## SOCIAL EMOTIONAL SCREENER (2016-2017)

| SCHOOL | Sample |
| :---: | :---: |
| TEACHER | Ms. Ventura |
| GRADE | 4th |
| DATE | Tuesday, October 13, 2015 |


| RATING SCALE |  |
| :---: | :---: |
| $\mathbf{0}$ | Never |
| $\mathbf{1}$ | Rarely (1 time/month or less) |
| $\mathbf{2}$ | Sometimes (2-4 times/month) |
| $\mathbf{3}$ | Frequently (1 time/week or more) |


| CLASSROOM SUMMARY |  |  |
| :---: | :---: | :---: |
| RISK LEVEL | \# OF STUDENTS | \% OF STUDENTS |
| $(0-3)$ Low Risk | 13 | $52 \%$ |
| $(4-8)$ Moderate Risk | 8 | $32 \%$ |
| $(9-30)$ High Risk | 4 | $16 \%$ |


| Student name | WITHDRAWN/SAD AFFECT * | POOR HYGIENE | CHRONIC <br> ABSENCES/ <br> TARDINESS | ISOLATED FROM PEERS * | CONFLICTS WITH PEERS | disorganized behaviors (poor ORGANIZATION, MESSY DESK AREA, LOSES THINGS) | inattention | hYPERACTIVITY/ IMPULSIVITY | $\begin{aligned} & \text { AGGRESSIVE } \\ & \text { BEHAVIORS } \\ & \text { (PHYSICALLY OR } \\ & \text { VERBALIY) } \end{aligned}$ | oppositional/ DEFIANT | TOTAL (OFFICE USE ONLY) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| a | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| b | 0 | 2 | 2 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 8 |
| c | 3 | 0 | 3 | 3 | 0 | 2 | 2 | 0 | 0 | 0 | 13 |
| d | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 2 | 2 | 2 | 8 |
| e | 0 | 3 | 3 | 0 | 3 | 2 | 3 | 3 | 3 | 3 | 23 |
| f | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| g | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| h | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 2 | 2 | 0 | 6 |
| i | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 3 | 0 | 5 |
| j | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| k | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| 1 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| m | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| n | 0 | 0 | 2 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 6 |
| - | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| p | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 2 |
| q | 0 | 0 | 0 | 0 | 0 | 3 | 3 | 0 | 0 | 0 | 6 |
| r | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 3 |
| $s$ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| t | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| $u$ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| $v$ | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 3 | 3 | 3 | 12 |
| w | 0 | 0 | 0 | 0 | 0 | 3 | 3 | 0 | 0 | 0 | 6 |
| $\times$ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| $y$ | 0 | 0 | 0 | 0 | 0 | 3 | 3 | 3 | 0 | 3 | 12 |
| TOTALS | 5 | 8 | 17 | 5 | 14 | 20 | 18 | 13 | 13 | 11 |  |
| PERCENTAGE OF STUDENTS WITH A SCORE OF 2 OR HIGHER | 4\% | 12\% | 28\% | 8\% | 24\% | 32\% | 28\% | 20\% | 20\% | 16\% |  |

* Students in this category may fly under the radar, but benefit from support.

Please provide any additional information that may be helpful in understanding the experience of individual students (i.e. family history, grief/loss, trauma):
overheard that student "C"'s father may have been deported at the end of the summer
I am overhwlmed with student "e" who just transferred from a school in Arizona. I believe he moved to live with grandma but I haven't been able to successfully contact anyone at home. He has a sister in the 5 th grade who, as far as I can tell, is not having the same struggles

