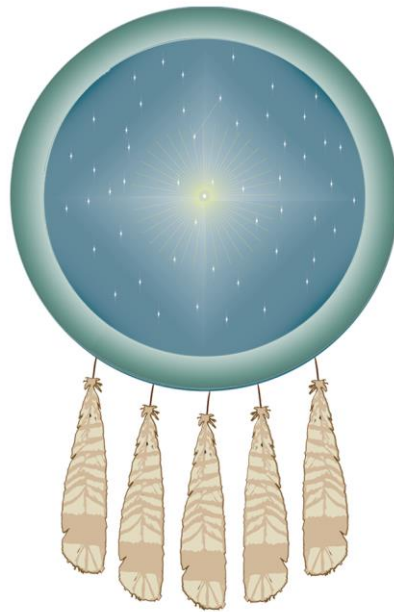


STUDENT INDEX

FORM



Teacher _____ Date Filled Out _____

Number of Children in Class _____ Grade/Class _____ School Year _____

Length of Time Teacher Has Known Class _____ School _____

Medicine Wheel Student Index

The Medicine Wheel Student Index is used to determine the needs and strengths in a community school population in order to ensure the implementation of appropriate interventions individually and on a system basis. It can be used in the screening of conditions that affect learning such as FASD, fetal alcohol spectrum disorder.

This tool serves four different but related purposes:

Screening –Using this tool, classroom teachers identify the children in their class whose needs are severe enough to interfere with their learning and the learning of others in the regular classroom. Identified children with high level of needs are referred for assessment. Children with lower level of needs are monitored or assessed in-school. Recommendations are then made to the school classroom teacher so that appropriate accommodations and modifications can be made to the learning environment. It can also be used as part of a screening for complex developmental conditions.

2. **Referral** – The *MWSI*s used to connect the children who need help with available resources in the school and community systems depending upon their needs. Referrals are made to school and community specialists or service professionals who can do in-depth assessments to determine etiology of problems and make recommendations regarding school interventions. Children can also be referred to community elders who can guide them.

3. **System Planning**–The information from the *MWSI* can be graphed to determine the level and intensity of problems in each of the *MWSI* domain areas. This can be done towards the end of one school year to help school and community administrators determine program planning needs and resource allocation for the next school year.

4. **Tracking and evaluation**– The information gathered from the *MWSI* can be used to track the needs and strengths in domain areas from one year to the next in relation to a particular child or the whole system. This can provide baseline data for system evaluation.

DESCRIPTION

The Medicine Wheel Student Index is a teacher rating scale or inventory. It relies on teacher judgment. Research studies have established the reliability and validity of teacher ratings. Teacher information is recognized as being essential to the proper assessment of school age children.¹

Examples of other teacher rating scales are:²

¹ American Psychiatric Association. Diagnostic and Statistical Manual of Mental Disorders. (4th ed.) Washington DC: American Psychiatric Association, 1994

² Unlike the above rating scales the MWSI has not been normed to a population sample. It is a basic tool developed like a shovel or hoe in response to specific needs within a community system.

- Conner's' Rating Scales
- Child Behavior Check-List
- Brief Rating Inventory of Executive Functioning-BRIEF.

COMPONENTS OF THE MEDICINE WHEEL STUDENT INDEX

57 Items in 7 Domains and their Sub-Domains

The Medicine Wheel Student Index is made up of 7 Domains-Mental, Social, Emotional, Physical, Spheres of Learning, Special Services Received and Non-Attending Children. Domain categories are divided into sub-domains. These in turn are divided into items that give specific information about the child and their needs and strengths.

COMPONENTS OF THE MEDICINE WHEEL INDIVIDUAL YOUTH INDEX NON-ATTENDING SCHOOL

At the end of the *MW* Student Index is a form that is designed to elicit parent input regarding the individual behavior and learning of school age children who have not been present in the regular classroom due to truancy, frequent suspension or expulsion.

33 Items in 4 Domains

The *MW* Individual Youth Index is made up of 33 items in 4 domains- Mental, Social, Emotional, Physical. It designed to be used to supplement the *MWSI*. It should be filled in by an adult who lives with the youth or who knows them very well assisted by school or community service professional

COMPONENTS OF THE MEDICINE WHEEL STUDENT INDEX

Domain: *Mental*

Sub-domains: *Academic/Neurobehavioral*

- *Achievement/Ability* (4 Items)
 1. Literacy (reading/writing/comprehension)
 2. Language (receptive/expressive/social communication)
 3. Numeracy (math skills and reasoning)
 4. Ability (general cognitive ability)
- *Neurobehaviour* (7 Items)
 1. Paying attention
 2. Activity level
 3. Impulsivity/acts without thinking
 4. Memory problems
 5. Organizational problems
 6. Regulating focus
 7. Difficulty with transitions

Domain: *Social*

Sub-domains: *Social Problems/*

- *Social Problems-In School* (8 items)
 1. Pushing/Fighting
 2. No Guilt
 3. Acts Young
 4. Work Refusal
 5. Bullying
 6. Lying /cheating
 7. Hurts others on purpose
 8. Stealing
- *Social Problems- Outside of School* (6 items)
 1. Attendance/Lateness
 2. Hungry/ tired/lack of warm clothes
 3. Smoking, sniffing, alcohol or drugs
 4. Trouble with the law
 5. Family problems
 6. Trauma

Domain: *Emotional* (8 Items)

1. Aggressive
2. Timid
3. Depressed-Sad, Withdrawn
4. Anxious or Afraid
5. Angry
6. Talks of Suicide/suicide attempt
7. Oppositional
8. Self-Harm behaviors

Domain: *Physical* (8 Items)

1. Fine Motor Skills
2. Gross Motor Skills
3. Toilet Training
4. Vision
5. Hearing
6. Weight/Growth Problem
7. Speech (Articulation)
8. Sensitivity to noise, lights or textures

Domain: *Spheres of Learning*

Sub-domains: *Multiple Needs, Exceptional Gifts, Average*

- Severe Multiple Areas of Need
 - Average Students
 - Intellectually Gifted Students
- Exceptional Creative Gifts* (8 items)
1. Story-telling/Drama
 2. Art
 3. Creative Writing
 4. Computers
 5. Music
 6. Handiwork
 7. Mechanical Ability
 8. Dance/Drama
- Exceptional Social Strengths* (8 items)
1. Generosity
 2. Tolerance
 3. Patience
 4. Endurance
 5. Responsibility
 6. Helpfulness
 7. Respect
 8. Social Relationships

Domain: *Services Received*

Domain: *Non-Attending Children*

SCORING SCALE

The teacher assigns a rating for each item

Score	Rating	Behavior Frequency	Approximate Skill Level
1	Mild	Occasional/Sometimes	1 year or less delay
2	Moderate	Often/Frequent	Between 1 -2 years delay
3	Severe	Very Often/Very Frequent	2 years or more delay
4	Gifted		Exceptional Ability

The teacher should use their professional judgment in scoring this item keeping in mind class norms as well as grade and age level expectations.

ADMINISTRATION

Administration Time

- The *MWSI* generally takes teachers approximately 15 minutes to complete

Range

- Entire school population—Nursery to Grade 8
- MEDICINE WHEEL STUDENT INDEX is filled out by each classroom teacher
- Children with needs in each class are identified
- Children who do not attend school are identified for further screening

When to Administer

- Teachers usually receive the *MWSI* forms annually at the end of April and return them in the 1st week of May
- Screening can be done earlier in the school year as long as the teachers are familiar with the students
- Information is used for screening, referral, student tracking from year to year as well as system planning in terms of resource allocation

Materials Needed

- Paper and pencil format
- Forms include all information for administration

Procedure for Teachers-Educators from community

- Teachers and educators from the community are briefed initially about purpose
- Briefed on meaning of terms using the glossary to develop common vocabulary
- Help should be provided to respondents as needed
- Teachers should know students for at least 2-3 months

- Teachers new to the community should work in collaboration with educators from the community
- Homeroom teacher fills the form out in middle school
- Subject teachers in language arts and math contribute academic information

COORDINATION OF INFORMATION

One person should be designated to coordinate the process. Coordinator responsibilities could be assumed by guidance counselor, school psychologist, social worker, resource coordinator, principal, teacher etc. It is helpful to have a 2-3 person special education service school team

Coordinator Responsibilities:

- Pass out forms, collect them
- Collate individual and system information
- Initiate long term referrals-referral process
- Red flag individuals as needed and initiate immediate intervention
- Graph system information for planning
- Keep files of annual index for tracking
- Collaborate with other service professionals
- Build school teams as needed- e.g. literacy team, resource team, guidance team
- Make sure no child falls through the cracks

INTERPRETATION OF DATA--SYSTEM TERMS

Information obtained from Medicine Wheel Student Index can be entered into Windows Excel or other statistics program and graphed. This gives educators important system information that can help educators in program provision and planning for the next year. Will the present level of school or community services accommodate the number of children who may need services? How many children need further screening or assessment and in what areas? This is helpful in terms of system resource allocation and also in making case for additional funds to government. This information is also useful in terms of tracking problem areas in the community and building community capacity to effectively meet the needs of the school age children and their families.

USE OF DATA--INDIVIDUAL STUDENTS

Sometimes teachers are hesitant to refer children for services. The *MWSI* allows for routine annual screening of all children in the system without focusing on any particular individual. Children are identified whose needs, teachers consider to be severe enough to interfere with their learning and the learning of others in their regular classroom. Children identified as having multiple severe problems can receive immediate intervention and others can be monitored.

Screening

- All children identified as having severe and multiple problems, severity score 3, in multiple domains are referred to appropriate specialists for full assessment
- Children in the community who are old enough for school but not attending or attending infrequently are referred for further screening.
- The mothers of children identified as having multiple severe problems are asked to come in to provide detailed information about developmental history of child- *The Medicine Wheel Developmental History*.
- Children who fit the profile for complex needs are red-flagged identified and referred for specialized assessment with educational or health professionals.
- The mothers of children who do not attend school are contacted and a home visit is arranged to gather more information about the child's needs.
- The Non-attending Youth Screening Tool, located at the end of the *MWSI* can be used to explore whether the child's behaviors might indicate more complex needs. If a number of child behavior items are scored as (2) moderate or (3) severe arrangements should be made for an interview/meeting with the mother or guardian to gather detailed information about the developmental history of the child using *The Medicine Wheel Developmental History*.

Referral

- Children identified by teachers as having moderate-severe problems can be referred for extra help within the school resource program
- Children identified in nursery/kindergarten can get early intervention the summer before grade one
- Children identified by teachers as having mild problems can be monitored by special educational professional-given resources needed
- Children identified by teachers as having moderate-severe problems in non-school domains are referred to service or health professionals for further screening or assessment
- Parents are notified of any school referrals.

Tracking

- Individuals in the school population can be tracked through time to determine in what grade they first were identified by teachers as having problems and at what severity level

GLOSSARY OF TERMS

A glossary of terms has been developed to assist tool administrators to understand and consistently use the terminology in the Medicine Wheel Student Index. The purpose of the glossary is threefold:

- To ensure that language used is understandable, while at the same time consistent with terms and concepts used for further investigation and diagnosis.
- To maximize inter-rater reliability, i.e. administrators of the tools interpret the terms and severity scale in the same way.
- To broaden our collective knowledge of the behaviors and characteristics which identify children with problems that interfere with their ability to learn.

Activity level

More or less active than others his age

See **Hyperactive**.

Aggressive

Physically hurts other people—not always meaning to

Anxious

Fearful, afraid

Attention

Unable to regulate attention The same child who has difficulty paying attention could also have difficulties when you try to get their attention. .

Bullying

Pushes people around to get what they want

Coordination

Physically able to do an activity that depends on a few different movements all working together—like skipping rope or dancing

Defiant

Angry and proud

Angrily do things you tell them not to simply to show you that they can

Depressed

Sad and withdrawn

Difficulty with task Initiation

Hard time starting things

Difficulty with transitions

Hard time changing from doing one thing to doing another

Fine Motor Skills

Able to do small movement (delicate) activities with the hands like writing or cutting

Gross Motor Skills

Large movement skills

Whole body skills like throwing a ball or jumping

Hurts Others on Purpose

Hurts other children or animals without realizing their pain

Hyperactivity

Can't sit still

Always moving around

Always on the go

Images: *like a Mexican jumping bean or the energizer bunny*

Impulsivity

Acts first, thinks later

Acts without thinking

The person who is impulsive often feels as if they are '*driven*' to do things, that they are '*out of control*' and that they *do not have any space to think before acting*—this can be frightening for them

Language

Receptive Language

What a person understands in language

Expressive language

What a person is able to express in language.

If I ask a child to show me the ball I would be assessing receptive language capacity. If I show the child a ball and ask 'what is this?'—I would be assessing expressive language capacity.

Lies

Doesn't tell the truth (could be because they do not know what the truth is)

Memory problems

Can't remember things

Can't remember long enough to learn something

Oppositional

Contrary

Always does the opposite

You say yes, they say no

You say no, they say yes

Organization

Hard time keeping track of things so their things are always messy and scattered

Sensitivity to noise, lights, textures

More sensitive than others to the noise and lights in the school or the textures of clothes or food so that it interferes with their functioning

Short attention span

Can't pay attention to anything for a very long time

Images: *butterfly mind, grass-hopper mind*

Speech

Able to make the sound of words clearly so they are understood

Steals

Takes things that do not belong to them

(Could be because they do not understand what is theirs and what isn't—so they will give things away as freely as they take—*possessions are like water*)

Timid

Shy and cautious

Weight/Growth problem

Too fat or too thin

Work refusal

Won't do what you ask them to do

STUDENT INDEX

 Mind

 Mind

Mind

a) Mind--Achievement/Ability

Please note the children in your class who have achievement and/or ability problems severe enough to affect their learning or the learning of others in the class. Also note the children who have exceptional strengths in the areas listed who would benefit from an enriched program in these areas.

NAME: Please list the children's names.

AREAS: Please note the areas of strength or weakness

- Literacy (reading/writing/ comprehension)
- Language (receptive/expressive/social communication)
- Numeracy (math skills and reasoning)
- Ability (general ability)

SCORING: Please enter score in the appropriate column

- Mild Problem - (1)
- Moderate Problem - (2)
- Severe Problem - (3)
- Exceptional Strength- (4)

Child's Name	Literacy	Social Language	Numeracy	Ability

Number of children listed _____

Additional Comments

STUDENT INDEX

I Mind

Mind

b) Mind-Neurobehavioral

Please note the children in your class who have neurobehavioral problems severe enough to affect their learning or the learning of others.

NAME: Please list the children's names.

PROBLEMS: Please note the problem or problems

- Paying Attention
- Activity level (More or less active than others the same age)
- Impulsivity (acts without thinking)
- Memory problems
- Organizational problems
- Regulating Focus
- Difficulty with transitions

SCORING Please note the severity of the problem in the appropriate column

- Mild - (1)
- Moderate - (2)
- Severe - (3)

Child's Name	Attention	Activity Level	Impulsivity	Memory	Organization	Focus	Transitions

Number of children listed _____

Additional Comments

STUDENT INDEX

II Social

Spirit

a) Social Problems-In-School

Please note the children in the class having social-conduct problems severe enough to interfere with their learning or the learning of others in the classroom.

NAME: Please list the children's names.

PROBLEMS: Please note the problem or problems

- Pushing/fighting
- No guilt after misbehaving
- Acts younger than age
- Work refusal
- Bullying
- Lying/Cheating
- Hurts others on purpose
- Stealing

SCORING Please note the severity of the problem in the appropriate column

- Mild - (1)
- Moderate - (2)
- Severe - (3)

Child's Name	Pushing Fighting	No Guilt	Acts Young	Work Refusal	Bully	Lying Cheating	Hurts others	Stealing

Number of children listed _____

Additional Comments

STUDENT INDEX

II Social

Spirit

b) Social Problems–Outside of School

Please note the children in your class you have reason to suspect have a social problem outside of school severe enough to interfere with their learning or the learning of others.

NAME: Please list the children’s names.

PROBLEMS: Please note the problem or problems

- Attendance/Lateness
- Hungry/ tired/lack of warm clothes
- Smoking, sniffing, using alcohol or drugs
- Trouble with the law
- Family problems
- Suspected or known trauma

SCORING: Please note the severity of the problem in the appropriate column

- Mild – (1)
- Moderate – (2)
- Severe – (3)

Child’s Name	Attendance Lateness	Hungry/Tired/ Lack of Warm Clothes	Smoking, Sniffing Alcohol, Drugs	Trouble with the law	Family Problems	Trauma

Number of children listed _____

Additional Comments

STUDENT INDEX

III Emotional

Heart

Please note the children in class who have an emotional problem severe enough to interfere with their learning or learning of others in the classroom.

NAME: Please list the children's names.

PROBLEMS: Please note the problem or problems

Aggressive
Timid
Depressed--sad, withdrawn
Anxious or afraid
Angry
Talks of suicide/suicide attempt
Oppositional
Self-Harm Behaviors

SCORING Please note the severity of the problem in the appropriate column

Mild - (1)
Moderate - (2)
Severe - (3)

Child's Name	Aggressive	Timid	Depressed	Anxious	Angry	Suicide Ideation	Oppositional	Self-Harm Behavior

Number of children listed _____

Additional Comments

STUDENT INDEX

IV Physical

Hand

Please note the children in class who have physical problems severe enough to interfere with their learning or the learning of others in the classroom. Also note the children who have exceptional strengths in appropriate skill areas.

NAME: Please list the children's names.

AREAS: Please note the areas of strength or weakness

- Fine motor skills
- Gross motor skills
- Toilet Training
- Vision
- Hearing
- Weight/Growth problem
- Speech -articulation
- Sensitivity to noise, lights or textures

SCORING Please note the score in the appropriate column

- Mild - (1)
- Moderate - (2)
- Severe - (3)
- Exceptional Strength- (4)

Child's Name	Fine Motor Skills	Gross Motor Skills	Toilet Training	Vision	Hearing	Weight/ Growth	Speech Articulation	Sensitivity to Noise, Lights, Textures

Number of children listed _____

Additional Comments

STUDENT INDEX

V Spheres of Learning

a) Multiple Areas of Need

Please note the children in your class who have multiple areas of need (severe problems) that globally limit their learning, for instance, those who have both neurobehavioral and ability/achievement problems.

NAME: Please list the children's names.

COMMENTS: Please note any helpful comments.

Child's Name	Comments

Number of children listed _____

STUDENT INDEX

V Spheres of Learning

b) Average Students

Please list the children in your class who are average students academically with no special problems

NAME: Please list the children's names.

COMMENTS: Please note any helpful comments

Child's Name	Comments

Number of children listed _____

V Spheres of Learning _____

c) Intellectually Gifted

Please note the children in your class who are intellectually gifted in multiple areas

NAME: Please list the children's names.

COMMENTS: Please note any helpful comments.

Child's Name	Comments

Number of children listed _____

STUDENT INDEX

V Spheres of Learning

d) Specific Areas of Strength-Creative Gifts

Please list the children in your class with exceptional creative gifts who you think need extra help to develop them.

NAME: Please list the children's names.

COMMENTS: Please note any helpful comments.

EXCEPTIONAL GIFTS:

- Story-Telling/Drama
- Art
- Creative Writing
- Computers
- Music
- Handiwork
- Mechanical Ability
- Dance/Drama

SCORING Please note the strength area score (4) in the appropriate column

Child's Name	Story-telling Drama	Art	Creative Writing	Computers	Music	Handiwork	Mechanical Ability	Dance/ Drama

Number of children listed _____

Additional Comments

STUDENT INDEX

V Spheres of Learning

e) Specific Areas of Strength–Social Strengths

Please list the children in your class with exceptional social gifts that could be developed for leadership and life-long learning

NAME: Please list the children's names.

SOCIAL STRENGTH AREA: Please note the social strength areas

Generosity
Tolerance
Patience
Endurance
Responsibility
Helpfulness
Respect
Social Relationships

SCORING Please note the strength area score (4) in the appropriate column

Child's Name	Generosity	Tolerance	Patience	Endurance	Responsibility	Helpfulness	Respect	Relationships

Number of children listed _____

Additional Comments

STUDENT INDEX

VI Special Services

Please list the children in your class receiving special services.

NAME: Please list the children's names and the services received if available

SERVICES RECEIVED: Please note the service that they receive with a check mark

- | | |
|--------------------------|------------------------|
| A Resource Services | G Alternative programs |
| B Numeracy Support | H Literacy Support |
| C Individual Support | I Occupational Therapy |
| D Speech Therapy | J Behavioral Support |
| E Mental Health Services | K Other Services |
| F Guidance | |

Child's Name	A	B	C	D	E	F	G	H	I	J	K

Number of children listed _____
Additional Comments

STUDENT INDEX

VII Non-Attending Children _____

Please list any children who are registered for your class and do not attend school or attend school rarely.

NAME: Please list the children's names.

COMMENTS: Please note the reasons for non-attendance and any comments

Child's Name	Reasons for non-attendance--comments

Number of children listed _____

Are there any children that you have not mentioned at least once? Why?

Is there anything else you would like to add?

The Individual Youth Index For Non-Attending Youth

The Individual Youth Screening Index is designed to screen individual school age youth. It can be used to supplement the STUDENT INDEX for youth who are presently not attending school. It is designed to be filled out by a community worker, such as community health nurse, with information supplied by an adult who lives with the youth or who knows them very well. The MW Developmental History should be administered as a follow-up with parents or guardians to explore reasons why their youth does not attend school.

WHEN USED AS PART OF STUDENT SCREENING FOR NON-ATTENDING YOUTH SAY:

I would like to talk with you about why (child's name) is not attending school and to find out if there is any problem that I can help you with. All of us at the school would like to see (child's name) graduate. We were wondering if you would work with us to try to get (child's name) back in school or in a program that would suit his/her needs. In order to do this we need some information.

Or you might simple want to start with the following single question:

Why do you think that (child's name) doesn't go to school?

The Individual Youth Index Form

Child's Name _____ Date filled out _____

Grade/Class _____ School _____ Referred By _____

Interviewer's Name _____

Informant's Name _____ Relationship to Child _____

Individual Youth Index

Severity Scale: 0=Within Normal Limits 1 = Mild 2 =Moderate 3 = Significant UK= Unknown

Circle Mental—Mind (10 items)

- 0 1 2 3 Needs a lot of help organizing_____
- 0 1 2 3 Keeps making the same mistakes_____
- 0 1 2 3 Does not understand time_____
- 0 1 2 3 Difficulty following directions_____
- 0 1 2 3 Poor memory_____
- 0 1 2 3 Slow to learn new skills_____
- 0 1 2 3 Slow to understand new information_____
- 0 1 2 3 Very sensitive to loud noises, lights or textures_____
- 0 1 2 3 Attention problems- Doesn't pay attention_____
- 0 1 2 3 More or less active than others the same age_____

Emotional—Heart (7 items)

- 0 1 2 3 Problems with anger-rage-tantrums_____
- 0 1 2 3 Moody-(happy one minute-sad the next)_____
- 0 1 2 3 Impulsive (acts without thinking)_____
- 0 1 2 3 Anxious/afraid_____
- 0 1 2 3 Hurts animals or others on purpose_____
- 0 1 2 3 Hurts self_____
- 0 1 2 3 Destroys things_____
- 0 1 2 3 Sad, Withdrawn_____

Social/Spiritual (10 items)

- 0 1 2 3 Poor judgment_____
- 0 1 2 3 Can not be left alone_____
- 0 1 2 3 Acts too young for age_____
- 0 1 2 3 Problems recognizing consequences of actions_____
- 0 1 2 3 Disobedient_____
- 0 1 2 3 Does not seem to learn from past experiences_____
- 0 1 2 3 Poor social skills_____
- 0 1 2 3 Takes things that do not belong to him/her_____
- 0 1 2 3 Doesn't tell the truth_____
- 0 1 2 3 Isn't guilty after misbehaving_____

Physical---Hand (6 items)

- 0 1 2 3 Poor coordination_____
- 0 1 2 3 Poor balance_____
- 0 1 2 3 Gets lost easily_____
- 0 1 2 3 Small for age_____
- 0 1 2 3 Problems speaking clearly_____
- 0 1 2 3 Trouble doing delicate things like cutting or writing_____