

Initial Referral

Teacher Name:

Date: _____

Current Grade Average: _____

Number of class absences: _____

Number of times late to class: _____

(Please check all that apply)

Classroom Performance

Attendance Problem _____

Tardiness Problem _____

Drop in grades, lower achievement _____

Decrease in class participation _____

Does not ask for help when needed _____

Has failed to complete _____% of his/her homework _____

Difficulty staying focused; easily distracted by others _____

Difficulty with immediate recall _____

Disorganized with school materials _____

Gives up easily when frustrated _____

Prefers to work alone _____

Fails to complete _____% of in-class assignments _____

Student Name:

Grade Level: _____

Social Skills

Lacks positive peer relationships _____

Disrespectful toward authority _____

Disturbs other students during classroom activities _____

Uses leadership skills inappropriately _____

Frequently argues with the teacher _____

Hits and/or pushes other students _____

Does not easily accept constructive criticism _____

Teases other students _____

Makes inappropriate remarks to classmates, adults _____

Lacks self-confidence _____

Frequently ridiculed by classmates

Appears unhappy/sad _____

Withdrawn, has difficulty in relating to others _____

Lacks control in unstructured situations _____

Change in friends _____

Disruptive behavior _____

Defiance of classroom rules _____
Does not take responsibility for
inappropriate comments or actions _____
Cheating _____
Sudden outbursts of anger _____
Obscene language, gestures _____
Noisy, boisterous _____
Erratic behavior, mood swings _____

Physical Symptoms

Smells of smoke, alcohol, or marijuana _____
Dresses inappropriately based on school
policy _____
Slurred speech _____
Frequently requests to see the nurse _____
Appears sleepy, lethargic _____
Frequent physical injuries _____
Deteriorating personal appearance _____
Sleeps in class _____
Frequent complaints of nausea,
headaches _____
Glassy, bloodshot eyes _____
Poor hygiene _____

Asset Checklist

What do you see as this student's strengths? Please color in any circle you believe pertains to your student.

NOTE: This checklist is not intended as, nor is it appropriate to use as, a scientific or accurate measurement of developmental assets.

- Student understands and follows school rules and accepts consequences for inappropriate behavior.
- Student's friends model responsible behavior.
- Student spends three hours or more each week in lessons or practice in music, theatre, or other arts.
- Student spends three hours or more each week in school or community sports, clubs, or organizations.
- Student wants to do well in school.
- Student is actively engaged in learning.
- Student regularly completes homework assignments.
- Student cares about his/her school.
- Student reads for pleasure three or more hours each week.
- Student believes it is important to help other people.
- Student can stand up for what he/she believes.
- Student tells the truth even when it's not easy.
- Student can accept and take personal responsibility.

- Student is good at planning ahead and making decisions.
- Student is good at making and keeping friends.
- Student knows and is comfortable with people of different cultural/racial/ethnic backgrounds.
- Student can resist negative peer pressure and dangerous situations.
- Student tries to resolve conflict nonviolently.
- Student believes he/she has control over many things that happen to him/her.
- Student feels good about him/herself.
- Student believes his/her life has a purpose.
- Student is optimistic about his/her future.

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Initial Referral: Prior Interventions Checklist

Please indicate what types of interventions you have tried prior to the referral and the results achieved. Check the appropriate intervention/s utilized.

- ___ 1. Spoke to student privately after class
- ___ 2. Gave student help after class or school.
- ___ 3. Changed student's seat.
- ___ 4. Spoke with parent on the telephone. Phone #: _____
- ___ 5. Gave student special work at his/her level.
- ___ 6. Checked cumulative folder.
- ___ 7. Held conference with parent in school.
- ___ 8. Sent home notices regarding behavior or school work.
- ___ 9. Arranged an independent study program for student.
- ___ 10. Have given student extra attention.
- ___ 11. Have set up a contingency management program with student.
- ___ 12. Have assigned student after school detention.
- ___ 13. Have referred student to guidance or administration.
- ___ 14. Other (Please explain) _____

- ___ 15. Other (Please explain) _____

- ___ 16. Other (Please explain) _____

- ___ 17. Other (Please explain) _____

List three Internal and three External Assets your "Student of Concern" *seems to be lacking*, and in your opinion needs to develop in order to be successful.

Internal Assets

- 1.
- 2.
- 3.

External Assets

- 1.
- 2.
- 3.

List three Internal and three External Assets your "Student of Concern" *possesses* which could be incorporated into a "Strength Based Intervention" plan.

Internal Assets

- 1.
- 2.
- 3.

External Assets

- 1.
- 2.
- 3.

**40 Developmental Assets for Adolescents
(Grades 6-12)**

External Assets

Support

1. **Family support** – Family life provides high levels of love and support.
2. **Positive family communication** – Young person and parent/s communicate positively, and young person is willing to seek advice and counsel from parent/s.
3. **Other adult relationships** – Young person receives support from three or more non-parent adults.
4. **Caring neighborhood** – Young person experiences caring neighbors.
5. **Caring school climate** – School provides a caring, encouraging environment.
6. **Parent involvement in schooling** – Parent/s are actively involved in helping young person succeed in school.

Empowerment

7. **Community values youth** – Young person perceives that adults in the community value youth.
8. **Youth as resources** – Young people are given useful roles in the community.
9. **Service to others** – Young person serves in the community one hour or more per week.
10. **Safety** – Young person feels safe at home, at school, and in the neighborhood.

Boundaries and Expectations

11. **Family boundaries** - Family has clear rules and consequences, and monitors the young person's whereabouts.
12. **School boundaries** – School provides clear rules and consequences.
13. **Neighborhood boundaries** – Neighbors take responsibility for monitoring young people's behavior.
14. **Adult role models** – Parent/s and other adults model responsible, positive behavior.
15. **Positive peer influence** – Young person's best friends model positive, responsible behavior.
16. **High expectations** – Both parent/s and teachers encourage the young person to do well.

Constructive Use of Time

17. **Creative activities** – Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
18. **Youth programs** - Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.
19. **Religious community** – Young person spends one or more hours per week in activities in a religious institution.

20. **Time at home** - Young person is out with friends two or fewer nights per week.

Internal Assets

Commitment to Learning

21. **Achievement motivation** – Young person is motivated to do well in school.
22. **School engagement** - Young person is actively engaged in learning.
23. **Homework** – Young person reports doing at least one hour of homework every school day.
24. **Bonding to school** – Young person cares about his/her school
25. **Reading for pleasure** - Young person reads for pleasure three or more hours per week.

Positive Values

26. **Caring** – Young person places high value on helping other people
27. **Equality and social justice** – Young person places high value on promoting equality and reducing hunger and poverty.
28. **Integrity** – Young person acts on convictions and stands up for his/her beliefs.
29. **Honesty** – Young person tells the truth even when not easy.
30. **Responsibility** – Young person accepts and takes personal responsibility.
31. **Restraint** – Young person believes it is important not to be sexually active or to use alcohol or other drugs.

Social Competencies

32. **Planning and decision-making** – Young person knows how to plan ahead and make choices.
33. **Interpersonal competence** – Young person has empathy, sensitivity, and friendship skills.
34. **Cultural competence** – Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
35. **Resistance skills** – Young person can resist negative peer pressure and dangerous situations.
36. **Peaceful conflict resolution** – Young person seeks to resolve conflict nonviolently.

Positive Identity

37. **Personal power** – Young person feels he/she has control over “things that happen to me.”
38. **Self-esteem** – Young person reports having a high self-esteem.
39. **Sense of purpose** - Young person reports that “my life has a purpose.”
40. **Positive view of personal future** – Young person is optimistic about his/her personal future.