

Teacher or Observer's name _____

Student's name _____

School name _____

Date observed _____

Instructions:

- Make a large, heavy, easily-seen mark in the Ranking box that most closely describes the observed behavior over a pre-determined period of time (a day, week, or month).
- If you make these observations over a week's time or longer, then use a different sheet for each day.
- If you see that an attribute is more pronounced in the morning versus the afternoon, enter AM or PM instead of marking in the Ranking box.
- Remember that there is no "bad" or "good" answer; simply record what you observe.

OBSERVATION	RANKING			
Social/Emotional Behavior				
Outgoing	Not at all	Mildly	Moderately	Markedly
Loyal	Not at all	Mildly	Moderately	Markedly
Affectionate	Not at all	Mildly	Moderately	Markedly
Generous	Not at all	Mildly	Moderately	Markedly
Willing	Not at all	Mildly	Moderately	Markedly
Trusting	Not at all	Mildly	Moderately	Markedly
Spontaneous	Not at all	Mildly	Moderately	Markedly
Happy	Not at all	Mildly	Moderately	Markedly
Tries hard to please	Not at all	Mildly	Moderately	Markedly
Interested in others	Not at all	Mildly	Moderately	Markedly
Makes friends easily	Not at all	Mildly	Moderately	Markedly
Keeps friends	Not at all	Mildly	Moderately	Markedly
People oriented	Not at all	Mildly	Moderately	Markedly
Socially engaging	Not at all	Mildly	Moderately	Markedly
Highly verbal	Not at all	Mildly	Moderately	Markedly
Determined	Not at all	Mildly	Moderately	Markedly
Persistent	Not at all	Mildly	Moderately	Markedly
Active	Not at all	Mildly	Moderately	Markedly
Lethargic	Not at all	Mildly	Moderately	Markedly

OBSERVATION

RANKING

Social/Emotional Behavior (continued)				
Distractible	Not at all	Mildly	Moderately	Markedly
Attention span	Very short	Short	Average	Great
Easily over-stimulated	Not at all	Mildly	Moderately	Markedly
Difficulty in calming self	Not at all	Mildly	Moderately	Markedly
Impulsive	Not at all	Mildly	Moderately	Markedly
Exhibits poor judgment	Not at all	Mildly	Moderately	Markedly
Tolerance for change (different approach to an activity; different teacher, etc.)	Very low	Low	Moderate	High
Tolerance for transitions (one activity to another)	Very low	Low	Moderate	High
Tolerance for environmental changes (classroom-lunchroom, classroom-playground, classroom-bus)	Very low	Low	Moderate	High
Frustration threshold	Very low	Low	Moderate	High
Perseverates (gets "stuck" on an idea or activity and can't "switch gears")	Never	Sometimes	Frequently	Always
Can separate fantasy from reality	Never	Sometimes	Frequently	Always
Steals	Never	Sometimes	Frequently	Always
Lies	Never	Sometimes	Frequently	Always
Cheats	Never	Sometimes	Frequently	Always
Stubborn or willful	Never	Sometimes	Frequently	Always
Defiant	Never	Sometimes	Frequently	Always
Emotionally volatile	Never	Sometimes	Frequently	Always
Considers consequences before acting	Never	Sometimes	Frequently	Always
Can express needs	Never	Sometimes	Frequently	Always
Understands others' feelings	Never	Sometimes	Frequently	Always
Makes inappropriate noises	Never	Sometimes	Frequently	Always
Intrudes into others' business	Never	Sometimes	Frequently	Always
Highly tactile (doesn't like to be touched)	Never	Sometimes	Frequently	Always
Understands social rules	Never	Sometimes	Frequently	Always
Remembers social rules	Never	Sometimes	Frequently	Always
Understands appropriate/inappropriate touching	Never	Sometimes	Frequently	Always
Easily influenced by others, especially peers	Never	Sometimes	Frequently	Always
Lacks intuition about strangers	Never	Sometimes	Frequently	Always
Prefers being with younger children	Never	Sometimes	Frequently	Always

Classroom Performance				
Prefers academic subjects	Never	Sometimes	Frequently	Always
Prefers related arts subjects	Never	Sometimes	Frequently	Always
Short-term memory	Poor	Fair	Good	Excellent
Long-term memory	Poor	Fair	Good	Excellent
Ability to follow directions if explained one step at a time	Poor	Fair	Good	Excellent
Ability to follow multi-step directions given all at once	Poor	Fair	Good	Excellent
Ability to complete tasks	Poor	Fair	Good	Excellent
Finishes tasks within prescribed time	Never	Sometimes	Frequently	Always
Processing delays (lag time between hearing/reading and understanding/doing)	Never	Sometimes	Frequently	Always
Needs high amount of repetition	Never	Sometimes	Frequently	Always
Ability to stay on task	Poor	Fair	Good	Excellent
Ability to change tasks easily	Poor	Fair	Good	Excellent
Ability to master skills easily	Poor	Fair	Good	Excellent
Ability to integrate/apply new skills	Poor	Fair	Good	Excellent
Performance consistency (does well with something one time and thereafter)	Poor	Fair	Good	Excellent
Ability to generalize	Poor	Fair	Good	Excellent
Sequencing ability (knowing what to do next)	Poor	Fair	Good	Excellent
Can see patterns (in what we do each day, in how to behave, etc.)	Poor	Fair	Good	Excellent
Ability to predict outcomes	Poor	Fair	Good	Excellent
Ability to learn from mistakes	Poor	Fair	Good	Excellent
Spatial orientation	Poor	Fair	Good	Excellent
Organizational skills	Poor	Fair	Good	Excellent
Parrots instructions	Poor	Fair	Good	Excellent
Ability to follow verbal directions/information	Poor	Fair	Good	Excellent
Ability to follow written directions/information	Poor	Fair	Good	Excellent
Follows through to complete what was started	Poor	Fair	Good	Excellent
Can express knowledge	Poor	Fair	Good	Excellent
Reading comprehension	Poor	Fair	Good	Excellent
Grasps math concepts in general	Poor	Fair	Good	Excellent
Grasps concept of time	Poor	Fair	Good	Excellent

Classroom Performance (continued)				
Grasps concept of money	Poor	Fair	Good	Excellent
Understands abstract reasoning	Poor	Fair	Good	Excellent
Loses things easily	Never	Sometimes	Frequently	Always
Turns in homework	Never	Sometimes	Frequently	Always
Loses things	Never	Sometimes	Frequently	Always
Learns Best When ...				
Works alone	Never	Sometimes	Frequently	Always
Works in a group	Never	Sometimes	Frequently	Always
Works with one-on-one help or tutoring	Never	Sometimes	Frequently	Always
Tasks are done in small segments	Never	Sometimes	Frequently	Always
Information is given one item at a time	Never	Sometimes	Frequently	Always
All information is given at once	Never	Sometimes	Frequently	Always
Verbal cues are given before something changes	Never	Sometimes	Frequently	Always
Reminders are frequent	Never	Sometimes	Frequently	Always
Repetition is constant	Never	Sometimes	Frequently	Always
Repetition is consistent	Never	Sometimes	Frequently	Always
Information is written as well as verbal	Never	Sometimes	Frequently	Always
Multiple senses are involved in learning	Never	Sometimes	Frequently	Always
Information uses art, music, etc.	Never	Sometimes	Frequently	Always
Manipulatives are used following instruction	Never	Sometimes	Frequently	Always
Lessons are hands-on	Never	Sometimes	Frequently	Always
Responds Well To ...				
Structure	Never	Sometimes	Frequently	Always
Repetition	Never	Sometimes	Frequently	Always
Consistency	Never	Sometimes	Frequently	Always
Stability	Never	Sometimes	Frequently	Always
Clear limits	Never	Sometimes	Frequently	Always
Few rules written or posted	Never	Sometimes	Frequently	Always
"Time out" place	Never	Sometimes	Frequently	Always
Negative consequences	Never	Sometimes	Frequently	Always
Praise	Never	Sometimes	Frequently	Always
Immediate rewards	Never	Sometimes	Frequently	Always
Delayed rewards	Never	Sometimes	Frequently	Always

Physical Behavior				
Clumsy	Not at all	Mildly	Moderately	Markedly
Coordinated	Not at all	Mildly	Moderately	Markedly
Athletic	Not at all	Mildly	Moderately	Markedly
Fine motor skills (writing, drawing, buttoning one's coat, etc.)	Poor	Fair	Good	Excellent
Gross motor skills (walking, running, etc.)	Poor	Fair	Good	Excellent
Visual processing	Poor	Fair	Good	Excellent
Auditory processing	Poor	Fair	Good	Excellent
Speech pattern	Poor	Fair	Good	Excellent
Makes eye contact	Never	Sometimes	Frequently	Always
Physical Attributes				
Thin	No	Mildly	Moderately	Markedly
Short for age	No	Mildly	Moderately	Markedly

Known medical conditions (list):
