

## 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
				Y E S	N O	
<p><b>Belonging</b></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"> <li>● Attached</li> <li>● Loving</li> <li>● Friendly</li> <li>● Cooperative</li> <li>● Trusting</li> <li>● Gregarious</li> </ul>	<ul style="list-style-type: none"> <li>● Craving attention</li> <li>● Craving acceptance</li> <li>● Clinging</li> <li>● Overly dependent</li> </ul>	<ul style="list-style-type: none"> <li>● Guarded</li> <li>● Rejected</li> <li>● Lonely</li> <li>● Aloof</li> <li>● Isolated</li> <li>● Distrustful</li> <li>● Fearful of abandonment</li> <li>● Unattached</li> </ul>	Y E S	N O	
<p><b>Mastery</b></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"> <li>● Motivated</li> <li>● Achieving</li> <li>● Creative</li> <li>● Problem-solving</li> <li>● Persistent</li> <li>● Competent, feels adequate</li> <li>● Successful</li> </ul>	<ul style="list-style-type: none"> <li>● Arrogant</li> <li>● Overachieving</li> <li>● Risk-seeking</li> <li>● Cheating</li> </ul>	<ul style="list-style-type: none"> <li>● Nonachieving</li> <li>● Oriented to failure</li> <li>● Risk-avoiding</li> <li>● Fearful of challenges</li> <li>● Unmotivated</li> <li>● Easily discouraged</li> <li>● Feeling inadequate</li> </ul>	Y E S	N O	
<p><b>Independence</b></p> <p>Autonomy combined with responsibility and self-control; empowerment over oneself and one’s destiny.</p>	<ul style="list-style-type: none"> <li>● Autonomous</li> <li>● Assertive</li> <li>● Confident</li> <li>● Responsible</li> <li>● Internally controlled</li> <li>● Self-disciplined</li> <li>● Capable of leadership</li> </ul>	<ul style="list-style-type: none"> <li>● Dictatorial</li> <li>● Reckless/Bravado</li> <li>● Manipulative</li> <li>● Bullying</li> <li>● Defiant of authority</li> <li>● Rebellious</li> </ul>	<ul style="list-style-type: none"> <li>● Helpless</li> <li>● Irresponsible</li> <li>● Feeling inferior</li> <li>● Lacking confidence</li> <li>● Submissive</li> <li>● Undisciplined</li> <li>● Easily led</li> <li>● External locus of control</li> </ul>	Y E S	N O	
<p><b>Generosity</b></p> <p>Caring, empathy, and altruism; acceptance of responsibility for the welfare of others</p>	<ul style="list-style-type: none"> <li>● Altruistic</li> <li>● Caring</li> <li>● Loyal</li> <li>● Sharing</li> <li>● Prosocial</li> <li>● Supportive</li> <li>● Empathetic</li> </ul>	<ul style="list-style-type: none"> <li>● Condescending</li> <li>● Overinvolved</li> <li>● Playing or acting martyred</li> <li>● Servile</li> <li>● Exploited and used</li> <li>● Co-dependent</li> </ul>	<ul style="list-style-type: none"> <li>● Selfish</li> <li>● Narcissistic</li> <li>● Lacking affection</li> <li>● Antisocial</li> <li>● Exploitative</li> <li>● Hardened</li> <li>● Disloyal</li> </ul>	Y E S	N O	

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

<b>Belonging</b>	<b>Effective Strategies:</b> <ul style="list-style-type: none"> <li>• predictable routine</li> <li>• frequent acknowledgement of presence/ importance</li> <li>• celebratory and transition rituals</li> </ul>	<b>Materials, activities, content themes:</b> <ul style="list-style-type: none"> <li>• secret messages: puppet role-play of themes</li> <li>• shared responsibility for classroom</li> <li>• nurturing; caring; positive familiarity</li> </ul>	Results:
	<b>Plan:</b>	<b>Materials, activities, content themes:</b>	
<b>Mastery</b>	<b>Effective Strategies:</b> <ul style="list-style-type: none"> <li>• encourage persistence</li> <li>• cooperative learning strategies</li> <li>• reflect past and present successes</li> </ul>	<b>Materials, activities, content themes:</b> <ul style="list-style-type: none"> <li>• brain-friendly; multimodal; exploratory</li> <li>• contextual; authentic</li> <li>• admiration by adults; wish fulfillment</li> </ul>	Results:
	<b>Plan:</b>	<b>Materials, activities, content themes:</b>	
<b>Independence</b>	<b>Effective Strategies:</b> <ul style="list-style-type: none"> <li>• facilitate problem-solving</li> <li>• choices within adult parameters</li> <li>• recognition for demonstrating self-control</li> </ul>	<b>Materials, activities, content themes:</b> <ul style="list-style-type: none"> <li>• literature: <u>Where the Wild Things Are</u></li> <li>• role-play self-control/mastering emotions</li> <li>• adventure</li> </ul>	Results:
	<b>Plan:</b>	<b>Materials, activities, content themes:</b>	
<b>Generosity</b>	<b>Effective Strategies:</b> <ul style="list-style-type: none"> <li>• develop “caring community”</li> <li>• “How can we help---?”</li> <li>• “I wonder how s/he feels?”</li> </ul>	<b>Materials, activities, content themes:</b> <ul style="list-style-type: none"> <li>• responsibilities; plants; animals</li> <li>• role-play caregiving</li> <li>• taking care of; heroes</li> </ul>	Results:
	<b>Plan:</b>	<b>Materials, activities, content themes:</b>	