serve: Report a separate activity for each school with Number of Participants as the number of teachers who received the newsletter in each respective school.

- As part of a school health fair you discussed prevention issues with 23 parents (individually or in small groups) for an average of 15 minutes each: Although 100 parents attended the 3-hour health fair, report Number of Participants as 23 and Hours/Session as 0.25.

Adding Recurring Universal Prevention Activities

Note that there are recurring and non-recurring activities in the Universal Prevention Activities Plan. Recurring activities are designated in parentheses at the end of the Activity Description in the Universal Prevention Activities Plan (see Exhibit 8); all other activities are non-recurring. The process for adding recurring activities is described below. To add a non-recurring activity, follow the instructions in the previous section on "Adding Non-Recurring Universal Prevention Activities."

Exhibit 8. Recurring Universal Prevention Activities

Target	Strategy	Activity Name	Activity Description
Staff	Curriculum	Staff development in presentation of curriculum.	Train teachers in the use of prevention curriculum. (recurring activity)
Staff	Planning	Policy and procedure development and implementation	Assist school district staff in developing and implementing policies or procedures concerning substance use or violence. (recurring activity)
Student	Curriculum	Guiding Good Choices	Conduct Guiding Good Choices with students (recurring activity)
Student	Curriculum	Life Skills	Deliver Life Skills curriculum in classroom setting (recurring activity)
Student	Curriculum	Other recognized prevention curriculum/program	Must be a curriculum recognized by a federal agency as science-based. (recurring activity)
Student	Curriculum	Project Alert	Deliver Project Alert curriculum in classroom setting. (recurring activity)
Student	Curriculum	Second Step	Deliver Second Step curriculum in classroom setting. (recurring activity)
Student	Curriculum	Towards No Drug Abuse	Conduct Project TND in a school setting (recurring activity)
Student	Education	Prevention education series	Series of prevention education sessions delivered in a classroom or to a pull-out group. (recurring activity)
Student	Peer	Prevention Leadership Clubs	Coordinate a peer leadership or prevention club (recurring activity)

Remember: Recurring activities consist of the initial session of the activity followed by the additional follow-up sessions of that activity. The two sections below describe how to enter the initial session and how to enter the follow-up sessions.

Example: You conduct the first session of the Prevention education series with a group of 11th graders at your school on January 15th. The professional then conducts 5 follow-up sessions with *that same group of students* in the 5 weeks following the initial session.

Enter the First Session of the Recurring Activity

1. Begin by following steps 1 and 2 in the "Adding Non-Recurring Universal Prevention Activities" section above.

   What happens next depends on whether you've *ever entered the exact type of activity you're currently entering* (in the example above, a Prevention Education Series activity) during the current school year:

   o If you have <u>never</u> entered the exact type of activity, you will follow the step 3 in the "Adding Non-Recurring Universal Prevention Activities" section above.

   Note: It will be helpful for you to include "First session" in the description field.

   o If you <u>have</u> entered the exact type of activity during the current school year, complete the following steps:

2. Select First Session from the drop-down on the next screen (see Exhibit 9).

   Note: You'll notice in the Exhibit 9, there is an entry for a Prevention Education Series, but at the end of the description it says "12th graders – First session". That shows you that the entry is for a different group of students. In our current example, we're entering the first session for the group of 11th graders.

Exhibit 9. Selecting the First Session of a Recurring Activity

3. Follow step 3 in the "Adding Non-Recurring Universal Prevention Activities" section above.

   Note: It will be helpful for you to include "First session" in the description field.

Enter the Follow-up Sessions of the Recurring Activity

1. Begin by following steps 1 and 2 in the "Adding Non-Recurring Universal Prevention Activities" section above.

2. Since you are entering a follow-up session of the activity, you have to link it with the initial session of that activity. Select that initial session from the drop-down list. **In our current example**, the first session was the group of 11th graders on January 15th (see Exhibit 10).

Exhibit 10. Linking a Follow-up Session with the Initial Session

3. Follow step 3 in the "Adding Non-Recurring Universal Prevention Activities" section above. Be sure to enter the date of and the number of students at the follow-up session, not the date and number of students at the initial session.

   Note: it will be helpful for you to include the words "Session 2" (or 3, 4, etc.) in the description field (see Exhibit 11).

Exhibit 11 shows how the recurring activities will appear when in the View Activities page. The initial session of the group of 11th graders is shown and the follow-up session ("Session 2") is shown below it.

Exhibit 11. Recurring Activities on the View Activities Page

Editing or Deleting Universal Prevention Activities

Intervention professionals can edit or delete universal prevention activities records if necessary.

1. Click the **Activity Records** drop-down menu.
2. Click **View Activities** to see a list of the universal prevention activities you have reported (Exhibit 5).
3. To edit a record, click the pencil icon in the first column.
4. Make the changes on the Edit Activity page and click the **Save** button.
5. To delete a record, click the red X on the right column.
6. Then click **Delete Activity** on the next page to confirm you want to delete the selected activity record. If you reach this page in error, click the back button on your internet browser to return to the previous page without deleting the record.

STUDENT RECORDS

Starting a New Student Record

Add every student participating in indicated or selective services to your caseload master list by starting a new student record. Minimal identifying information about each student is required for federal reporting or is necessary for the intervention professional to identify the student.

1. Click the **Student Records** drop-down menu.
2. Click **Add Student** to go to the Start New Student Record page (Exhibit 12) and complete the following fields:
   a. **Select School.** Select the school in which the student is enrolled.
   b. **State Student ID Code (SSID)**. If your ESD is using SSIDs, enter the student's state student ID (SSID). The system will check to ensure the SSID entered is unique within the given school year. If it is not unique, the system will prompt the professional to enter a different number.
   c. **Student Identifier.** Enter a name, a nickname, initials, or other information that enables you to identify the student. This identifier is not shared with anyone else.
   d. **Student Birthdate.** Enter the student's date of birth.
   e. **Gender.** Select the gender of the student. Note that there are options for Unknown/Other and Missing/Null to enable non-binary selections based on students' preferences.
   f. **Ethnic Group.** Select the ethnicity with which the student identifies (if multiple ethnicities apply, choose Multi-ethnic). Note that there are options for Unknown/Other and Missing/Null to enable more diverse selections based on students' preferences.
   g. **Is this a Project Aware student?** SAPISP users should select "No" for this question.
   h. **Serviced last year?** Indicate whether the student received services last year.
   i. **Intervention Type.** Indicate whether the intervention is Quick (1 or 2 visits) or Full (3 or more visits).
   j. **Other Student Code.** If required locally, enter a secondary student identifier.
   k. **Custom Tags.** Enter tags or keywords that can be used to produce reports for specific subgroups of students.

Exhibit 12. Starting a New Student Record

3. Click the **Create Record** button to create the new student record and access the Intake and Services page for the student. The online database automatically assigns a unique code number (**Code** in the Student Master List) used to identify the student for the evaluation without revealing confidential information.

Editing an Existing Student Record

1. Click the **Student Records** drop-down menu.
2. Click **View Students** to view your Student Master List (Exhibit 13). Note that you can click on the blue column heading (e.g., **Code**) to sort each column alphabetically or by date (depending on whether you're sorting by a text column or a date column) to easily find a specific student record.
   a. To view a subset of the records, select any combination of filters from the filter drop-down menus and click the **Apply Filter** button. To return to viewing all of the records, select All from all drop-down menus and click the **Apply Filter** button. Click a column heading (Code, Student ID, School, etc.) to sort the list by that column. Note that many professionals will typically want to filter by **School Year** for the current school year (or possibly the previous school year if completing follow-up grades data). Also note that the **Is Project AWARE** filter is set to default to No, so professionals will need to change that to Yes to view their Project AWARE students.

Exhibit 13. Student Master List (partial view)

3. To edit a student's birthdate, identifier, gender, ethnic group, Project AWARE status, participation last year, intervention type, other student code, or custom tags, click the person icon 👤 in the **Edit/View** column to access the student's record. After making changes, click the **Save** button.

4. To enter or edit a student's Intake and Services data, click the list icon 🗒 in the **Edit/View** column to access the student's Intake and Services page. If an icon is red 🗒, the student's record is missing information or contains errors. Routinely review your caseload master list for this indicator and correct records with errors.

5. To record a Program Evaluation Form sheet number and administration date, click the paper icon 📄 (Tests).

6. To delete a student record, click on the red **X** in the far right column. Then click **Delete Student** on the next page to confirm you want to delete the selected activity record. If you reach this page in error, click the back button on your internet browser to return to the previous page without deleting the record.

Each of these processes is described in more detail below.

Entering and Editing Intake Data

Use the **Intake** tab on the **Intake and Services** page to report the characteristics of the student when they begin participating in program services in the current school year (even if the student participated in a prior year). Although additional information can be added later, the intent is to describe the student at intake.

1. Click the **Student Records** drop-down menu.
2. Click **View Students** to view your Student Master List.
3. Click the list icon ![list icon] in the **Edit/View** column to access the student's **Intake and Services** page.
4. Click the **Intake** tab (Exhibit 14) and complete the following fields:
    a. **Intake Date.** Enter the date of your first formal interaction with the student.
    b. **Type of Referral.** Indicate whether the referral was disciplinary (if known). Select Missing/Null if unknown.
    c. **Source of Referral.** Mark all sources of referral. If the referral came from within the school system, select the appropriate categories under **School Personnel**. Report referrals from outside the school system under **Other Sources**.
    d. **School Services.** Indicate all school services in which the student is participating at the time of intake. Select General Classroom for all students enrolled in standard classes. Every student should have at least one reported school service.
    e. **Grade.** Select the student's grade.
    f. **Living Situation.** Select the living situation that best describes the student at intake.
    g. **Reason for Referral.** Mark all of the reasons for the referral. Reasons are grouped by type (e.g., possible alcohol, tobacco and other drug (ATOD) use, behavior or peer relation problems, etc.).
    h. **Life Issues.** Mark all life issues applicable at intake (i.e., pregnancy, teen parent, probation, intravenous drug use, homelessness, etc.). **Do not change the response if the student's situation subsequently changes** (e.g., a pregnant teen becomes a teen parent or a homeless youth finds a home). **Note:** The federal definition of homeless includes an individual who lacks a fixed, regular, and adequate nighttime residence or an individual who has a primary nighttime residence that is: (a) a supervised publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill), (b) an institution that provides a temporary residence for individuals intended to be institutionalized, or (c) a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings. The definition excludes imprisonment.
5. Click the **Save Data** button. The system will display a message indicating that the student's record has been updated. Note that any missing information will show in **red** after initial entry.

Exhibit 14. Entering Intake Data (partial view)

Entering and Editing Screening Data

Use the **Screening** tab on the **Intake and Services** page to report the student's GAIN-SS score and other intake assessment outcomes. Completion of the **Screening** tab is **optional for quick interventions**.

1. Click the **Student Records** drop-down menu.
2. Click **View Students** to view your Student Master List.
3. Click the list icon in the **Edit/View** column to access the student's **Intake and Services** page.
4. Click the **Screening** tab (Exhibit 15) and complete the following fields:

a. **Alcohol and Other Drugs.** This information may be obtained from a variety of sources including the student or school records. If the student was not screened for substance use or did not use any substances in the past 3 months, mark the appropriate box and skip to **GAIN-SS Screening Results**. If the student did use any substances in the past 3 months, mark all of the substances used under **Used in Past 3 Months**. Definitions of the substance categories are as follows:

▸ **Alcohol**—Includes beer, wine, wine coolers, and distilled liquor.
▸ **Tobacco**—Includes smoked tobacco (e.g., cigarettes, cigars) and smokeless tobacco (e.g., snuff, chewing tobacco).
▸ **Marijuana/hashish**—Includes all forms of marijuana (street names: weed, pot, hash).
▸ **Hallucinogens**—Natural sources include peyote, mescaline, and psilocybin (so-called magic mushrooms). Synthetic sources include LSD (street name: acid), PCP (street name: angel dust), and MDMA (so-called ecstasy).
▸ **Amphetamines**—Includes amphetamines (Benzedrine, Dexedrine, diet pills) and methamphetamines (street names: speed, crank, crystal meth, ice, uppers).
▸ **Cocaine/crack**—Includes all forms of cocaine (street names: coke, rock, snow).

- ▶ **Inhalants**—Includes inhaled substances not covered by other categories such as glue, polish remover, lighter and cleaning fluids, White-Out, products with aerosol propellants, and alkyl nitrites including amyl nitrite and butyl nitrite (street names: poppers, snappers, rush, huff, sniff).
- ▶ **Over the counter (OTC) drugs**—Medicines available without a prescription that are used off label (e.g., dextromethorphan, pseudoephedrine).
- ▶ **Prescription drugs**—Any substance requiring a prescription from a doctor that is used off label or without a valid prescription.
- ▶ **Other drugs**—Includes opiates (heroin, opium, morphine, codeine), synthetic marijuana (street name: spice), synthetic stimulants (street names: bath salts, K2), and other drugs not included in other categories.

b. **GAIN-SS Screening Results.** Administer the GAIN-SS and record the results:
- ▶ **Date administered**. Enter the screener administration date (mm/dd/yyyy).
- ▶ **Internal, External, Substance, Crime**. Enter the score calculated for each scale. You do not need to complete the **Total** field, it calculates automatically once the data saves.
- ▶ **Unable to complete screening**. Mark this box if you were unable to administer the complete GAIN-SS.
- ▶ **Screening refused**. Mark this box if the student refused to be screened.
- ▶ **Screening not appropriate**. Mark this box if administering the screener was inappropriate for the student.

5. Click the **Save Data** button. The system will display a message indicating that the student's record has been updated.

Exhibit 15. Entering Screening Data

Entering and Editing Services Data

Use the **Services** tab on the **Intake and Services** page to report direct services provided throughout the school year. To ensure student confidentiality, the assigned, unique student Code number and the Student Identifier appears in the upper left corner of all screens related to the student and in communication with RMC Research. A simplified version of the **Services** tab is displayed for quick interventions.

1. Click the **Student Records** drop-down menu.
2. Click **View Students** to view your Student Master List.
3. Click the list icon ▤ in the **Edit/View** column to access the student's **Intake and Services** page.
4. Click the **Services** tab (Exhibit 16 [partial view]) and complete the following fields:
   a. **Total hours of services provided in each month.** Enter the number of hours of direct services provided to the student each month and the number of hours conducting care coordination for the student each month.
      i. Care Coordination is defined as: Work that the professional does to coordinate, or contribute to the coordination of, services that the student received beyond those provided by the professional themselves, such as alcohol and other drug (AOD) treatment or visits with the school psychologist.
   b. **Intervention Goals.** Mark all of the intervention goals formally or informally established in consultation with the student. **Additional goals can be marked any time during the school year.**
      i. The intervention goals are organized into 2 categories:
         ▶ **Strengthen skills and attitudes**. Students involved in efforts to prevent substance abuse will have goals in this category, though students with substance use problems also need to address goals related to perceived risk of drug use, assertiveness, and self-esteem.
         ▶ **Reduce or eliminate problem behavior**. Substance use is considered a problem behavior and related goals can include reducing the use of alcohol, drugs, and tobacco. Other problem behaviors include anger, aggression, truancy, and association with a negative peer group.
   c. **Case Management Referrals to other School/Community Resources.** A referral occurs any time the intervention professional provides specific information to the student or the student's parents about another school or community resource. A referral can involve contact between the intervention professional and another professional or can simply entail the provision of information to the student or the student's parents.
      i. After making a referral, select **Referred** from the drop-down menu for each of the school and community-based services and resources to which you referred the student:
         ▶ **AOD Assessment**—Any full alcohol and other drug assessment conducted by the intervention professional or a school staff member or by a community organization.
         ▶ **AOD In-Patient Treatment, Out-Patient Treatment, and Counseling**—Any inpatient or outpatient treatment for substance abuse or alcohol and other drug-specific counseling.
         ▶ **Community Support Group**—Any relevant support group in the community.
         ▶ **Physical Health Care**—Any needed physical health services.

- ▶ **Mental Health Care**—Any community-based mental health counseling or other mental health services.
- ▶ **Police/Juvenile Justice and Child Protective Services**—Contact with law enforcement, juvenile justice, or Child Protective Services on behalf of a student for any reason.
- ▶ **Employment/Vocational, Living Arrangements/Housing, Medical/Financial Assistance, Transportation, and Child Care**—Support services that satisfy the student's or family's basic needs.
- ▶ **School Counselor/Psychologist**—Any referral to a counselor or psychologist within the school system (referrals to mental health professionals outside the school system are reported under Mental Health Care).
- ▶ **Family Worker**—Any referral to a home visitor, a Readiness to Learn family liaison, or other school staff who provide direct assistance to families.
- ▶ **Other Referral**—Any referrals made to other types of school- or community-based services or resources.

ii. Throughout the student's participation in the program, update the drop-down menu for each referral to indicate how the student responded to the referral:

- ▶ Did not attend—The student or parents did not follow up on the referral.
- ▶ Attended—The student or parents made contact with the service provider and attended at least one appointment or session.
- ▶ Completed—The student or parents completed the service as prescribed or the service provider met the needs of the student.
- ▶ Services not accessible—The student was referred to a specific agency for this service. However, the student was not able to access the service at that agency because the agency is not accepting new patients, has excessive wait times, or there is some other reason that prohibits the student from accessing the service at that agency.
- ▶ Already receiving this service—The student would have been referred for this service but he or she is already receiving this service elsewhere. Or, the student was referred for this service but it was later discovered that he or she is already receiving this service elsewhere.
- ▶ Services not geographically available—The student was referred for the service; however, there are no agencies within a reasonable distance of the student's home that offer this service.

d. **Intervention and Other Direct Services**—Any direct service provided to a student or family in the following categories:

i. **Screening/Treatment**—The typical steps in the process of assessing the needs of a student referred to SAPISP due to suspected alcohol or other drug use include:

- ▶ **AOD Screening**—A brief appraisal of the quantity and frequency of the student's substance use to determine whether a full alcohol and other drug assessment is warranted. (See also Case Management, AOD Assessment).
- ▶ AOD Family Conference—A conference convened with the student's family to discuss the results of an AOD Screening or Assessment.
- ▶ Assist With Treatment Arrangement—Any intervention professional involvement in arranging treatment for the student (e.g., finding a treatment provider, making

appointments, assisting with financial arrangements, assisting with transportation arrangements).

- ▶ Support During Treatment—Any support provided while the student participates in treatment.
- ▶ Coordinate Re-Entry Care—Any service provided to support the student returning to school and regular activities after treatment (e.g., developing a re-entry plan, consulting with treatment agency staff).

ii. **Family Contacts**—Any contact with the student's parents or guardians. For each contact choose the one category that best describes the nature of the contact:

- ▶ Provide Information—Information about SAPISP, substance abuse, or available resources conveyed by mail, telephone, or in person to a specific student's family.
- ▶ Obtain Consent—Written or telephone contact to obtain active or passive consent for the student's participation in program activities.
- ▶ Parent Conference—A meeting between the intervention professional and at least one parent or guardian to convey information about the student's behavior, intentions, or service needs (an extended telephone call qualifies if a face-to-face meeting is not possible).
- ▶ Family Counseling—A meeting between the intervention professional and at least one parent or guardian dedicated to the provision of advice concerning strategies for assisting the student, strengthening parenting skills, or improving family relations. (Counseling typically involves multiple sessions.)
- ▶ Education/Training—Parent participation in a formal educational workshop or other training designed to strengthen parenting skills.
- ▶ Student Declined Release—Family contact did not occur because the student declined to allow the intervention professional to release information. Even if a student declines to allow the release of information, in the course of referral the intervention professional may provide family services information to the parents.

iii. **Other Interventions or Services**—The most typical interventions and direct services provided by the intervention professional (excluding alcohol, tobacco, and other drug education classes):

- ▶ Behavior Contract—An agreement with the student about their conduct or intended actions.
- ▶ Individual Counseling—Any one-on-one counseling provided by the intervention professional to the student.
- ▶ Group Counseling—Any counseling provided by the intervention professional to the student in a group setting (referrals to counseling provided by a community or other school source are reported under Case Management).
- ▶ Consultation With School Staff—Any meeting between the intervention professional and school staff regarding the student.
- ▶ Peer Helper/Mentor—At least one meeting between the student and a peer helper or peer mentor working under the guidance of the intervention professional.

iv. **Care Coordination**

- ▶ Care Coordination—Any work that the professional does to coordinate, or contribute to the coordination of, services that the student received beyond those

provided by the professional themselves, such as AOD treatment or visits with the school psychologist.

e. **Group Log**—Any referral to and participation in groups or classes conducted by the intervention professional. The primary purposes of the 3 most common peer support groups and the 4 most common classes are shown in items i and ii below. Appendix D provides a more detailed description of these groups and classes along with their intended purposes.

Note: When a student is referred to a group or class, the student's intervention goals should align with the purpose of the group or class. See Appendix E for the intervention goals that should be selected for each type of group or class.

i. **Peer Support Groups**—Generally related to interventions with students who currently use, formerly used, or have family members or friends who use substances.

▶ **Affected Others**—For students affected by others' substance use (e.g., Kids Like Us Everywhere [KLUE], children of alcoholics groups, concerned persons' groups, family issues groups).

▶ **Intervention**—For students beginning to use alcohol and other drugs (sometimes referred to as insight, challenge, choices, or chemical health groups).

▶ **Recovery**—For students who have stopped using alcohol and other drugs (often students who have completed inpatient or outpatient treatment).

▶ **Other Support Group**—Any peer support group including groups not directly related to substance use (e.g., grief groups, children of divorce groups, victims of abuse groups).

- Note that a free text field will appear below the **Other Support Group** field if something is selected in the **Other Support Group** field.
  - You should type in the name or description of the other support group in this free text field, which is labelled **Specify the other support group**.
  - This free text field is required if something has been entered in the **Other Support Group** field.
- To view what professionals entered into the **Specify the other support group** field:
  1. Run the **Service Summary** report and scroll down to the **Intervention and Other Services** section of the report.
  2. In the middle column under *Peer Support Group Referrals* the words "Other support groups" are a blue hyperlink. Click on that hyperlink to view a list of all the groups that were entered into the **Specify the other support group** field.
     - o Note that the filtering of the **Service Summary** report "follows" this hyperlink. That is, if you filtered on a specific professional when you ran the **Service Summary** report, when you click the hyperlink, the list will still be filtered by the professional you filtered on.

ii. **Other Groups or Classes**—Generally related to prevention activities or education.
  ▶ **Tobacco Education**—Any special class for students experimenting with tobacco that provides information about the effects of tobacco use and strategies for quitting.
  ▶ **ATOD Education**—Any special class for students experimenting with alcohol, tobacco, and other drugs that provides information about the effects of substance use (does not include prevention units that are part of the regular health curriculum).
  ▶ **Violence Prevention**—Any group or class designed to help students manage their anger or resolve conflicts without violence (e.g., conflict resolution skills training).
  ▶ **Social Skills**—Any group or class that involves little or no direct instruction about the effects of alcohol, tobacco, and other drugs but emphasizes social skills such as assertiveness, refusal, self-esteem, and etiquette.
iii. After referring the student to a peer support group or other groups or classes, select **Referred** (local group and class names might differ). On a monthly basis update the total number of times the student attended the group or class to which they were referred (i.e., none, 1–3 times, 4–6 times, 7+ times).
f. **Student Assistance Team Referral**—If the Student Assistance Team is engaged in referral and planning with the student, indicate the student's status as it progresses (e.g., from "referral received" to "initial screening, no action necessary" to "initial screening, developed a plan" to "plan initiated" to "follow-up on plan").
5. Click the **Save Data** button.

Exhibit 16. Entering Services Data (partial view)

Total hours of services provided in each month

| | 2018 | | | 2019 | |
	Direct Service	Care Coordination		Direct Service	Care Coordination
Jul			Jan		
Aug			Feb		
Sep			Mar		
Oct			Apr		
Nov			May		
Dec			Jun		

Intervention Goals
(Mark the explicit goals for this student)

Strengthen skills and attitudes
☐ Perceived risk of drug use
☐ Awareness of social influences
☐ Refusal skills
☐ Self-control
☐ Assertiveness
☐ Social skills
☐ Communication skills
☐ Decision-making
☐ Self-esteem
☐ Social bonding

Intervention and Other Direct Services
(Mark all that apply)

Screening/Treatment
☐ AOD screening
☐ AOD family conference
☐ Assist with treament arrangement
☐ Support during treatment
☐ Coordinate re-entry care

Family Contacts
☐ Provide information
☐ Obtain consent
☐ Parent conference
☐ Family counseling
☐ Education/training
☐ Student declined release

Other Interventions or Services
☐ Behavior contract
☐ Individual counseling
☐ Group counseling
☐ Consultation with school staff
☐ Peer helper/mentor

Care Coordination
☐ Care Coordination

Group Log
(Mark all Referrals)

Entering Attendance Data

Completing the **Attendance** tab involves consulting the school's official attendance records and reporting the cumulative number of days absent in the 30 calendar days prior to the student's intake date (baseline) and the 30 calendar days prior to the student's exit date (follow-up). See Exhibit 17 for more information.

> **NOTE**: Check with your supervisor whether you are required to enter attendance data, as this requirement varies among sites.

Baseline Attendance—30 days prior to student's intake date

In the first box under **Baseline attendance**, report the **cumulative number of days absent** using the school's official records (including both excused and unexcused absences) in the 30 calendar days prior to the student's intake date.

Then in the box immediately below that, enter the **number of days that school was in session** in the 30 calendar days prior to the student's intake date.

Note: If school has not been in session at least 30 calendar days at the time of intake, record the number of days school was in session during the first 30 calendar days of the school year and the student's attendance for the first 30 calendar days of the school year, even if this attendance period occurs after their intake date.

If you are unable to collect baseline attendance data, please indicate the reason using the **Reason not collected** dropdown menu.

Follow-Up Attendance—30 days prior to student's exit date

In the first box under **Follow-up attendance**, report the **cumulative number of days absent** using the school's official records (including both excused and unexcused absences) in the 30 calendar days prior to the student's exit date.

Then in the box immediately below that, enter the **number of days that school was in session** in the 30 calendar days prior to the student's exit date.

If you are unable to collect follow-up attendance data, please indicate the reason using the **Reason not collected** dropdown menu.

Exhibit 17. Entering Attendance Data

| ❶ Intake | Screening | ❶ Services | Attendance | Exit |

Baseline attendance

From the school's official records, report the cumulative number of days absent* in the 30 calendar days** prior to the student's intake date.

[   ]

Enter the number of days that school was in session in the 30 calendar days** prior to the student's intake date.

[   ]

Reason not collected

[- Select -   ▼]

If unable to collect baseline data, please indicate why:

Follow-up attendance

From the school's official records, report the cumulative number of days absent* in the 30 calendar days prior to the student's exit date.

[   ]

Enter the number of days that school was in session in the 30 calendar days prior to the student's exit date.

[   ]

Reason not collected

[- Select -   ▼]

If unable to collect baseline data, please indicate why:

* Include both excused and unexcused absences.

** If school has not been in session at least 30 calendar days at the time of intake, record the student's attendance for the first 30 calendar days, even if this attendance period occurs after their intake date.

Entering Exit Data

Use the **Exit** tab on the **Intake and Services** page to report the circumstances surrounding the student's exit from SAPISP. An exit refers to whichever comes first: (a) a student is no longer receiving primary services from the intervention professional or a community-based resource to which they were referred, or (b) the end of the school year. If a student receives additional services after being exited, simply update the **Exit** tab.

By the end of the school year, complete the Exit tab for all students served.

Completing the **Exit** tab involves consulting the school's official records and reporting the number of classes passed and failed in the first term of the current school year for full intervention students served in the current school year. If the student attends an elementary (Grades K–5) or alternative school where grades are not provided, prior to exiting the student ask their teacher to use the Teacher Ratings Form to rate the student's class performance, behavior in school, and attendance.

1. Click the **Student Records** drop-down menu.
2. Click View Students to view your Student Master List.
3. Click the list icon in the Edit/View column to access the student's Intake and Services page.
4. Click the Exit tab (Exhibit 18) and complete the following fields:
   a. Exit Date—Enter the date of your last formal interaction with the student (mm/dd/yyyy).
   b. Status at Exit—Select the level of services the student was receiving at exit:
      ▸ **Wait Listed for Services**—Applies only if the reason for exit is end of school year and the student did not receive services due to capacity limitations.
      ▸ **Participating in Services**—Indicates that the student was receiving services from the intervention professional, another school resource, or a community service provider at the time of exit (i.e., at the end of the school year).
      ▸ **Periodic Follow-Up**—Indicates that the student completed their primary service (e.g., counseling, participation in a peer support group, referral to a community service provider) and will be contacted periodically for progress updates.
         • NOTE: If you are having difficulty deciding whether to select "Participating in Services" or "Periodic Follow-Up", discuss this with your supervisor.
      ▸ **No Longer Participating**—Indicates that no additional participation is expected of the student.
   c. **Reason for Exit**—Select the primary reason the student exited the program as soon as possible after the student exits. Complete for every student by the end of the school year:
      ▸ **Completed Program**—Applies to all students who completed their primary service and are not expected to continue program participation the next school year.
      ▸ **Dropped Out of School**—Can apply at any time during the year.
      ▸ **End of School Year**—Applies to all students still participating in the program at the end of the school year (May or June).
      ▸ **Graduated**—Applies to high school seniors who graduate midyear and most high school seniors at the end of the school year. If the district serves students only through Grade 8, can apply to Grade 8 students at the end of the school year. Does not apply to students who transition from one school to another within the district (e.g., from a middle school to a high school).

- ▸ **Issue With Program or School, Not Student**—Applies to all students who stopped receiving services due to a substantial change in SAPISP itself or the school or district in which the program was offered.
- ▸ **Juvenile Detention**—Can apply at any time during the year.
- ▸ **Moved/Transferred**—Can apply at any time during the year.
- ▸ **Other**—Applies only if none of the other options fit and the student exited the program prior to the end of the school year for some other reason. If Other is selected, type the reason into the blank field labeled Exit Reason, if Other.
- ▸ **Quit Program**—Can apply at any time during the year.
- ▸ **Suspended/Expelled**—Applies only if the student is not expected to return to school during the school year.

d. **Student Participation**—Select the response that best describes the student's participation in their service plan in terms of attendance and effort:

- ▸ **Declined to Participate**—The student elected not to participate in services.
- ▸ **Minimal Participation**—Irregular attendance and an overall lack of engagement.
- ▸ **Moderate Participation**—Regular attendance with little active engagement or active engagement with poor attendance.
- ▸ **Full Participation in all services**—Regular attendance and demonstration of a concerted effort to effect positive changes. The student followed through on most recommendations and referrals and was truly engaged in prevention or intervention activities.

e. **Number of Student Contacts**—Estimate the number of times you had formal contact with the student over the course of the school year. Formal contact occurs between the intervention professional and the student in group sessions, individual counseling, service planning, and follow-up activities. Formal contact does not include brief encounters in the hallway or interactions with family members or others that are about the student but do not actually include the student. For example, if the student attended 10 group sessions, 4 individual counseling sessions, an alcohol and other drug screening, and 2 follow-up sessions, the number of student contacts entered is 17 (10 + 4 + 1 + 2).

f. **Parent Engagement**—Select the response that best describes the parents' or guardians' participation in the student's service plan only if the student was involved in an intervention or recovery support group or was referred to other school or community resources for services:

- ▸ **No Attempt to Engage Parent**—No attempt was made to actively engage the parents in the service plan (providing information or obtaining consent for the student to participate in a support group does not constitute an attempt to engage the parents).
- ▸ **Attempts to Engage Unsuccessful**—The parents refused to engage, made excuses, or failed to respond to attempts to engage (e.g., did not return telephone calls).
- ▸ **Minimal Engagement (1–2 activities)**—At least 1 instance of parent engagement occurred.
- ▸ **Moderate Engagement (3–5 activities)**—Three to 5 instances of parent engagement occurred by telephone or in person (e.g., consultation with the intervention professional, participation in a parent group or informational or training sessions, participation in intervention sessions).

> ▸ **Intensive Engagement (6+ activities**)—At least 6 instances of parent engagement occurred; the parents followed up on recommendations and referrals and were truly involved in helping the student achieve their service plan goals.
>
> ▸ **Student Didn't Want Parent Contacted**—Student preferred the parents were not contacted.

g. **Teacher Rating (Elem/Altern Schools Only)**—After collecting the completed teacher rating form, select the class performance, behavior in school, and attendance ratings at intake (initial month of school) and exit (past month).

h. **Baseline Classes Passed/Failed**—Consult the school's official records and report the number of classes the student passed (received a grade of A, B, C, or D or a GPA of 1.0 or higher) and failed (received a grade of F or a GPA of .99 or lower) during **the first term of the current school year**. If you are unable to collect this data, enter the reason in the **Reason not collected** dropdown menu.

5. Click the **Save Data** button.

Exhibit 18. Entering Exit Data (partial view)

Entering Program Evaluation Form (Pretest/Posttest) Data

After administering the Program Evaluation Form, you will need to enter the information into the database so RMC can match the pretest and posttest data (see Exhibit 19).

1. Click the **Student Records** drop-down menu.
2. Click **View Students** to view your Student Master List.
3. Click the paper icon in the **Edit/View** column to access the **Edit Student Tests** page.
4. The Intake Date will be populated automatically. (Once a student exits the program and you have completed the Exit tab on the Intake Services page, the Exit Date will also populate automatically.)
5. Enter the date that the pretest was administered to the student in Pretest Date (mm/dd/yyyy).
6. Enter the Pretest Sheet Number (located on the perforated stub where you wrote the student's name at the top of the form; the same number appears on the back of the form, inside the red box on the bottom left). **Note: Be sure to type this information correctly, otherwise it will not link to the student record once the test is scanned by RMC.**
   a. You will receive an error message if you enter a sheet number that has already been entered by another user. If you receive this message, please check for typos. **If you believe you are receiving the error message by mistake** (i.e., if you have checked for typos and verified that you have the correct sheet number in front of you), **contact Heidi Hinshaw at hhinshaw@rmcres.com right away.**
7. Once a student takes the Posttest, follow steps 1–6 for the Posttest Date and Posttest Sheet Number. If there was no Posttest, select the reason from **the If no posttest, what was the reason?** drop-down menu. Note that on the main **View Students** page, an "n/a" in the PostTest date field indicates a reason was given for there being no posttest; if there is no posttest and a reason was not specified, this will show in the Quality Control report as a data problem.
   - **Dropped out**
   - **Expelled/Suspended**
   - **Moved/Transferred**
   - **Unable to locate student**
   - **Unable to identify student**
   - **Student refused**
   - **End of school year**
   - **Other**
   - **No pretest given**
8. Click the **Save** button.

Note: On the main View Students page (Student Master List), professionals can see which sheets have been scanned by RMC Research. An asterisk (*) next to the PreTest date or the PostTest date indicates that the form has been scanned; no asterisk indicates that the form has not yet been scanned into the database. See the "Program Evaluation Form Status Report" section for more information on viewing a summary of pretests and posttests.

When a Student Returns for Additional Services After You've Administered the Posttest

Sometimes a student returns to the program to continue receiving services after you previously exited the student and administered the posttest. In such situations, do the following:

1. Do <u>not</u> administer a new <u>pre</u>test.

2. Delete the data entered in exit student section (see Exhibit 18).

3. Delete the Posttest Date and Posttest Sheet Number (see step 7 in the previous section).

4. When you exit the student a second time, re-administer the posttest and follow the instructions in steps 7 and 8 in the previous section as well as the process for exiting the student (see Exhibit 18).

   - **NOTE:** You do <u>not</u> need to worry if you already mailed in the first posttest (the one that you deleted the sheet number for). Even if the sheet was sent in and got scanned by RMC, once you delete its sheet number from the system it won't match up to your student. You do <u>not</u> need to notify RMC of this.

Exhibit 19. Entering Program Evaluation Form (Pretest/Posttest) Data

Checking for Data Problems

Professionals can check for data problems in 2 ways:

1. By going to their Student Master List page and clicking on any **red** icons that appear in individual student records (red indicates missing information); and

2. By using the Quality Control Reports page (see the "Quality Control Report" section for more details on how to do this).

Entering Follow-Up Grades Data for Last Year's Students

Reporting follow-up grades data involves consulting the school's official records and reporting the number of classes passed and failed in the first term of the current school year for full intervention students served the prior school year.

1. Click the **Student Records** drop-down menu.
2. Click **View Students** to view the Student Master List. To bring up last year's students, use the **School Year** filter to select the previous school year and click **Apply Filter** (see Exhibit 20).

Exhibit 20. Viewing Your Student Follow-Up List

3. This will bring up all full intervention students served in the last school year (see Exhibit 21).

Exhibit 21. Follow-Up Student Master List (filtered for previous school year)

Click on any heading to sort by column.
Buttons appearing in red indicate errors in the underlying record.

Edit/View	Code	Student ID	School	Intake Date	Last Update	Exit Date	Int Type	Program Evaluation		Follow-up
								PreTest	Posttest	
✎	999-1005	777777	New school in UNKNOWN DISTRICT	10/05/2015	12/21/2016	05/23/2016	Full	10/06/2015		☑
✎	999-1009	5645	New school in UNKNOWN DISTRICT	08/12/2016	09/01/2016	08/31/2016	Full		n/a	☑
✎	999-1010	eegdgdg	New school in UNKNOWN DISTRICT	10/22/2015	08/12/2016	05/04/2016	Full		n/a	
✎	999-1011	sdgsdfg	New school in UNKNOWN DISTRICT	05/18/2016	08/11/2016	05/12/2016	Quick			
✎	999-1013	sgsdgasdf	New school in UNKNOWN DISTRICT	05/18/2016	08/11/2016	05/04/2016	Full			
✎	999-1014	Drop in - test 1	New school in UNKNOWN DISTRICT		08/11/2016		Quick			

An * next to the PreTest date or the PostTest date indicates that the form has been scanned by RMC Research.
No * indicates that the form has not yet been scanned.

An n/a in the PostTest date indicates a reason was given for there being no posttest.

1–6 of 6

4. Click the pencil icon ✎ in the left column to access the **Enter/Edit Follow-Up Classes Passed/Failed** page (Exhibit 22) for that student.
5. From the school's official records, enter the number of classes the student took in **the first semester of the current school year.**
6. Enter the number of classes the student passed and the number of classes the student failed in the first semester of the current school year. If these data are unavailable, select the reason from the **Reason not collected** field. **Note**: the number of classes in the Passed and Failed fields must add up to the number in the Classes Taken field or you will get an error message.

Exhibit 22. Entering Last Year's Student Follow-Up Grades Data

Enter/Edit Followup Classes Passed/Failed
Student 777777 (999-1005)

Enter values from the **1st term of the current school year**.

Classes Taken
```
5
```
From the school's official records, report the total number of classes the student took.

Passed
```
4
```
From the school's official records, report the number of classes the student passed (A, B, C, or D, or pass).

Failed
```
1
```
From the school's official records, report the number of classes the student failed (F or fail).

Reason not collected
```
- Select -                    ▼
```
If unable to collect Follow-up data, please indicate why:

[Save]

Back to List

7. Click the **Save** button to save the changes.
8. When you return to the **Student Master List** (filtered by last school year) page, you can see which students have complete follow-up data by the checkbox icon ☑, which appears in the Follow-up column once a given student's follow-up data is complete.

GROUPS CONDUCTED

The data entered in the Groups Conducted tab enables Program Directors and Supervisors to better understand the number of groups their professionals are conducting. Although the type of groups a given professional conducts are visible in individual students' Group Log on the Services page, that doesn't provide a clear picture of **how many** groups each professional conducts during a given school year, thus the reason for this tab.

Starting a New Group Record

Professionals should add a Group record as soon as they know they will be starting a new group. Note that groups with multiple sessions should be entered as a single group record with the number of sessions specified in that field.

1. Click the **Groups Conducted** drop-down menu.
2. Click **Add Group Conducted** to go to the **Create Groups Conducted** page (Exhibit 23) and complete the following fields:
    a. **School**. Select the school where the group was conducted from the drop-down menu. Notify the program director if the list of assigned schools is not accurate.
    b. **Type of Group**. Select the type of group conducted from the drop-down menu.
        ▶ The names of the groups in this drop-down menu (Affected Others, ATOD Education, Intervention, and Recovery) are not exactly the same as in the Project SUCCESS manual. In addition, your regional program may use different names. Contact your Supervisor for guidance on how to enter these groups.
        ▶ Only if you are beginning a totally new type of group (different than those listed above) should you select "Other support group". In these cases, it is helpful to add a brief description of the group's purpose in the Group Description field (see below).
    c. **Is this a Project AWARE activity**? Select No or Yes.
    d. **Group Start Date**. Enter the date of the first group meeting (mm/dd/yyyy).
    e. **Group Description**. This field is optional. Enter a description that helps you differentiate this group from others that may be similar. Check with your Project Directors to verify whether they want professionals to enter specific information into this field.
    f. **# of Students**. Enter the number of students who attend this group.
    g. **# of Sessions**. Enter the number of sessions of this group that have been conducted thus far. Update this field each time a session is conducted.
3. Click the **Create Record** button to create the new group record. The page will automatically redirect to your **View Groups Conducted** page, where you should see the new group record.

Exhibit 23. Starting a New Group Record

Create
Groups Conducted

Select School   - Select -   ▼

Select Type of Group

- Select -   ▼

Is this a Project AWARE activity?   - Select ▼

Group Start Date

(mm/dd/yyyy)

Group Description

 # Of Students

 # Of Sessions

[Create Record]

Back to List

Editing an Existing Group Record

1. Click the **Groups Conducted** drop-down menu.
2. Click **View Groups Conducted** to view your Groups Conducted List (Exhibit 24). Note that you can click on the blue column headings (e.g., **Group Type**) to sort each column alphabetically or by date (depending on the column) to easily find a specific group record.
   a. To view a subset of the records, select any combination of filters from the filter drop-down menus and click the **Apply Filter** button. To return to viewing all of the records, select All from all drop-down menus and click the **Apply Filter** button. Click a column heading (Group Type, Group Start Date, etc.) to sort the list by that column.
   b. Note that many professionals may typically want to filter by **School Year** for the current school year to view current groups. Also note that the **Is Project AWARE** filter is set to default to No, so professionals will need to change that to Yes to view their Project AWARE groups.

Exhibit 24. Groups Conducted List

Groups Conducted by RMC ServicePI

+ Add Group

Filter Group List

School Year	2016–2017 ▾
School	- All - ▾
Group Type	- All - ▾
Is Project AWARE	- All - ▾
Site	- All - ▾
Group Start Date Between	[ ] And [ ]
	(mm/dd/yyyy) (mm/dd/yyyy)

Apply Filter

Click on any heading to sort by column.

Edit	Group Type	Group Start Date	# Of Students	# Of Sessions	School	Description	
👤	ATOD education	11/09/2016	8	18	New school in UNKNOWN DISTRICT	First group added	❌
👤	Intervention	12/06/2016	10	4	New school in UNKNOWN DISTRICT	Testing sitecode and project aware	❌

1–2 of 2

ADMINISTRATIVE

Editing Your Online Database User Information

Use the **Administrative** tab to change your contact information.

1. Click the **Administrative** drop-down menu.
2. Click **Edit My Information** to view your intervention professional code, username, web users' group, and contact information.
3. Make the changes to your contact information (e.g., address, telephone number, email address).
4. Click the **Save** button.
5. The system will display a message confirming that the changes were made.

Transferring Students to Another School

Use the **Administrative** tab to transfer a student to another school.

1. Click the **Administrative** drop-down menu.
2. Click **Transfer a Student From One School to Another**.
3. Select the code for the student to be transferred.
4. Select the school to which the student is transferring.
5. Select the intervention professional who will now be responsible for the student.
6. Click the **Transfer** button.
7. The system will display a message confirming that the changes were made.

REPORTS

Running a Report

Use the **Reports** heading to run data summary reports on your caseload and utilize these reports to monitor data collection and service delivery.

1. Click the **Reports** heading to view a list of the reports that can be run (see Exhibit 25).
2. Click the desired report link to access the filter page for that report (see Exhibit 26).
3. Click the PDF radio button to the right of the **GO** button if you would like to produce a printable PDF of the desired report. If you just want to view the report on your screen, leave the HTML radio button (the default) as is.
4. Filtering data allows you to obtain answers to specific questions about service delivery and outcomes. To filter the data included in a report, select any combination of filters from the drop-down menus and click the **GO** button.
   a. Note that all reports have a filter that filters by Project Aware and non-Project Aware activities and students. The default is set to "No" (i.e., not Project Aware), so SAPISP users do not have to do anything to filter out Project Aware students/activities.
   b. Note that Universal Activity Reports do not have a **GO** button. Instead, click the **Show Summary** button to see an aggregated summary of Prevention Activities or Groups Conducted or the **Show Detail** button to see a list of all Prevention Activities or Groups Conducted.

c. **Example**: You might want to know which Community-targeted activities have occurred at a particular school. On the **Prevention Activities Summary** page (see Exhibit 26) you would select the school name from the **School** drop-down menu and "Community" from the **Target** drop-down menu and then click the **Show Summary** button to run the filtered report.

Exhibit 25. Reports List

Universal Activity Reports

- Prevention Activities Summary
- Groups Conducted Summary

Indicated Student Reports

- Service Summary
- Student Progress
- Student Outcomes
- Substance Use Change
- Substance Use Change Categories
- Case Management Referral Status by agency

Data Monitoring Reports

- Quality Control
- Quality Control Summary
- Program Evaluation Form Status
- Follow-up (grades) Status Report
- Other Peer Support Group Referrals

Staffing Reports

- Staff Listing Report
- Staffing Summary Report

Exhibit 26. Report Filters Example

Report Types

A full list of available reports with more detailed information about each report is provided below.

Universal Activity Reports

Note that Universal Activity Reports do not have a **GO** button. Instead, click the **Show Summary** button to see an aggregated summary of Prevention Activities or Groups Conducted or the **Show Detail** button to see a list of all Prevention Activities or Groups Conducted.

Prevention Activities Summary

A summary of the universal prevention activities reported to date (the number of sessions, the number of unique participants, the average number of participants per session, and the average number of hours per session).

Prevention Activities Summary For OSPI

This report is the same as the Prevention Activities Summary report except that it includes three additional columns that are used by OSPI for reporting purposes.

Groups Conducted Summary

A summary of the number of groups conducted by a given professional reported to date (the number of groups, the number of sessions, the number of unique participants, the average number of participants per session, and the average number of sessions per group).

Indicated Student Reports

Service Summary

A cumulative summary of the students served and the services provided.

Student Progress

A detailed summary of student participation in indicated or selective services.

Student Outcomes

A summary of students' Program Evaluation Form responses. Data are shown only for matched pretest and posttest forms; if there are no matching pre- and posttests based on your filter selections, your search will display a No Results message (this is most common when filtering for the current school year during the first half of the school year when posttests have not yet been administered). The same is true for the Substance Use Change and Substance Use Change Categories reports.

Substance Use Change

A detailed, graphical representation of changes in substance use for each substance indicated on the Program Evaluation Form. Data are shown only for matched pretest and posttest forms and for students who used each substance at baseline.

Substance Use Change Categories

A detailed, graphical representation of changes in substance use by use category (delayed onset, stopped use, reduced use, same use, started use, or increased use) for each substance indicated on the Program Evaluation Form. Data are shown only for matched pretest and posttest forms.

Case Management Referral Status by Agency

A summary showing the percentage of students referred for case management services that attended services, completed services, did not attend services, and the percentage for whom the service was not accessible and for whom the professional did not provide follow-up data. Data is provided for each agency to which at least one student has been referred and is organized by case management referral type.

Data Monitoring Reports

Quality Control

A detailed summary of caseloads (Year to Date heading), data reporting activity (Recent Activity heading), Services Provided, and Data Problems.

Follow the instructions below to view and fix data problems in your student caseload.

1. Set the Professional filter to your name (see Exhibit 27) and click **GO**. (Note that when the Professional Filter is set to All, you will see data problems for all prevention and intervention professionals, without hyperlinks.)
2. This will bring up a summary of all of your student data problems (see Exhibit 28).
3. Click on the hyperlinks in the Student Count column to jump to a new page that displays those specific student data issues (see example in Exhibit 29). The specific data problem will be noted at the top of the new page.

Exhibit 27. Set Data Problems Professional Filter to Yourself

Exhibit 28. View Summary of Student Data Problems With Hyperlinks

Exhibit 29. View Students With Data Problems Filtered on Specific Data Issues

Filtered on the Data Problem: Source of referral missing

Apply Filter

Click on any heading to sort by column.
Buttons appearing in red indicate errors in the underlying record.

Edit/View	Code	Student ID	School	Intake Date	Last Update	Exit Date	Int Type	Program Evaluation		
								PreTest	Posttest	
	999-1015	aaaaaaaaaa	New school in UNKNOWN DISTRICT	11/09/2016	12/20/2016		Quick		12/19/2016	
	999-1017	aasfsaf	New school in UNKNOWN DISTRICT	11/03/2016	12/21/2016		Full	11/15/2016	n/a	
	999-1018	zzzzzz	New school in UNKNOWN DISTRICT		11/30/2016		Full			
	999-1019	sdfsdf	New school in UNKNOWN DISTRICT	12/20/2016	12/20/2016		Quick			
	999-1021	sdfsdf	New school in UNKNOWN DISTRICT		10/20/2016		Full		10/19/2016	
	999-1022	sdfsdf	New school in UNKNOWN DISTRICT		10/06/2016		Quick			
	999-1023	sdfgdg	New school in UNKNOWN DISTRICT		12/01/2016		Full	12/14/2016		
	999-1024	sadfas	New school in UNKNOWN DISTRICT	10/20/2016	10/20/2016		Quick			
	999-1025	asdfsdf	New school in UNKNOWN DISTRICT		10/06/2016		Quick			
	999-1026	asdf	New school in UNKNOWN DISTRICT		10/06/2016		Quick			
	999-1027	asdfsadf	New school in UNKNOWN DISTRICT		10/06/2016		Quick			
	999-1028	asdf	New school in UNKNOWN DISTRICT		10/06/2016		Quick			
	999-1029	sdfsdfsdf	New school in UNKNOWN DISTRICT		10/06/2016		Full			
	999-1030	asdf	New school in UNKNOWN DISTRICT		10/06/2016		Quick			
	999-1031	sadfsdf	New school in UNKNOWN DISTRICT		10/06/2016		Quick			
	999-1033	asdfgsdf	New school in UNKNOWN DISTRICT		10/06/2016		Quick			
	999-1034	ghgh	New school in UNKNOWN DISTRICT		10/06/2016		Quick			
	999-1035	asdfsdf	New school in UNKNOWN DISTRICT		10/06/2016		Quick			
	999-1036	sadfasdf	New school in UNKNOWN DISTRICT		10/06/2016		Quick			
	999-1038	fhgdfghgf	New school in UNKNOWN DISTRICT		10/06/2016		Quick			
	999-1039	dfhdfghdf	New school in UNKNOWN DISTRICT		10/06/2016		Quick			

Program Evaluation Form Status

A detailed summary of the pretest and posttest sheet numbers recorded and the number of those sheets that have been processed by RMC Research and linked to student records (see Exhibit 30).

- The numbers listed under the **green** heading are based on data entered by professionals' into students' Tests pages (paper icon) and the numbers under the **pink** heading are based on data from pre- and posttest sheets received and scanned at RMC.
- The Total Sheets Submitted to RMC does not reflect test sheets received without a cover sheet specifying the related program (ESD) and professional name. **In order to ensure accurate data, always include a cover sheet with your Program Evaluation Forms**. If you do not have a copy of your ESD's cover sheet, contact your Program Director or Heidi Hinshaw at RMC Research (hhinshaw@rmcres.com).

Exhibit 30. Program Evaluation Form Status Report

Program Evaluation Form Status by Professional for RMC Service

School Year	Is Project AWARE	Community Prevention Wellness Initiative
2018–2019 ▼	No ▼	All ▼	Go ⦿HTML ○PDF

| | | | | Sheets with Number Entered | | | | |
Professional	Number of Students Eligible (Gr 6+)(FULL)	Number of Students Pretested	Number of Students Posttested	Percent of Eligible Students Pretested	Percent of Pretested Students Posttested	Number of unscanned Pre sheets	Percentage of unscanned Pre sheets	Number of unscanned Post sheets	Percentage of unscanned Post sheets
RMC ServicePI	1	0	0	0 %	0 %	0	0 %	0	0 %

NOTE:

Values under the green heading are based on data entered by PI staff into students' ""TEST"" pages.

| | Sheets Processed ◊ | | | | |
Professional	Total Sheets Submitted to RMC *	Sheets Linked to Student	Percent Linked	Sheets Not Linked to Student	Percent Not Linked
RMC ServicePI					

NOTE:

Values under the pink heading are based on data from sheets received and scanned at RMC.

◊ The 5 columns in the Sheets Processed section cannot be filtered by Community Prevention Wellness Initiative (CPWI). Results in these columns show all sheets received by RMC regardless of CPWI status.
* The number submitted does not reflect sheets received without a cover sheet specifying the related program and professional.

No unlinked sheets were found.

Follow-Up (Grades) Status Report

A detailed summary of baseline and follow-up grades data reported.

Staffing Reports

Staff Listing Report

A detailed summary of intervention professionals in each local program, their supervisors, their school assignments, start date, end date, active status, qualifications, and hours per week in each funding category.

Staff Summary Report

A concise summary of intervention professionals and other program staff in each local program.

Trouble Logging In

1. Verify that the computer you are using is connected to the internet by attempting to access a website external to your workplace website. If the computer is not connected to the internet, contact your network administrator for help.

2. If you can browse the internet but cannot log in, run the following checks:

   a. Verify that you are using the correct username and password.

   b. Try a different computer. Try a different web browser.

   c. Contact your network administrator to verify that you have permission to access the domain: **http://www.lgan.com/pisp/**. Many schools and district offices use firewalls to enhance security, and firewalls can be used to limit websites you can access and functions you can perform.

   d. Contact your program director to verify that your status as an online database user is active.

   e. Contact RMC Research to verify that the online database is functional. You can reach Heidi Hinshaw at 800-788-1887, ext. 5716 or hhinshaw@rmcres.com.

Records Not Saving or Records Disappearing

1. Be sure to click the **Save** button to save data. Because the online database is on the internet, it cannot save your records as you go.

2. Verify that filters are not hiding data. Some pages default to specific filters to shorten load times.

3. Contact RMC Research regarding lost data. You can reach Heidi Hinshaw at 800-788-1887, ext. 5727 or hhinshaw@rmcres.com.

System Performance Issues

1. If you are using an older computer, close unnecessary programs to free up system memory and increase the web browser's performance.

2. Shut down and restart the computer.

3. Improve system functioning by clearing the web browser's cache, deleting offline files, and defragmenting the computer hard drive. If necessary, contact your network administrator for help.

4. Try logging in at a different time of day (depending on your geographic location and the available bandwidth, internet speeds can slow noticeably when many people are online).

5. Contact RMC Research regarding persistent system performance issues. Send Heidi Hinshaw an email at hhinshaw@rmcres.com that answers the following questions:

   - Which online database page seems to cause problems (e.g., View Students)? What happens (e.g., slowness, error message, freezes)?
   - What type of operating system does your computer use? (e.g., Windows PC, Mac, Linux).
   - Which browser do you use? (e.g., Firefox 8.0, Internet Explorer 9, Chrome 10, Safari 5.1).
   - Is your computer shielded by a firewall?
   - Where do you typically work? (e.g., school name, district office, home, city).
   - At what time of day do you typically experience problems?

School Name Missing From Drop-Down Menu

If you are a **program director** assigning a school to an intervention professional and you find that the school name is missing from the drop-down menu, double-check the list for similar names or variations of the name. The official name of the school may be somewhat different than the commonly-used name. The list, however, will only include schools that are on OSPI's official list of schools. If you verify that the school is not on the drop-down menu, notify RMC Research so they can alert OSPI that the school is missing. Once RMC confirms that the school is not on the list, locate a generic record in the list called New School in the appropriate district (see Exhibit 31). You can assign New School to the intervention professional and instruct the professional to enter data under New School until the issue is resolved.

If you are an **intervention professional** and the school name is missing, notify your program director. They may need to add it to your list of school assignments.

Exhibit 31. School Name Missing From Drop Down Menu

Confidentiality Statement

Instructions (read aloud to students)

Today I would like to ask you to help us evaluate our prevention and intervention program. We are asking students to complete a Program Evaluation Form before and after they participate in counseling or support groups. This survey asks you several questions about your feelings and the things you do. Your answers will help show us if our program is effective.

This Program Evaluation Form is voluntary and confidential. You are not required to complete it. When you are done, insert your answer sheet into this envelope so no one can see your answers.

When all the students have finished, I will send this envelope to RMC Research in Portland, Oregon, for processing. RMC Research will create reports summarizing what students in this school and around the state say about the program.

_____

*Printed Name of Prevention and Intervention Professional (please write **legibly**)*

_____

Signature of Prevention and Intervention Professional

_____

*School (please write **legibly**)*

Student Assistance Prevention & Intervention Services Program

STUDENT BUBBLE SHEET CHECKLIST FOR PREVENTION INTERVENTION SPECIALISTS

It is now MANDATORY to <u>include this checklist</u> with your bubble sheets when you return them. We will not process bubble sheets without a completed checklist attached.

It is now MANDATORY that you check whether you are a <u>Project Aware specialist</u>.
 If you have both Project Aware and non-PA students, please keep their bubble sheets separate and return to us in separate paperclipped stacks with separate checklists.

Thank you for your attention!

Please indicate whether the forms you are submitting are for SAPISP or Project Aware:

> ❑ SAPISP
> ❑ Project Aware

To ensure an efficient data collection process, please check off the items below and **paper clip (<u>no staples please</u>) this form to your bubble sheets** before submitting them to your district coordinator.

❑ Enter sheet number into database

❑ Keep a record of your sheet numbers for personal tracking. This is a recommended but not mandatory step. A simple Excel sheet has helped many specialists in the past.

❑ Paperclip or binder clip (DO NOT staple) all sheets together, making sure sheets are facing the same direction.

❑ Legibly print the SAP's full name here: _____

Ensure bubble sheets are **clean** and **undamaged**. If a sheet has any type of damage, you will need to transfer the responses to a new sheet and then update the sheet number in the database if the original sheet number has already been entered.

Types of damage include:

- Staples (or holes from where previous staples were)
- Holes
- Rips—especially in the **corners**.
  The scanner will not accept sheets without all corners intact. Be gentle when removing the tear off portion from the top of the form, as it can easily take off the small black tracking mark essential for the machine to read the sheet (folding along the perforation several times back and forth before removing it helps prevent this).
- Folds or crinkles
- Water damage
- Sticky matter on the sheet (e.g., gum, lipstick)

Teacher Rating Form

MEMORANDUM

TO: _____ *(teacher name)*

FROM: _____ *(intervention professional name)*

RE: _____ *(student name)*

To aid the evaluation of our school's Student Assistance Prevention and Intervention Services Program, I would like to gain a perspective of the classroom activities of the student named above. Please take a minute to rate the class performance, behavior in school, and attendance of this student at 2 points in time.

These ratings will only be reported in aggregate along with the ratings of other students at schools around the state. This ratings form is the only place where the student's name will appear. This form will be destroyed after I have transferred the information into a confidential evaluation database.

Thank you for your assistance! Please return by ____ / ____ / ____.

_____

Rate the class performance, behavior in school, and attendance of this student during September (or the first month the student attended your class).

	Satisfactory	Unsatisfactory
Class performance	☐	☐
Behavior in school	☐	☐
Attendance	☐	☐

Now rate the class performance, behavior in school, and attendance of this student during the past month as compared to the beginning of the year. Check one box per line.

	Much Improved	Somewhat Improved	About the Same	Somewhat Worse	Much Worse
Class performance	☐	☐	☐	☐	☐
Behavior in school	☐	☐	☐	☐	☐
Attendance	☐	☐	☐	☐	☐

Appendix D
Recommended PS Group Goals

PROJECT SUCCESS: EDUCATIONAL SUPPORT GROUPS
RECOMMENDED GROUP GOALS

Each educational support group requires the identification of specific goals and objectives to be accomplished by students participating in group sessions and recorded in the RMC database. Defining targeted objectives for students is a critical planning step. As a rule, group outcomes should address three areas: 1) improvement in personal and interpersonal functioning; 2) improvement in academic performance (grades, attendance, and classroom conduct); and 3) improvements in specific ATOD-related indicators (perception of risk, reduction/abstinence, coping skills, etc.). The following are recommended intervention goals for each of the commonly offered Project Success groups.

1. **ALCOHOL AND OTHER DRUG ASSESSMENT AND EDUCATION GROUP** (recorded as ATOD Education) – *Target: students who are engaging in high-risk behaviors that have a misperception of the risk of harm associated with ATOD use and who have attitudes favorable toward ATOD use. AES (selective) is a prevention focused group; the students have not yet begun to use substances. AEI (indicated) is an intervention focused group; the students admit to AOD use, do not see their use as a problem and do not identify any other problem but are willing to learn more about AOD.*
    *Description: These groups are for students who exhibit attitudes, behaviors and feelings, which clearly put them at risk for becoming abusers. The purpose of this group is to provide information on the risk factors and consequences of alcohol and other drugs and to elicit changes in high-risk behavior by teaching skills to resist pressures. These groups, also a tool for additional assessment, meet for 8 sessions and **cannot be re-contracted**. After participation in this group, a student may participate in another group such as the Abuser or Abuser/COSAP group.*

    ▪ Targeted Intervention Goals – Strengthen Skills and Attitudes
      o Perceived risk of use
      o Awareness of social influences
      o Refusal skills
      o Assertiveness
      o Decision making
      o School bonding

    ▪ Targeted Intervention Goals – Reduce or Eliminate Problem Behavior
      o Reduction of identified substance(s) (if applicable, i.e., screened for use and student is using)
      o Reduction of other high-risk behaviors, as appropriate, such as aggressive behavior, anger
      o Truancy (as appropriate)

2. **NON-USERS** (recorded as Social Skills) – *Target: students who are themselves not using alcohol or other drugs but find themselves feeling pressured by peers and the social norms of the school to use ATOD. The students may report experiencing "social isolation" as a result of their abstinence.*
    Description: This group will provide a support system for these students to reduce isolation, provide socialization, and encourage an alcohol and drug-free lifestyle. Students learn resistance and other social skills. Meets up to 12 weeks and can be recontracted.

    ▪ Targeted Intervention Goals – Strengthen Skills and Attitudes
      o Perceived risk of use
      o Awareness of social influences
      o Refusal skills
      o Assertiveness
      o Social skills
      o Decision making

    ▪ Targeted Intervention Goals – Reduce or Eliminate Problem Behavior
      o Truancy (as appropriate)

3. **COSAPs** (recorded as Affected Others) – <u>*Target:*</u> *students who have alcoholic or other drug abusing parent(s) or are living with an abusing adult in a parental role and who do not use themselves*
   <u>Description:</u> *These educational groups attempt to help students increase their understanding of chemical dependency; how it affects the family, how to cope with drinking/drugging parents and the resulting stressors on their own lives. They also examine the strengths the students have developed and why these strengths are so important. In order to decrease the risk that the student will use alcohol or other drugs, emphasis is placed on developing skills, which will enhance protective factors. Meets up to 12 weeks and can be recontracted.*

   - Targeted Intervention Goals – Strengthen Skills and Attitudes
     o Perceived risk of use
     o Refusal skills
     o Assertiveness skills
     o Decision-making
     o School bonding
     o Family Bonding

   - Targeted Intervention Goals – Reduce or Eliminate Problem Behavior
     o Association with inappropriate peers
     o Truancy (as appropriate)

4. **ABUSERS** (recorded as Intervention) – <u>*Target:*</u> *students who are abusing alcohol and other drugs and are experiencing negative consequences.*
   <u>Description:</u> *These educational and motivational groups are for students who know they have a problem with alcohol or other drugs and want to deal with the problem and improve their functioning. Refusal skills and discussions on identifying pressures to use drugs are emphasized. The goal is to reduce alcohol or other drug consumption and to promote abstinence. For adolescents who are not able to accomplish this, a referral for ATOD treatment is necessary. Meets up to 12 weeks and can be recontracted.*

   - Targeted Intervention Goals – Strengthen Skills and Attitudes
     o Perceived risk of use
     o Awareness of social influences
     o Refusal skills
     o Assertiveness
     o School bonding

   - Targeted Intervention Goals – Reduce or Eliminate Problem Behavior
     o Reduction of identified substance(s)
     o Reduction of other high-risk behaviors, as appropriate, such as aggressive behavior, anger
     o Truancy (as appropriate)

5. **ABUSER/COSAPS** (recorded as Intervention) – <u>*Target:*</u> *students who are abusing alcohol and other drugs and have alcoholic or other drug abusing parent(s).*
   <u>Description:</u> *This group combines the emphasis o f the abuser group with the COSAP group. It offers special sensitivity to the difficulty of many of the group members have with staying abstinent in an ATOD abusing home. It also addresses the negative feelings that some of the students have about 12-step programs and abstinence. Meets up to 12 weeks and can be recontracted.*

   - Targeted Intervention Goals – Strengthen Skills and Attitudes
     o Perceived risk of use
     o Awareness of social influences
     o Refusal skills
     o Assertiveness skills
     o Decision-making
     o Anger/uncontrolled behavior
     o School bonding
     o Family Bonding

- Targeted Intervention Goals – Reduce or Eliminate Problem Behavior
  - o Reduction of identified substance(s)
  - o Association with inappropriate peers

6. **RECOVERY SUPPORT** (Recorded as Recovery – optional) – <u>*Target:*</u> *students who have already been in treatment, a self-help group, rehabilitation, or stopped using on their own.*
<u>*Description:*</u> *These groups are for students who need in school support for their recovery. Frequently, these students need to be in a 12-step program or outpatient treatment and the Recovery group should not be their sole source of support. For the Project AWARE model, this group may also be a follow up group for students completing Abusers, or Abusers/COSAP groups to help maintain their abstinence – or to "challenge" them to continue with no use behaviors.*

  - Targeted Intervention Goals – Strengthen Skills and Attitudes
    - o Awareness of social influences
    - o Refusal skills
    - o Assertiveness
    - o Social skills
    - o Communication skills
    - o Decision making
    - o Social bonding
    - o School bonding
  - Targeted Intervention Goals – Reduce or Eliminate Problem Behavior
    - o Association with inappropriate peer (if applicable)

MIDDLE SCHOOL ONLY GROUPS (7TH AND 8TH GRADERS)

7. **PARENT AND PEER GROUPS (2Ps)** (Recorded as ATOD) – <u>*Target:*</u> *students who acknowledge having problems with parents and/or peers and are at risk for use/abuse of AOD.*
<u>*Description:*</u> *These students see their main problems as their relationship with their parents and/or their peers and that is what they want to discuss. They are not using alcohol or other drugs at this point but are at risk for future use. They are involved in risky behaviors, have begun to associate with users/abusers and have begun to exhibit attitudes, behaviors and feelings common to abusers. Meets up to 12 sessions and can be recontracted.*

  - Targeted Intervention Goals – Strengthen Skills and Attitudes
    - o Perceived risk of use
    - o Awareness of social influences
    - o Refusal skills
    - o Assertiveness
    - o Social skills
    - o Decision making
  - Targeted Intervention Goals – Reduce or Eliminate Problem Behavior
    - o Association with inappropriate peer (if applicable)

8. **JR/MS USER** (recorded as Intervention) – <u>*Target:*</u> *students who have not yet experienced a loss of control or negative consequence of use.*
<u>Description:</u> *These motivational and educational groups are for students who have begun to use alcohol or other drugs and want to discuss their use and its relationship to their functioning. The focus is on becoming abstinent and preventing further use. Can meet up to 12 sessions and can be recontracted.*

  - Targeted Intervention Goals – Strengthen Skills and Attitudes
    - o Perceived risk of use
    - o Awareness of social influences
    - o Refusal skills
    - o Assertiveness

- o   School bonding
- ▪ Targeted Intervention Goals – Reduce or Eliminate Problem Behavior
  - o   Anger/uncontrolled behavior
  - o   Reduction of identified substance(s)
  - o   Truancy (as appropriate)

9. **USER/COSAPS** (recorded as Intervention) – <u>*Target:*</u> *students who are using alcohol and other drugs as defined above and have alcoholic or other drug abusing parent(s).*
   <u>Description:</u> *This groups focus on parents' and students' use of alcohol and other drugs and the resulting relationship between them in addition to the issues described in the COA/COSA groups above. Some of the issues include high risk factors, comparing student and parent drinking patterns, discussing parents' attitudes toward students drinking, dealing with the students' feeling guilt about their behaviors, and becoming alcohol and drug-free. Can meet up to 12 sessions and can be recontracted.*

   - ▪ Targeted Intervention Goals – Strengthen Skills and Attitudes
     - o   Perceived risk of use
     - o   Awareness of social influences
     - o   Refusal skills
     - o   Assertiveness skills
     - o   Decision-making
     - o   School bonding
     - o   Family Bonding

   - ▪ Targeted Intervention Goals – Reduce or Eliminate Problem Behavior

     - o   Reduction of identified substance(s)
     - o   Anger/uncontrolled behavior
     - o   Association with inappropriate peers
     - o   Truancy (as appropriate)

GROUPS, CLASSES, & CORRESPONDING INTERVENTION GOALS

For each group or class type that you refer a student to, you should select at least one of the intervention goals shown in the two *Intervention Goals* columns for that student.

Group or Class Type	Intervention Goals	
	Strengthen Skills and Attitudes	**Reduce or Eliminate Problem Behavior**
Affected Others	- Perceived Risk of use - Refusal skills - Assertiveness - Decision-making - School bonding - Family bonding	- Reduction of identified substances (e.g., marijuana, alcohol) - Association with inappropriate peers
ATOD Education	- Perceived Risk of use - Awareness of social influences - Refusal skills - Assertiveness - Decision-making - School bonding	- Reduction of identified substances (e.g., marijuana, alcohol) - Reduction of other high-risk behaviors
Intervention & Tobacco	- Perceived Risk of use - Awareness of social influences - Refusal skills - Assertiveness - Decision-making - School bonding	- Reduction of identified substances (e.g., marijuana, alcohol) - Association with inappropriate peers
Recovery Support	- Awareness of social influences - Refusal skills - Assertiveness - Social skills - Communication skills - Decision-making - Social bonding - School bonding	- Reduction of identified substances (e.g., marijuana, alcohol) - Association with inappropriate peers