

MENTAL HEALTH

CHECKLIST

PRESCHOOL AGE (ages 0 - 4)



Check the boxes that describes behavior that you recognize in the student. Write down any specific behaviors of concern in the notes section. Share this form with your school's mental health professional or the student's guardian.

Behaviors that may indicate social or emotional health problems:

- Difficulty in going to sleep or maintaining sleep
- Frequent, unexplainable temper tantrums
- Hyperactive behavior-fidgeting or constant movements beyond regular playtime activities
- Excessively "accident-prone"
- Persistent nightmares
- Excessively withdrawn; does not play or interact with peers
- Difficulty being consoled by caregiver
- Appears to have an absence of fear or awareness of danger
- Excessive preoccupation with routine, objects or actions (e.g. hand washing – becomes distraught if interrupted, etc.)
- A pattern of deliberate disobedience or aggression
- Repeated cruelty to animals
- Lack of concern or regard for other
- Severe levels of problem behavior in toileting (e.g. encopresis, smearing) and aggression (e.g. biting, kicking, property destruction)
- Does not vocalize (e.g. "coo"), cry or smile
- Does not respond to caregiver (e.g. turns away from his/her face; makes or maintains no eye contact; interaction with others does not appear to be pleasing)
- Does not respond to environment (e.g. motion, sound, light, activity, etc.)
- Persistent and excessive feeding problems.
- Fails to initiate interaction or share attention with others with whom s/he is familiar
- Does not use sentences of 3 or more words; speech is unintelligible
- "Floppiness," or stiffening when held or touched
- Clear and significant loss of previously attained skills (e.g. no longer talks or is no longer toilet trained)
- Excessive crying, whining or irritability

Additional risk factors that can impact adjustment, health, functioning and academics:

- New to the school / neighborhood
- Child who has had frequent moves
- Child who has been rejected or bad reputation with peers
- Child who has had difficult teacher / authority relationships
- Big changes at home (ie: divorce, new sibling, illness, job loss, etc.)
- Involvement with negative peer group
- Alcohol or drug misuse among family or peer group
- Obesity, physical disability, chronic health problems
- Abuse or neglect

Do not leave child alone and follow crisis protocol if child:

Talks or hints of suicide or wanting to die

Threatens to harm or injure someone else

Talks or hints of injuring self

Reveals injuries inflicted by self or someone else
(cutting, bruising, burns, etc.)

NOTES: _____
