

## Universal Needs Assessment Parent/Teacher/Practitioner Report

Child's Name \_\_\_\_\_ Date \_\_\_\_\_

Assessor \_\_\_\_\_ Check one: Parent  Teacher  Practitioner

**Directions:** Mark each box that describes this child. Add the total number of marks under each category list.

	- 1 -	- 2 -	- 3 -
<b>BELONGING</b>	<input type="checkbox"/> Attached	<input type="checkbox"/> Attention seeking	<input type="checkbox"/> Alienated
	<input type="checkbox"/> Able to form and keep friends	<input type="checkbox"/> Clingy	<input type="checkbox"/> Withdrawn
	<input type="checkbox"/> Cooperative	<input type="checkbox"/> Craves approval	<input type="checkbox"/> Affectionless
	<input type="checkbox"/> Has close relationships	<input type="checkbox"/> Promiscuous	<input type="checkbox"/> Rejected
	<input type="checkbox"/> Trusts others	<input type="checkbox"/> Gang involvement	<input type="checkbox"/> Suspicious
	<input style="width: 40px; height: 25px; border: 1px solid black;" type="text"/> <b>B-1 TOTAL</b>	<input style="width: 40px; height: 25px; border: 1px solid black;" type="text"/> <b>B-2 TOTAL</b>	<input style="width: 40px; height: 25px; border: 1px solid black;" type="text"/> <b>B-3 TOTAL</b>
<b>MASTERY</b>	<input type="checkbox"/> Achieves often	<input type="checkbox"/> Overachiever	<input type="checkbox"/> Achieves below potential
	<input type="checkbox"/> Problem solver	<input type="checkbox"/> Cheats	<input type="checkbox"/> Unmotivated/"lazy"
	<input type="checkbox"/> Creative	<input type="checkbox"/> Delinquent skills	<input type="checkbox"/> Avoids risks
	<input type="checkbox"/> Resilient	<input type="checkbox"/> Repeats tasks over and over	<input type="checkbox"/> Gives up easily
	<input type="checkbox"/> Motivated	<input type="checkbox"/> Over competitive	<input type="checkbox"/> Failure oriented
	<input style="width: 40px; height: 25px; border: 1px solid black;" type="text"/> <b>M-1 TOTAL</b>	<input style="width: 40px; height: 25px; border: 1px solid black;" type="text"/> <b>M-2 TOTAL</b>	<input style="width: 40px; height: 25px; border: 1px solid black;" type="text"/> <b>M-3 TOTAL</b>
<b>INDEPENDENCE</b>	<input type="checkbox"/> Autonomous	<input type="checkbox"/> Rebellious	<input type="checkbox"/> Lacks confidence
	<input type="checkbox"/> Self-control	<input type="checkbox"/> Overly controlled	<input type="checkbox"/> Lacks control
	<input type="checkbox"/> Assertive	<input type="checkbox"/> Manipulative	<input type="checkbox"/> Easily misled
	<input type="checkbox"/> Responsible	<input type="checkbox"/> Reckless/macho	<input type="checkbox"/> Irresponsible
	<input type="checkbox"/> Leadership skills	<input type="checkbox"/> Bully	<input type="checkbox"/> Powerless
	<input style="width: 40px; height: 25px; border: 1px solid black;" type="text"/> <b>I-1 TOTAL</b>	<input style="width: 40px; height: 25px; border: 1px solid black;" type="text"/> <b>I-2 TOTAL</b>	<input style="width: 40px; height: 25px; border: 1px solid black;" type="text"/> <b>I-3 TOTAL</b>
<b>GENEROSITY</b>	<input type="checkbox"/> Selfless	<input type="checkbox"/> Follows others	<input type="checkbox"/> Not sociable
	<input type="checkbox"/> Concern for others	<input type="checkbox"/> Forces help on others	<input type="checkbox"/> Inflated sense of self importance
	<input type="checkbox"/> Caring	<input type="checkbox"/> Overly involved	<input type="checkbox"/> Not willing to accept responsibility for actions
	<input type="checkbox"/> Compassionate	<input type="checkbox"/> Overindulgent	<input type="checkbox"/> Hardened
	<input type="checkbox"/> Empathic	<input type="checkbox"/> Belittles or degrades self	<input type="checkbox"/> Lying
	<input style="width: 40px; height: 25px; border: 1px solid black;" type="text"/> <b>G-1 TOTAL</b>	<input style="width: 40px; height: 25px; border: 1px solid black;" type="text"/> <b>G-2 TOTAL</b>	<input style="width: 40px; height: 25px; border: 1px solid black;" type="text"/> <b>G-3 TOTAL</b>

Adapted from L. Brendro, M. Brokenleg and S. VanBockert. 1990, Reclaiming Youth At Risk: Our Hope for the Future.

## Universal Needs Assessment Parent/Teacher/Practitioner Scoring Form

Child's Name \_\_\_\_\_ Date \_\_\_\_\_

Assessor \_\_\_\_\_ Check one: Parent  Teacher  Practitioner

**Directions:** Transfer the scores from the Universal Needs Assessment Parent/Teacher/Practitioner report into the corresponding boxes below. Refer to the matrix for a description of each score based upon the characteristics you have used to describe the child. Characteristics may represent natural, distorted, or absent universal needs being met in each category.

<b>BELONGING</b>	<b>0-1</b>	No to little characteristics consistent with a <b>NATURAL</b> sense of <b>BELONGING</b>	No to little behavior <b>DISTORTIONS</b> in meeting the need for <b>BELONGING</b>	No to little characteristics consistent with the need of <b>BELONGING</b> being <b>ABSENT</b>
	<b>2-3</b>	Some characteristics consistent with a <b>NATURAL</b> sense of <b>BELONGING</b>	Some characteristics consistent with a <b>DISTORTIONS</b> to meet the need of <b>BELONGING</b>	Some characteristics consistent with an <b>ABSENT</b> sense of <b>BELONGING</b>
	<b>4-5</b>	Many characteristics demonstrating a <b>NATURAL</b> sense of <b>BELONGING</b>	Many characteristics consistent with <b>DISTORTED</b> behaviors to meet the need of <b>BELONGING</b>	Many characteristics consistent with an <b>ABSENT</b> sense of <b>BELONGING</b>
<b>B</b>	<b>B-1 SCORE</b>	<input type="text"/>	<b>B-2 SCORE</b>	<input type="text"/>
<b>MASTERY</b>	<b>0-1</b>	No to little characteristics consistent with a <b>NATURAL</b> sense of <b>MASTERY</b>	No to little behavior <b>DISTORTIONS</b> in meeting the need for <b>MASTERY</b>	No to little characteristics consistent with <b>MASTERY</b> being <b>ABSENT</b>
	<b>2-3</b>	Some characteristics consistent with a <b>NATURAL</b> sense of <b>MASTERY</b>	Some characteristics consistent with behavior <b>DISTORTIONS</b> to meet the need of <b>MASTERY</b>	Some characteristics consistent with an <b>ABSENT</b> sense of <b>MASTERY</b>
	<b>4-5</b>	Many characteristics demonstrating a <b>NATURAL</b> sense of <b>MASTERY</b>	Many characteristics consistent with <b>DISTORTED</b> behaviors to meet the need of <b>MASTERY</b>	Many characteristics consistent with an <b>ABSENT</b> sense of <b>MASTERY</b>
<b>M</b>	<b>M-1 SCORE</b>	<input type="text"/>	<b>M-2 SCORE</b>	<input type="text"/>
<b>INDEPENDENCE</b>	<b>0-1</b>	No to little characteristics consistent with a <b>NATURAL</b> sense of <b>INDEPENDENCE</b>	No to little behavior <b>DISTORTIONS</b> in meeting need for <b>INDEPENDENCE</b>	No to little characteristics consistent with <b>INDEPENDENCE</b> being <b>ABSENT</b>
	<b>2-3</b>	Some characteristics consistent with a <b>NATURAL</b> sense of <b>INDEPENDENCE</b>	Some characteristics consistent with <b>DISTORED</b> behaviors to meet the need of <b>INDEPENDENCE</b>	Some characteristics consistent with an <b>ABSENT</b> sense of <b>INDEPENDENCE</b>
	<b>4-5</b>	Many characteristics demonstrating a <b>NATURAL</b> sense of <b>INDEPENDENCE</b>	Many characteristics consistent with <b>DISTORTED</b> behaviors to meet the need of <b>INDEPENDENCE</b>	Many characteristics consistent with an <b>ABSENT</b> sense of <b>INDEPENDENCE</b>
<b>I</b>	<b>I-1 SCORE</b>	<input type="text"/>	<b>I-2 SCORE</b>	<input type="text"/>
<b>GENEROSITY</b>	<b>0-1</b>	No to little characteristics consistent with a <b>NATURAL</b> sense of <b>GENEROSITY</b>	No to little behavior <b>DISTORTIONS</b> to meet the need for <b>GENEROSITY</b>	No to little characteristics consistent with <b>GENEROSITY</b> being <b>ABSENT</b>
	<b>2-3</b>	Some characteristics consistent with a <b>NATURAL</b> sense of <b>GENEROSITY</b>	Some characteristics consistent with <b>DISTORED</b> behaviors to meet the need of <b>GENEROSITY</b>	Some characteristics consistent with an <b>ABSENT</b> sense of <b>GENEROSITY</b>
	<b>4-5</b>	Many characteristics demonstrating a <b>NATURAL</b> sense of <b>GENEROSITY</b>	Many characteristics consistent with a <b>DISTORTED</b> sense of <b>GENEROSITY</b>	Many characteristics consistent with an <b>ABSENT</b> sense of <b>GENEROSITY</b>
<b>G</b>	<b>G-1 SCORE</b>	<input type="text"/>	<b>G-2 SCORE</b>	<input type="text"/>