**Nurture group admission: a checklist of criteria**

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| **Criteria** | **Yes** | **To some extent** | **No** | **Don’t know** |
| Has been through periods of stress sufficiently  severe to limit the nurturing process of early years |  |  |  |  |
| Finds it hard to make choices, share, listen, look,  remember, know about self |  |  |  |  |
| Finds it hard to manage well in social situations |  |  |  |  |
| Can find it hard to play effectively |  |  |  |  |
| Lacks curiosity about the world around them |  |  |  |  |
| Lacks sympathy |  |  |  |  |
| Often non-compliant |  |  |  |  |
| Lacks self-control |  |  |  |  |
| Angrier than other children |  |  |  |  |
| More withdrawn than other children |  |  |  |  |
| Clingier than other children |  |  |  |  |
| Not as able to explore new territory (skills and  knowledge) |  |  |  |  |
| Not as able to seek help from adults |  |  |  |  |
| Finds it hard to share attention of adults |  |  |  |  |
| Finds it hard to tolerate frustrations in learning |  |  |  |  |
| Restless, finds it hard to listen |  |  |  |  |
| Behaves aggressively or impulsively |  |  |  |  |
| Withdrawn and unresponsive |  |  |  |  |
| Disturbed by change |  |  |  |  |
| Stressful or anxious |  |  |  |  |
| Over-stimulated by school, unrestrained behaviour |  |  |  |  |
| Lower self-esteem |  |  |  |  |
| Less positive engagement with others |  |  |  |  |
| Less popular with peers |  |  |  |  |
| Dependent on the adults in the classroom |  |  |  |  |