THE BIOLOGICAL DOMAIN
Some beginning questions

☐ Does the student appear to be healthy and well rested? Describe indications of health or ill health.

☐ Does the student have long periods of being sullen or withdrawn that are not related to illness?

☐ Is the student physically active?

☐ Does the student frequently display “defensive behaviours” (hunched over, arms crossed, hoodie pulled over eyes)?

☐ Does the student have a problem with abdominal weight? Skin rashes? Movement problems (e.g., sluggish, clumsy)

THE EMOTIONAL DOMAIN

☐ Does the student display a wide range of emotions or only a narrow range? Describe.

☐ Is the student able to bounce back from frustration, disappointment, embarrassment or is left devastated by such emotions?

☐ Does the student have a balanced or a strongly negative outlook?

☐ Is the student able to describe or express subtle emotional experiences?

☐ Is the student emotionally volatile, swinging from one emotion to another in an instant?

THE COGNITIVE DOMAIN

☐ Is the student able to sustain concentration, think logically, consider perspectives, problem solve, and time manage at an age-appropriate level?

☐ Does the student have academic interests and curiosity? A wide range or an extremely narrow range? Describe.

☐ Does the student set learning goals and monitor and assess performance? Describe.

☐ Does the student take risks, view failure as an opportunity to learn, and demonstrate ability to learn from errors on his/her own?

☐ Does the student demonstrate self-awareness, including the recognition of personal learning strengths and weaknesses and knowing how (and when) to personally apply the five steps of Self-Reg? Describe

THE SOCIAL DOMAIN

☐ Is the student able to “mindread”: i.e., know what others are thinking or feeling from their body language?

☐ Does the student have friends? Is the student able to engage in the sorts of behaviours that are essential for having friends, such as repairing interactional breakdowns?

☐ Is the student able to participate effectively in group activities?

☐ Is the student drawn to positive or negative peer groups?

☐ Does the student live in a largely “asocial” world (e.g., playing solitary computer games, watching TV or movies)

THE PRO-SOCIAL DOMAIN

☐ Has the student developed “internal standards of behaviour”: e.g., a personal sense of right and wrong?

☐ Does the student see others behaviour in black and white terms or is the student able to think in terms of grey?

☐ Does the student exhibit empathy to others?

☐ Does the student appear to be “connected” to the school?

☐ Does the student participate in prosocial activities?

From Shanker (2012). Calm, Alert and Learning, Pearson: Don Mills, ON