



Handout 3: Student Strengths Checklist

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	
<input type="checkbox"/> Enjoys new experiences	<input type="checkbox"/> Earns and/or manages money
<input type="checkbox"/> Learns outside of school	<input type="checkbox"/> Builds and constructs things
<input type="checkbox"/> Pleased with own skill achievement	<input type="checkbox"/> Does well with tools
<input type="checkbox"/> Feels pride in cultural heritage	<input type="checkbox"/> Shares with others
<input type="checkbox"/> Curious	<input type="checkbox"/> Creative, good ideas
<input type="checkbox"/> Speaks up	<input type="checkbox"/> Recognized for doing something well
<input type="checkbox"/> Good storyteller	<input type="checkbox"/> Makes creative ideas happen
<input type="checkbox"/> Artistic (describe how): _____	<input type="checkbox"/> Hobbies/crafts (list): _____
<input type="checkbox"/> Participates in (check all that apply): <input type="radio"/> Clubs, <input type="radio"/> Boy Scouts/Girl Scouts, <input type="radio"/> Youth groups, <input type="radio"/> Place of worship, or <input type="radio"/> Other: _____	<input type="checkbox"/> Sports/activities (list): _____
<input type="checkbox"/> Maintains collections (list): _____	<input type="checkbox"/> Likes (check all that apply): <input type="radio"/> Music, <input type="radio"/> Dance, <input type="radio"/> Video games, <input type="radio"/> Movies, <input type="radio"/> Graphic novels, <input type="radio"/> Cooking, <input type="radio"/> Sewing, or <input type="radio"/> Other: _____
<input type="checkbox"/> Likes to help out	
<input type="checkbox"/> Ambitious	
<input type="checkbox"/> Figures things out	



Capabilities

- | | |
|---|--|
| <input type="checkbox"/> Enjoys physical activities | <input type="checkbox"/> Sticks to things he's/she's interested in |
| <input type="checkbox"/> Best or favorite subject in school:
_____ | <input type="checkbox"/> Computers, games, or board games (list):
_____ |
| | <input type="checkbox"/> Self-starter |
| | <input type="checkbox"/> Other interests:
_____ |

Social Interactive Skills

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

Self-Coping

- Feels good about self
- Usually seems happy
- Even disposition
- Grooms and clothes self well
- Easy to be around
- 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-others>

