

RENEW Youth Needs and Strengths Checklist
v. 3 November 2013

(Malloy & Drake, 2013, Adapted From: Morley, & Veale, (2002) Student Risk Assessment for Identifying Needs and Evaluating Impacts, 2005; Balfanz, 2010)

Youth (or ID): _____ Date: _____

INSTRUCTIONS: The items listed below are factors associated with a high risk of failing to make a successful transition to adult life, and protective factors that are helpful despite the challenges. A counselor or team of people who know the youth best should complete the items in steps 1, 2, 3, and 4 of the checklist. A check in any one or more of the items in STEP 1 indicates high risk and therefore eligible for RENEW. After review, the team should assess all of the items and decide on the best course of action for the youth, which may include a referral to RENEW. (Some young people possess strong protective factors that can be engaged to help the youth succeed).

STEP 1: Identify Risk Factors: Age 14- 25	Check if Present
1. Meets the state criteria for Severe Emotional Disturbance or educational disability of Emotionally Disturbed.	
2. Has behavioral difficulties in school (falling behind, truant, dropped out, failing grades, multiple discipline problems, suspended, expelled, social problems).	
3. Has difficulties in the community (arrested, gang involvement, substance abuse, disconnected, isolated, among others)	
4. Has difficulties at home (homeless or couch surfing, placement, hospitalized, conflicts at home, among others).	
5. Is withdrawn to the extent it interferes with typical activities.	
OTHER	

STEP 2: Identify Protective Factors: The youth ...	CHECK (✓) IF PRESENT
1. Has a positive/resilient temperament	
2. Has well developed social competencies and problem-solving skills	
4. Seeks and receives social support from adults and peers	
5. Holds high expectations for self and abilities	

STEP 2: Identify Protective Factors: The youth ...	CHECK (✓) IF PRESENT
6. Has positive expectations/optimism for the future	
7. Receives positive family support	
8. Participates in regular and meaningful after-school programs, sports, and organized and non-organized, peer to peer activities and/or clubs.	
9. Lives in a safe and cohesive neighborhood where there are opportunities for participation in positive activities	

STEP 3: History of Interventions			
Intervention or program:	Number of weeks:	Youth Response:	Data Used:

STEP 4: Discuss or Review the following Questions:

1. Is there additional information needed? What questions do we have about this young person?
2. Has a recent (within the past year) assessment such as a function-based behavioral assessment (FBA) been conducted, or does an FBA to be completed in the next few weeks? What does the assessment tell us?
3. Does the young person have protective factors and resources that mitigate the need for services and supports?
4. Why did some of the other programs or interventions fail (if applicable)?
5. What is the potential for imminent crises to arise? How can we mitigate potential crises?
6. Does this young person seem to need person-centered planning? Does he/she need more positive attachments and engagements with adults and peers in school, home and community? Does he/she need help with connections and individualized supports?

7. Who do we need to talk to?

STEP 5: ACTION PLANNING, Within the next 2-3 weeks:

ACTION NEEDED	PERSON RESPONSIBLE