

School Module (1)

Question to Consider for this Module: *How well is the individual functioning at school? What are his/her strengths and areas of need? Please rate the highest level from the past 30 days*

Educational Attributes

ACADEMIC PERSISTENCE - This rating should be based broadly on the individual's overall efforts to persist, regardless of outcome.	
<p>Questions to Consider</p> <ul style="list-style-type: none"> → Does the individual keep trying when presented with difficult academic tasks? → Does the individual ask for help with difficult academic tasks? 	<p>Ratings & Definitions</p> <p>0 This level indicates individuals with academic persistence. For example, an individual who takes on assignments and asks for assistance when needed would be rated here.</p> <p>1 This level indicates an individual who is developing appropriate academic persistence. A student who tries but needs to learn when to ask for assistance would be rated here.</p> <p>2 This level indicates an individual whose academic persistence is inconsistent. This person initially attempts tasks but gives up and does not complete assignments.</p> <p>3 This level indicates an individual whose academic persistence is inadequate. This person does not take on assignments or has refused assistance.</p>
SCHOOL ACHIEVEMENT - This item rates the Individual's grades or level of academic achievement.	
<p>Questions to Consider</p> <ul style="list-style-type: none"> → How is the individual doing academically in school? → Is s/he having difficulty with any subjects? → Is s/he at risk of failing any classes? Of being left back? → Has the teacher or other school personnel spoke to parents about Individual's performance? 	<p>Ratings & Definitions</p> <p>0 No evidence of issues in school achievement and/or individual is doing well in school.</p> <p>1 Individual is doing adequately in school although some problems with achievement exist.</p> <p>2 Individual is having moderate problems with school achievement. S/he may be failing some subjects.</p> <p>3 Individual is having severe achievement problems. S/he has failed most subjects, or is more than one year behind same age peers in school achievement.</p>
TARDINESS - This item describes the individual's promptness to school and to classes.	
<p>Questions to Consider</p> <ul style="list-style-type: none"> → How often is the individual late to class or school? 	<p>Ratings & Definitions</p> <p>0 No evidence of tardiness. Person is usually on time for school and classes.</p> <p>1 Individual has occasional problems with tardiness. For example, s/he may fail to arrive at school on time once or twice per month.</p> <p>2 Individual is having problems with tardiness. S/he may be late to school weekly or late to a class on a regular basis.</p> <p>3 Individual is tardy for school or classes on a regular basis.</p>

CLASS AVOIDANCE - This item describes the individual's avoidance of classes, or cutting of classes.

Questions to Consider

- Does the individual skip classes and how frequently?
- Is it one particular class or multiple classes?

Ratings & Definitions

- 0** Individual regularly attends all classes.
- 1** Individual may occasionally fail to attend a particular class.
- 2** Individual may regularly avoid one class or occasionally fail to attend several classes.
- 3** Individual has a pattern of failing to attend more than one class each week.

SCHOOL ATTENDANCE - This items rates issues of attendance.

Questions to Consider

- How often does the individual miss school?
- Do absences interfere with his/her learning?

Ratings & Definitions

- 0** Individual attends school regularly.
- 1** Individual has some problems attending school but generally goes to school. May miss up to one day per week on average, or may have had moderate to severe problem during the past six months, but has been attending school regularly during the past month.
- 2** Individual is having problems with school attendance. S/he is missing at least two days each week on average.
- 3** Individual is generally absent from school.

CLASSROOM BEHAVIOR - This item describes the individual's disruptive behavior while in class.

Questions to Consider

- Does the individual participate in class?
- Is the individual frequently disruptive to the class?
- What does the individual do to disrupt the class?

Ratings & Definitions

- 0** Individual participates appropriately in classes and is not disruptive.
- 1** Individual does not participate in classes but is not disruptive.
- 2** Individual is occasionally disruptive in classes.
- 3** Individual's behavior regularly disrupts classes.

NON-CLASSROOM BEHAVIOR - This item describes the individual's behavior in school, outside the classroom setting. The person may be either the initiator or the responder.

Questions to Consider

- How does the individual behave during unstructured time?
- Are transitions difficult?

Ratings & Definitions

- 0** Individual gets through non-classroom tasks (i.e. lunch, study hall, passing through hallways) without incidents.
- 1** Individual gets through non-classroom tasks (i.e. lunch, study hall, and passing through hallways) with occasional minor incidents, such as an argument.
- 2** Individual has minor incidents weekly during non-classroom tasks (i.e. lunch, study hall, passing through hallways).
- 3** Individual has major incidents, such as physical fights, during non-classroom tasks (i.e. lunch, study hall, passing through hallways).

SCHOOL DISCIPLINE - This item rates the overall behavior problems of the individual.

Questions to Consider

- Does the individual get in trouble at school?
- What sanctions does s/he receive?
- Is s/he frequently suspended?

Ratings & Definitions

- 0** No evidence of behavior problems at school. No discipline referrals have occurred this school year.
- 1** Mild problems with school behavior. A single office referral for discipline might be rated here.
- 2** Individual is having moderate behavioral difficulties at school. S/he is disruptive and may receive sanctions including a suspension or multiple detentions.
- 3** Individual is having severe problems with behavior in school. S/he is frequently or severely disruptive. School placement may be in jeopardy due to behavior.

Student Needs

SELF-MANAGEMENT - This item refers to the student's ability to manage his/her emotions and behaviors at a developmentally appropriate level.

Questions to Consider

- How well can the Individual regulate his/her emotions at school?
- Does s/he become angry easily? Is s/he able to control his/her anger?
- Is the person frequently overwhelmed by emotions?

Ratings & Definitions

- 0** The individual is able to manage emotions and behavior at a level consistent with age and developmental level.
- 1** The individual can usually manage emotions and behaviors. Student occasionally requires external support.
- 2** The individual has moderate problems managing emotions and behaviors. Student does not maintain control when upset but may respond to external support.
- 3** The individual is having severe problems managing emotions and behaviors. S/he does not respond to external support.

DECISION-MAKING SKILLS - This item refers to the individual's ability to demonstrate decision-making skills and responsible behaviors in school.

Questions to Consider

- Does the individual demonstrate age appropriate decision-making skills?
- How do decisions interfere with school?

Ratings & Definitions

- 0** The individual makes decisions that are at a level consistent with age and developmental level. Student manages well in school and activities.
- 1** The individual usually makes decisions that are at a level consistent with age and developmental level. Student may have occasional difficulties managing in school or activities.
- 2** The individual does not usually make decisions that are at a level consistent with age and developmental level. Student regularly has difficulty managing in school or activities but responds to guidance.
- 3** The individual makes decisions that are below a level consistent with age and developmental level. Student is unable to manage in school or activities and does not appear to respond to guidance.

ABILITY TO PAY ATTENTION - Problems with attention and staying on task would be rated here.

Questions to Consider

- Is the individual able to stay on task and pay attention in class?
- What supports does the individual need to maintain focus?

Ratings & Definitions

- 0** This rating is used to indicate an individual who is able to pay attention and stay on task at a level consistent with age and developmental level.

 - 1** This rating is used to indicate an individual with evidence of mild problems with attention. S/he may occasionally have difficulty staying on task for an age appropriate time period.

 - 2** This rating is used to indicate an individual with evidence of moderate problems with attention. S/he frequently has difficulty staying on task for an age appropriate time period.

 - 3** This rating is used to indicate an individual with evidence of major problems with attention. S/he is unable to stay on task for an age appropriate time period.
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BULLYING - This item describes behavior that involves intimidation (either verbal or physical, or both) of peers and youth; threatening others with harm if they do not comply with the individuals' demands is rated here. Only a bully is rated on this item; a victim of bullying is not rated here.

Questions to Consider

- Have there been any reports that the individual has picked on, made fun of, harassed or intimidated another person?
- Are there concerns that the individual might bully other individuals?
- Does the individual hang around with other people who bully?

Ratings & Definitions

- 0** No evidence that the individual has ever engaged in bullying at school or in the community.

 - 1** There is a history or suspicion of bullying, or individual has engaged in bullying behavior or associated with groups that have bullied other individuals.
Individual has bullied other individuals in school or in the community.

 - 2** Individual has either bullied the other individuals individually or led a group that bullied other individuals.

 - 3** Individual has repeatedly utilized threats or actual violence when bullying others in school and/or in the community.
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BULLIED BY OTHERS - This rating describes the degree to which an individual has been bullied or victimized by others.

Questions to Consider

- Has the individual been picked on, made fun of, intimidated or harassed by another individual or group of individuals?
- How often do incidents of bullying take place?
- How do these incidents impact the individual?

Ratings & Definitions

- 0** There is no evidence that individual has been bullied by others.

 - 1** Individual has been bullied occasionally in the past but has coped adequately.
Individual has been bullied in the past and has had difficulty coping. The bullying has negatively impacted individual's school or work performance. For example, the individual may avoid certain places or activities that s/he would otherwise enjoy.

 - 3** Individual is currently being bullied at school and is having difficulty coping. The bullying is directly impacting individual's attendance, school or work performance. For example, the student may no longer come to school regularly or skip certain classes to avoid being bullied.
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Student Life Domain Needs

PARENTING RESPONSIBILITIES - This item rates the behavior of the individual related to his/her parental role with younger individual, adults or another. In addition, the individual may need to take care of him or herself due to lack of a functioning caretaker.

Questions to Consider

- Is the individual in any roles where s/he cares for someone else – parent, grandparent, younger sibling, or his/her own child?
- How well can the individual fill that role?
- Do parenting responsibilities impact the individual's school performance?

Ratings & Definitions

- 0** No evidence of individual needing to function in a parental role.
Individual has parenting responsibilities but copes well. Individual may be having to serve a parental role with younger person or dependent adult in the family but the role does not cause noticeable problems in school functioning. If no caretaker is available, individual takes care of his or her minimal needs.
- 1** Individual has some limitations due to parenting responsibilities. S/he may be pregnant or serving a parental role. S/he may have to take care of an adult in the family or take major responsibility for him or herself but may benefit in limited ways from other supports such as grandparents or daycare. Serving in this role limits the individual's ability to function in school but does not completely prevent it.
- 2** Individual has major parenting responsibilities. S/he may lack external supports. These responsibilities interfere with school participation. School placement or advancement is in jeopardy.
- 3**

GANG INVOLVEMENT - This item involves only the individual's (not the families') involvement with gangs. Here 'gang' needs to be interpreted according to local usage and may include an individual's involvement with a group of people who regularly engages in negative activities but does not formally call itself a 'gang.'

Questions to Consider

- Who is in the individual's non-family support group?
- What activities does the individual engage in with his/her friend group?
- Does the individual live in a neighborhood where gangs are prevalent?

Ratings & Definitions

- 0** Individual has no known gang affiliations.
- 1** Individual has a history of gang affiliations or hangs with current gang members but this does not appear to impact school performance.
Individual has current gang affiliations that impact school performance. For example, s/he may get into arguments with persons from other gangs or refuse to work with them. S/he may be attempting to gain attention from or admission to a gang by acting out in educational settings.
- 2** Individual has current gang affiliation and it plays a major role in his life. S/he is at risk of not completing school due to gang activities.
- 3**

Student Strengths

CLUBS/ATHLETICS - This item describes an individual's participation in school clubs or athletics.

Questions to Consider

- Is the individual involved with clubs or sports teams?

Ratings & Definitions

- 0** Individual takes on a leadership role in clubs and/or athletics.
- 1** Individual actively participates in clubs and/or athletics.
- 2** Individual is a member of a club or athletic activities.
- 3** Individual is not engaged in clubs or athletic activities.

LEADERSHIP - Leadership refers to the individual's ability to accept responsibility, organize peers and inspire others. The person may demonstrate leadership potential even though s/he does not always use such skills in a positive way.

Questions to Consider

- What leadership quality does the individual exhibit?
- Does the individual take on leadership roles at school?

Ratings & Definitions

NA Not Applicable.

0 This level indicates an individual with significant leadership strengths. An individual who is regularly recognized by adults or is acknowledged as a positive leader by peers.

1 This level indicates an individual with a notable leadership talent. For example, an individual who is elected team captain or class representative. This may also include an individual who is recognized as a leader by his or her peers, even though the student does not always use such leadership skills to reach a positive outcome.

2 This level indicates an individual who accepts or expresses some interest in leadership roles (e.g. runs for student council) even if those roles have not developed to date.

3 This level indicates an individual who does not express interest in leadership roles.

PEER RELATIONSHIPS - This item describes an individual's relationship with other students.

Questions to Consider

- How does the individual relate to his/her peers?

Ratings & Definitions

0 Individual is sought out by many other students.

1 Individual does well with other students or has some close friends.

2 Individual does adequately with other students or has few friends.

3 Individual tends to be a loner.

RELATIONSHIPS WITH TEACHERS - This item describes an individual's relationships with teachers.

Questions to Consider

- How does the individual relate to teachers?
- Does the individual have a strong connection with one or more teachers?
- Does the individual have regular conflict with teachers?

Ratings & Definitions

0 Individual has good relations with teachers.

1 Individual has occasional difficulties relating with at least one teacher. Individual may have difficulties during one class period (e.g. math, gym).

2 Individual has difficult relations with teachers that notably interfere with his/her education.

3 Individual has very difficult relations with all teachers or all the time with his/her teachers. Relations with teachers currently prevents individual from learning.