

Student name: _____ Date: _____

Instructions:

For teachers of younger students, you can use this checklist to carefully consider each of your students and identify at least two of their individual strengths. Then you can build a plan for how you'll acknowledge and use those strengths while working with your students in the classroom.

For teachers of middle and high school students, you can use this checklist to conduct an activity with all students in your classrooms, or you can use this checklist in one-on-one conversations with individual students.

Some students may not believe they have any strengths, so they may need your support to come up with one or two strengths to get them started.

Consider putting a copy of this checklist in a student's file, sending it home for students to share with family members, or passing the checklist on to a student's next teacher.

Capabilities

- Enjoys new experiences
- Learns outside of school
- Pleased with own skill achievement
- Feels pride in cultural heritage
- Curious
- Speaks up
- Good storyteller
- Artistic (describe how):

- Earns and/or manages money
- Builds and constructs things
- Does well with tools
- Shares with others
- Creative, good ideas
- Recognized for doing something well
- Makes creative ideas happen
- Hobbies/crafts (list):

-
- Participates in (check all that apply):
 - Clubs,
 - Boy Scouts/Girl Scouts,
 - Youth groups,
 - Place of worship, or
 - Other:

-
- Sports/activities (list):
-
- Likes (check all that apply):
 - Dance,
 - Video games,
 - Movies,
 - Graphic novels,
 - Cooking,
 - Sewing
 - Music, or
 - Other:

-
- Maintains collections (list):

-
- Likes to help out
 - Ambitious
 - Figures things out

-
- Enjoys physical activities
 - Best or favorite subject in school:
-

-
- Sticks to things he's/she's interested in
 - Computers, games, or board games (list):
 - Self-starter
 - Other interests:
-

Social Interactive Skills

- Joins activities
- Plays and/or gets along well with peers
- Shares feelings
- Trusting
- Gives and takes easily
- Affectionate
- Good manners and social skills
- Shares or cooperates with others
- Comforts others in need
- Helpful
- Liked by others
- Gentle with animals and/or children
- Makes and/or keeps friends easily
- Has some good friends

Self-Coping

- Feels good about self
- Usually seems happy
- Even disposition
- Grooms and clothes self well
- Hopeful and positive
- Cares for belongings
- Cares for and/or repairs things
- Takes care of self
- Follows rules
- Can summarize events of the day
- Good hygiene
- Good in conversation
- Asks good questions
- Tolerates minor hurts well
- Takes moments for self-reflection

Environmental Coping

- Likes routines and predictable schedules
- Open to mystery, to not knowing
- Expresses gratitude
- Open to inspiration
- Keeps safe and has good boundaries
- Recovers well from challenges
- Handles stress well
- Stands up well for self, assertive
- Easygoing
- Comforts self after frustration
- Relaxes well in certain situations (list):

- Likes being touched, held, or hugged
- Has a good sense of humor
- Good eater or likes different foods
- Participates in groups
- Independent

Checklist adapted from Jones County School District. (n.d.). Student strengths checklist.

[http://www.jones.k12.ms.us/district/Assets/Sped/Student Strengths Checklist.pdf](http://www.jones.k12.ms.us/district/Assets/Sped/Student%20Strengths%20Checklist.pdf); Morin, A. (n.d.).

Types of strengths in kids. Understood.org. <https://www.understood.org/en/friends-feelings/empowering-your-child/building-on-strengths/types-of-strengths-in-kids>; and Volk, K. T., Grandin, M., & Clervil, R. (2008). What about you? A workbook for those who work with others. National Center on Family Homelessness.

<https://www.homelesshub.ca/resource/what-about-you-workbook-those-who-work-other>