# Sample Student Strength and Interest Inventory

Resource Specialists in Assessment and Intervention

New Brunswick Department of Education and Early Childhood Development

**Student Name:**

**Date:**

An essential part of the assessment process is gaining an understanding of students’ strengths and interests. The checklists below can assist with developing a holistic overview of students that incorporates personal qualities and capacities that supplement other assessment outcomes.

Please review the list of interests and strengths below, and following initial meetings or observations, place checks beside all that apply. You may add notes to the form to expand upon your discussions with or observations of the student. Not all items in Part 1 and Part 2 will be relevant to individual student circumstances, and others can be added based on what you learn about the student. When designing interventions, the checklists and strength discussion summary should be reviewed to incorporate relevant points of strength and interest.

## Part 1: Strength and Interest Checklists

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| --- | --- | --- | --- |
| **Interests (add to list as interests emerge)** | | | |
|  | Enjoys physical activities |  | Likes to write stories |
|  | Participates in team sports |  | Enjoys working on computers |
|  | Enjoys video or board games |  | Participates in community activities (e.g., clubs, teams or events) |
|  | Enjoys music |  | Enjoys art |

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| --- | --- | --- | --- |
| **Social Skills & Interactions** | | | |
|  | Joins activities |  | Shares/cooperates with others |
|  | Plays with peers of same age |  | Comforts others in need |
|  | Shares feelings |  | Helpful |
|  | Trusting |  | Liked by others |
|  | Affectionate |  | Gentle with others |
|  | Well-mannered |  | Makes or keeps friends easily |

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| --- | --- | --- | --- |
| **Personal Coping and Affect** | | | |
|  | Feels good about self |  | Sense of humour |
|  | Usually seems happy |  | Assertive/confident |
|  | Even disposition |  | Easy going |
|  | Generally hopeful and positive |  | Recovers well from challenges |
|  | Cares for belongings |  | Manages emotions |

|  |  |
| --- | --- |
| **Mental Fitness, Resiliency and School Connectedness** | |
|  | I feel confident that I can solve problems. |
|  | I feel like I’m learning important things at school. |
|  | I feel like other people respect my rights. |
|  | I have people that I can talk to when I have a problem. |
|  | My teachers know about my strengths and the things I do well. |
|  | I like to help people. |
|  | My school is a place where students can talk to someone if they don't feel well. |
|  | I know how to calm my emotions during difficult situations. |
|  | I believe that I can be successful at school. |
|  | There are people who care about me in my school. |
|  | I like to spend time with my friends at school. |
|  | I have opportunities to discuss things that are important to me at school. |

## Part 2: Sample Strength-based Discussion Items

1. What is your favourite class or activity in school and why?
2. Which school subject do you enjoy the most? Why do you think that is so?
3. Give an example of a classroom activity where you felt you really learned a lot. What did you find most interesting about that activity?
4. Do you prefer to work alone or in groups? Why?
5. What type of job do you think you’d like to do when you grow up / after high school?
6. Besides hanging out with friends, what do you like to do in your spare time?
7. How many hours a day do you use a computer, tablet or phone? Besides school work, what types of things do you use technology for?
8. Do you belong to any clubs or teams, either in school or outside of school?
9. Describe your favourite thing(s) about yourself.
10. Do you like to read? What are your favourite things to read?
11. Tell me about your favourite movie or show and why you like it.
12. If you could travel anywhere in the world, where would it be and why?
13. Tell me about a past accomplishment that made you feel proud of yourself.
14. Is there anything else you want me to know about you?