

Screening for Risk Factors that Inhibit School Success: Grades 4-12

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 students in whom the need is met in positive ways (Column 2); in whom the need is met in distorted, unhealthy ways (Column 3); and in whom the need is unmet (Column 4). If Column 2 best describes the student, no concern exists regarding the particular social-emotional need; therefore, circle “no” in Column 5. If, however, Column 3 or 4 best describes the student’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 Way	Need is Met in Distorted, Unhealthy Ways	Need is Unmet	Is there a concern?		Comments
<p align="center">Belonging</p> <p>A sense of strong attachment and bonding with family, school, 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 • Easily misled • Loyal to gang • Attracted to cults • Promiscuity 	<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/>
<p align="center">Mastery</p> <p>Competence; achievement; control over oneself; positive control over one’s environment.</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 • Perfectionist • Workaholic • Skillful in delinquent behavior 	<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/>
<p 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/Macho • Manipulative • Bullying • Defiant of authority • Rebellious • Engaging in power struggles • Sexually exploitative 	<ul style="list-style-type: none"> • Helpless • Irresponsible • Feeling inferior • Lacking confidence • Submissive • Undisciplined • Easily led 	Y E S	N O	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p 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 • Empathic 	<ul style="list-style-type: none"> • Condescending • Over-involved • Playing or acting martyred • Indulgent • Servile • Exploited and used • Co-dependent 	<ul style="list-style-type: none"> • Selfish • Narcissistic • Lacking affection • Antisocial • Exploitative • Hardened • Disloyal • Hedonistic 	Y E S	N O	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Planning for Primary Prevention to Promote School Success: Grades 4-12

Belonging	Effective Strategies: <ul style="list-style-type: none"> ▪ Recognition by peers & adults ▪ Positive, caring adult role model ▪ Establish a sense of community 	Materials, Activities, Content Themes: <ul style="list-style-type: none"> ▪ Culturally and personally relevant topics/themes ▪ Cooperative games; group planning; experiential learning ▪ Inclusion in social groups; meeting peers' expectations 	Results:
	Plan:	Materials, Activities, Content Themes:	
Mastery	Effective Strategies: <ul style="list-style-type: none"> ▪ Identify and acknowledge strengths; facilitate personal goal-setting ▪ Authentic curriculum ▪ Time management; note-taking; graphic organizers; self-reflection 	Materials, Activities, Content Themes: <ul style="list-style-type: none"> ▪ Materials that promote self-awareness and social understanding ▪ Employ multiple modalities; elicit multiple intelligences ▪ Values that guide conduct 	Results:
	Plan:	Materials, Activities, Content Themes:	
Independence	Effective Strategies: <ul style="list-style-type: none"> ▪ Students create class rules/constitution ▪ Teach leadership skills; provide leadership opportunities ▪ Help students extend their thinking to the logical outcomes of their ideas 	Materials, Activities, Content Themes: <ul style="list-style-type: none"> ▪ Literature that depicts perseverance, responsibility, problem-solving ▪ Role-play/drama depicting leadership ▪ Rights and responsibilities; justice; freedom to choose 	Results:
	Plan:	Materials, Activities, Content Themes:	
Generosity	Effective Strategies: <ul style="list-style-type: none"> ▪ Cooperative learning; service learning ▪ Mentoring younger child ▪ Help students to recognize, value, and share their gifts 	Materials, Activities, Content Themes: <ul style="list-style-type: none"> ▪ Promote exploration of personal and cultural values ▪ Service learning ▪ National heroes; successes with peers; making a difference 	Results:
	Plan:	Materials, Activities, Content Themes:	