

Screening for Risk Factors that Inhibit School Success: Pre-K – Grade 3

Name: _____

Date: _____

DOB: _____

Teacher: _____

Directions: Become familiar with the descriptions of each social-emotional need (Column 1). Reading across, note the behavioral characteristics associated with children in whom the need is met in positive ways (Column 2); in whom the need is met in negative ways (Column 3); and in whom the need is unmet (Column 4). If Column 2 best describes the child, no concern exists regarding the particular social-emotional need; therefore, circle “no” in Column 5. If, however, Column 3 or 4 best describes the child’s behavioral characteristics, circle “yes” in Column 5. Note specific characteristics and concerns under “Comments”. Repeat this procedure for each social-emotional need.

Need	Need is Met in Positive Ways	Distorted Attempts are Made to Meet Need	Need is Unmet	Is there a concern?		Comments
				YES	NO	
<p style="text-align: center;">Belonging</p> <p>A sense of strong attachment and bonding with family, school, peers, and/or the larger community; a sharing of mutual acceptance, caring and concern</p>	<ul style="list-style-type: none"> • Attached • Loving • Friendly • Cooperative • Trusting • Gregarious 	<ul style="list-style-type: none"> • Craving attention • Craving acceptance • Clinging • Overly dependent 	<ul style="list-style-type: none"> • Guarded • Rejected • Lonely • Aloof • Isolated • Distrustful • Fearful of abandonment • Unattached 	Y E S	N O	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p style="text-align: center;">Mastery</p> <p>Competence: achievement; control over oneself; positive control over one’s environment; striving for personal goal attainment</p>	<ul style="list-style-type: none"> • Motivated • Achieving • Creative • Problem-solving • Persistent • Competent, feels adequate • Successful 	<ul style="list-style-type: none"> • Arrogant • Overachieving • Risk-seeking • Cheating 	<ul style="list-style-type: none"> • Non-achieving • Oriented to failure • Risk-avoiding • Fearful of challenges • Unmotivated • Easily discouraged • Feeling inadequate 	Y E S	N O	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p style="text-align: center;">Independence</p> <p>Autonomy combined with responsibility and self-control; empowerment over oneself and one’s destiny.</p>	<ul style="list-style-type: none"> • Autonomous • Assertive • Confident • Responsible • Internally controlled • Self-disciplined • Capable of leadership 	<ul style="list-style-type: none"> • Dictatorial • Reckless/Bravado • Manipulative • Bullying • Defiant of authority • Rebellious 	<ul style="list-style-type: none"> • Helpless • Irresponsible • Feeling inferior • Lacking confidence • Submissive • Undisciplined • Easily led • External locus of control 	Y E S	N O	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p style="text-align: center;">Generosity</p> <p>Caring, empathy, and altruism; acceptance of responsibility for the welfare of others</p>	<ul style="list-style-type: none"> • Altruistic • Caring • Loyal • Sharing • Pro-social • Supportive • Empathetic 	<ul style="list-style-type: none"> • Condescending • Over-involved • Playing or acting martyred • Servile • Exploited and used • Co-dependent 	<ul style="list-style-type: none"> • Selfish • Narcissistic • Lacking affection • Antisocial • Exploitative • Hardened • Disloyal 	Y E S	N O	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

From: Reclaiming Youth at Risk: Our Hope for the Future, National Education Service, 1996

Planning for Primary Prevention to Promote School Success: Pre-K – Grade 3

Belonging	Effective Strategies: <ul style="list-style-type: none"> • Predictable routine • Frequent acknowledgement of presence/ importance • Celebratory and transition rituals 	Materials, Activities, Content Themes: <ul style="list-style-type: none"> • Secret messages: puppet role-play of themes • Shared responsibility for classroom • Nurturing; caring; positive familiarity 	Results:
	Plan:	Materials, Activities, Content Themes:	
Mastery	Effective Strategies: <ul style="list-style-type: none"> • Encourage persistence • Cooperative learning strategies • Reflect past and present successes 	Materials, Activities, Content Themes: <ul style="list-style-type: none"> • Brain-friendly; multimodal; exploratory • Contextual; authentic • Admiration by adults; wish fulfillment 	Results:
	Plan:	Materials, Activities, Content Themes:	
Independence	Effective Strategies: <ul style="list-style-type: none"> • Facilitate problem-solving • Choices within adult parameters • Recognition for demonstrating self-control 	Materials, Activities, Content Themes: <ul style="list-style-type: none"> • Literature: <u>Where the Wild Things Are</u> • Role-play self-control/mastering emotions • Adventure 	Results:
	Plan:	Materials, Activities, Content Themes:	
Generosity	Effective Strategies: <ul style="list-style-type: none"> • Develop “caring community” • “How can we help---?” • “I wonder how s/he feels?” 	Materials, Activities, Content Themes: <ul style="list-style-type: none"> • Responsibilities; plants; animals • Role-play care-giving • Taking care of; heroes 	Results:
	Plan:	Materials, Activities, Content Themes:	