

# BEHAVIOR INTERVENTION MANUAL

## Goals, Objectives, and Intervention Strategies

Edited by **Samm N. House**

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# Table of Contents

<b>I. Behavior Intervention Manual . . . . .</b>	<b>10</b>
--------------------------------------------------	-----------

<b>II. Goals, Objectives, and Interventions . . . . .</b>	<b>11</b>
-----------------------------------------------------------	-----------

## **A. Academic Performance/Functional Academics**

### **Behavior**

#### **Number**

1. Has difficulty asking for assistance or clarification, when necessary, after receiving directions and/or attempting work independently . . . . .	11
2. Fails to perform tasks or assignments independently . . . . .	14
3. Does not demonstrate the ability to follow a routine . . . . .	18
4. Does not demonstrate appropriate behavior in an academic group setting . . . . .	22
5. Is reluctant to attempt new assignments or tasks . . . . .	25
6. Begins an assignment or activity before receiving or reading complete directions or instructions or fails to follow directions or instructions . . . . .	28
7. Blurts out answers without being called on . . . . .	33
8. Cheats . . . . .	36
9. Does not complete assignments or tasks during the time provided. . . . .	38
10. Does not complete assignments with at least minimal accuracy . . . . .	44
11. Rushes through activities or assignments with little or no regard to accuracy, quality, or neatness . . . . .	47
12. Does not complete assignments within a specified time period . . . . .	52
13. Demonstrates difficulty or reluctance in beginning tasks . . . . .	55
14. Does not follow directions, written or verbal, related to academic tasks. . . . .	59
15. Does not remain on-task for the required length of time . . . . .	63
16. Fails to complete homework assignments and return them to school. . . . .	69
17. Refuses or fails to complete class assignments or homework . . . . .	74
18. Does not wait appropriately for assistance from an instructor . . . . .	78
19. Performs classroom tests, quizzes, or tasks at a failing level . . . . .	80
20. Performs daily academic tasks or homework at a failing level . . . . .	82
21. Does not make the most appropriate decisions or choices based on information available and a consideration of probable outcomes . . . . .	86
22. Fails to make a decision or come to a conclusion regarding choices, opportunities, courses of action, etc. . . . .	90
23. Forgets . . . . .	95
24. Has difficulty concentrating. . . . .	97
25. Is overly critical of self in school-related performance, abilities, personal appearance, etc. . . . .	102
26. Does not make realistic decisions regarding the spending of money . . . . .	104
27. Does not respond appropriately to redirection in academic situations . . . . .	107
28. Responds too quickly and impulsively to questions about academic material . . . . .	109

## B. Emotional or Physical Well-Being

### Behavior

### Number

29.	Physically runs away from personal or school experiences. . . . .	111
30.	Does not participate in social situations for fear that he/she would say or do the wrong thing . . . . .	113
31.	Is not independent. . . . .	116
32.	Does not change from one activity to another without difficulty. . . . .	119
33.	Seems to be upset by or afraid of new situations or changes in routine . . . . .	122
34.	Fails to concentrate, eat, or sleep because of personal or school experiences . . . . .	125
35.	Indicates concern regarding problems or situations in the home or fails to deal with classroom requirements because of out-of-school situations . . . . .	127
36.	Reacts physically in response to excitement, disappointment, surprise, happiness, fear, etc. . . . .	129
37.	Demonstrates involuntary physical reactions in response to personal or school experiences. . . . .	132
38.	Does not interact with others because of fear of not being liked, accepted, etc. . . . .	135
39.	Demonstrates fear of becoming embarrassed in front of others . . . . .	138
40.	Blames other persons or materials to avoid taking responsibility for his/her mistakes or failures . . . . .	142
41.	Appears to be generally bored with or disinterested in daily activities. . . . .	144
42.	Avoids or has difficulty discussing personal problems . . . . .	146
43.	Becomes pale, may vomit, or pass out when anxious or frightened . . . . .	148
44.	Blames self for situations beyond his/her control . . . . .	150
45.	Complains of physical discomfort. . . . .	152
46.	Creates imaginary or fantasy situations in an attempt to escape from or avoid reality. . . . .	154
47.	Cries in response to personal or school situations . . . . .	157
48.	Deliberately hurts self or damages own property or clothing . . . . .	160
49.	Demonstrates an increase in appetite . . . . .	162
50.	Indicates that he/she is not happy through physical expression. . . . .	165
51.	Demonstrates facial expression of sadness or displeasure . . . . .	168
52.	Seems unable or unwilling to communicate feelings or emotions to others . . . . .	170
53.	Does not demonstrate emotions. . . . .	173
54.	Demonstrates phobic reactions . . . . .	175
55.	Demonstrates self-destructive behavior. . . . .	177
56.	Does not demonstrate stability . . . . .	179
57.	Exhibits sudden or extreme mood changes . . . . .	182
58.	Does not develop close relationships with other males and/or females because of fear of rejection, disapproval, ridicule, etc. . . . .	184
59.	Does not participate or demonstrate an interest in classroom activities or special events that are interesting to other students. . . . .	186
60.	Indicates that he/she no longer cares about special events, social activities, or fun things in which he/she was formerly involved, etc. . . . .	190
61.	Does not smile, laugh, or demonstrate happiness. . . . .	193

62.	Expresses concerns or worries about school, home, or personal situations through words or pictures . . . . .	195
63.	Exhibits excessive fatigue . . . . .	197
64.	Exhibits loss of appetite . . . . .	199
65.	Is pessimistic . . . . .	201
66.	Exhibits physical problems related to eating . . . . .	204
67.	Exhibits unwarranted self-blame or self-criticism . . . . .	206
68.	Expresses thoughts of death. . . . .	208
69.	Frowns, scowls, looks unhappy during typical classroom situations. . . . .	210
70.	Has attempted suicide . . . . .	212
71.	Has experienced weight gain . . . . .	214
72.	Has experienced weight loss . . . . .	217
73.	Threatens to hurt self or commit suicide . . . . .	218
74.	Indicates that he/she is not happy through verbal expression . . . . .	220
75.	Indicates that no one likes him/her, no one cares about him/her, etc. . . . .	222
76.	Is tired, listless, apathetic, unmotivated, not interested in school . . . . .	225
77.	Makes comments that others are disappointed in him/her . . . . .	227
78.	Makes statements, written or verbal, that he/she feels worthless or helpless . . . . .	230
79.	Says he/she would be better off dead . . . . .	233
80.	Verbalizes fears or concerns about school, home, or personal situations. . . . .	235

**C. Group Behavior**

**Behavior**

**Number**

81.	Does not assist others . . . . .	237
82.	Requires excessive assistance from others . . . . .	239
83.	Interrupts the teacher or other students . . . . .	242
84.	Has difficulty working effectively in a group situation . . . . .	245
85.	Does not demonstrate appropriate behavior in competitive activities . . . . .	250
86.	Does not demonstrate appropriate behavior in group games . . . . .	253
87.	Demonstrates inappropriate behavior when moving with a group . . . . .	256
88.	Does not wait his/her turn in activities or games . . . . .	258
89.	Does not allow others to take their turn or participate in activities or games, etc. . . . .	261
90.	Refuses to share possessions or materials or allow others to participate . . . . .	264
91.	Fails to participate verbally or physically in group situations . . . . .	267
92.	Does not interact appropriately in a group situation . . . . .	270

**D. Hyperactive-Impulsive**

**Behavior**

**Number**

93.	Becomes overexcited . . . . .	273
94.	Does not respond appropriately to environmental cues. . . . .	276
95.	Acts impulsively without apparent self-control . . . . .	278
96.	Reacts immediately to situations without thinking, is impatient, fails to wait for a turn or for assistance from a teacher, etc. . . . .	281

97.	Appears restless . . . . .	285
98.	Changes from one activity to another without finishing the first, without putting things away, before it is time to move on, etc. . . . .	289
99.	Moves about while seated . . . . .	292
100.	Engages in nervous habits . . . . .	296
101.	Exhibits off-task behaviors . . . . .	299
102.	Does not function appropriately in the presence of verbal and physical stimuli in the class room . . . . .	302
103.	Handles objects excessively . . . . .	304
104.	Has a short attention span unless the topic or task is interesting to him/her . . . . .	306
105.	Has accidents which are a result of impulsive or careless behavior . . . . .	308
106.	Is distracted by other activities in the classroom, other students, the teacher, etc. . . . .	312
107.	Is impulsive . . . . .	316
108.	Moves about unnecessarily . . . . .	321

**E. Inappropriate Behavior**

**Behavior**

**Number**

109.	Does not demonstrate appropriate behavior in the presence of a substitute authority figure . . . . .	325
110.	Becomes physically aggressive with teachers. . . . .	328
111.	Behaves inappropriately when others do well or receive praise or attention . . . . .	331
112.	Verbally or physically threatens other students or teachers. . . . .	334
113.	Does not demonstrate appropriate behavior in nonacademic settings . . . . .	337
114.	Fights with other students . . . . .	339
115.	Continues to engage in a behavior when it is no longer appropriate . . . . .	342
116.	Does not behave appropriately in the absence of supervision . . . . .	345
117.	Does not behave in a manner appropriate for the situation . . . . .	346
118.	Does not accept changes in an established routine . . . . .	348
119.	Demonstrates behaviors not related to immediate situations . . . . .	351
120.	Talks beyond what is expected or at inappropriate times . . . . .	353
121.	Climbs on things . . . . .	357
122.	Lies, denies, exaggerates, distorts the truth. . . . .	359
123.	Is unpredictable in behavior. . . . .	361
124.	Ignores consequences of his/her behavior . . . . .	364
125.	Does not demonstrate appropriate behavior. . . . .	368
126.	Needs immediate rewards, reinforcement, or gratification to demonstrate appropriate behavior. . . . .	372
127.	Does not demonstrate the ability to control temper. . . . .	374
128.	Throws temper tantrums . . . . .	378
129.	Fails to comply with teachers or other school personnel . . . . .	381
130.	Is preoccupied (as demonstrated with words or pictures) with drugs or alcohol or possesses or uses drugs or alcohol at school . . . . .	385
131.	Engages in inappropriate behaviors related to bodily functions . . . . .	387
132.	Engages in inappropriate behaviors while seated . . . . .	389

133.	Makes sexually related comments or engages in inappropriate behavior with sexual overtones . . . . .	392
134.	Engages in physically daring activities . . . . .	394
135.	Engages in self-stimulating behavior . . . . .	398
136.	Has forced a sexual encounter with another student or teacher. . . . .	400
137.	Has run away from home overnight. . . . .	402
138.	Is easily angered, annoyed, or upset . . . . .	404
139.	Makes derogatory or critical remarks about self or other people . . . . .	410
140.	Makes inappropriate noises . . . . .	414
141.	Makes excessive noise. . . . .	417
142.	Makes inappropriate comments or unnecessary noises in the classroom . . . . .	418
143.	Moves slowly . . . . .	422
144.	Performs obsessive or compulsive behaviors . . . . .	424
145.	Perseverates - does the same thing over and over . . . . .	426
146.	Purposely hurts or injures animals . . . . .	428
147.	Seeks excessive physical attention from others . . . . .	430

**F. Interpersonal Relationships**

**Behavior**

**Number**

148.	Does not provide relevant verbal responses to conversations, questions, etc. . . . .	432
149.	Avoids any social situation that requires increased interpersonal exchanges. . . . .	436
150.	Has difficulty expressing opinions, feelings, and/or emotions . . . . .	439
151.	Does not engage in leisure/recreational activities with others . . . . .	441
152.	Does not respond appropriately to environmental social cues . . . . .	445
153.	Responds inappropriately to praise or recognition from other students or teachers . . . . .	448
154.	Makes derogatory comments or inappropriate gestures to other students or teachers . . . . .	450
155.	Makes inappropriate comments to teachers. . . . .	454
156.	Does not use verbal skills to maintain positive relationships with others . . . . .	457
157.	Does not carry on conversations with peers and adults. . . . .	459
158.	Does not use communication skills to initiate positive interpersonal relationships with others. . . . .	461
159.	Does not use communication skills to maintain positive interpersonal relationships with authority figures . . . . .	463
160.	Responds inappropriately to constructive criticism or comments from others. . . . .	465
161.	Agitates and provokes peers to a level of verbal or physical assault . . . . .	468
162.	Demonstrates inappropriate physical or verbal responses to other students' or teachers' attempts to interact . . . . .	470
163.	Physically hurts other students or teachers . . . . .	472
164.	Does not make and keep friends . . . . .	476
165.	Bothers others who are trying to work, listen, etc. . . . .	479
166.	Does not demonstrate loyalty to friends and organized groups . . . . .	484
167.	Does not demonstrate the ability to resolve conflict situations . . . . .	487
168.	Responds inappropriately to others' attempts to be friendly, complimentary, sympathetic, etc. . . . .	489
169.	"Gets back" at others when he/she feels that someone has wronged him/her . . . . .	492
170.	Is not accepted by other students . . . . .	495

171.	Makes inappropriate comments to other students . . . . .	498
172.	Makes unnecessary physical contact with others . . . . .	502
173.	Does not respond appropriately to friendly teasing . . . . .	504
174.	Does not respond appropriately to the feelings of others . . . . .	506
175.	Responds inappropriately to typical physical exchanges with peers . . . . .	508
176.	Tries to interact with other students but is not accepted by them due to his/her behavior . . . . .	510

## **G. Listening**

### **Behavior**

#### **Number**

177.	Does not attend successfully unless close to the source of sound . . . . .	512
178.	Does not direct attention or fails to maintain attention to important sounds in the immediate environment . . . . .	516
179.	Needs verbal questions and directions frequently repeated . . . . .	519
180.	Does not listen to or follow verbal directions . . . . .	524
181.	Does not listen to what other students are saying. . . . .	529
182.	Is unsuccessful in activities requiring listening. . . . .	532
183.	Requires eye contact to listen successfully . . . . .	537

## **H. Motivation**

### **Behavior**

#### **Number**

184.	Does not demonstrate initiative in the absence of directions . . . . .	540
185.	Tries to avoid situations, assignments, responsibilities . . . . .	543
186.	Is not willing to try new leisure time activities . . . . .	546
187.	Indicates that he/she does not care or is not concerned about performance, grades, report cards, graduating, consequences of behavior, etc. . . . .	548
188.	Is not motivated by rewards . . . . .	550
189.	Is not persistent in seeking success . . . . .	551
190.	Is not willing to assume extra responsibilities, tasks, etc. . . . .	554
191.	Sleeps during school time . . . . .	557

## **I. Organization**

### **Behavior**

#### **Number**

192.	Does not take appropriate care of personal property . . . . .	560
193.	Demonstrates confusion. . . . .	563
194.	Does not organize responsibilities . . . . .	565
195.	Does not prepare for assigned activities or daily routines . . . . .	568
196.	Fails to demonstrate organization. . . . .	573
197.	Fails to follow necessary steps in tasks . . . . .	576
198.	Fails to make appropriate use of study time . . . . .	578
199.	Is disorganized to the point of not having necessary materials, losing materials, failing to find materials, etc. . . . .	583
200.	Does not make appropriate use of free time . . . . .	588
201.	Does not use time outside of class appropriately . . . . .	591

## **J. Personal Hygiene**

### **Behavior**

#### **Number**

202.	Does not care for personal appearance . . . . .	.593
203.	Does not demonstrate appropriate grooming habits . . . . .	.596
204.	Does not demonstrate appropriate hygiene . . . . .	.598
205.	Does not demonstrate appropriate mealtime behavior . . . . .	.600
206.	Does not take care of toileting needs . . . . .	.602

## **K. Rules and Expectations**

### **Behavior**

#### **Number**

207.	Absent or tardy without legitimate reason (i.e., unexcused) . . . . .	.604
208.	Brings inappropriate or illegal materials to school . . . . .	.607
209.	Does not come to or is not ready for an activity at the specified time . . . . .	.610
210.	Does not conform to the requirements of various situations . . . . .	.613
211.	Deliberately sets fires . . . . .	.616
212.	Destroys school, teachers', or other students' property . . . . .	.619
213.	Does not demonstrate appropriate care and handling of others' property . . . . .	.622
214.	Does not demonstrate appropriate use of school-related materials . . . . .	.625
215.	Is not honest . . . . .	.628
216.	Is not truthful . . . . .	.632
217.	Does not consider the consequences of his/her behavior . . . . .	.634
218.	Does not follow classroom rules . . . . .	.636
219.	Does not follow the rules of games . . . . .	.638
220.	Does not follow rules . . . . .	.642
221.	Does not play or work quietly . . . . .	.645
222.	Does not stay in an assigned area for the specified time period . . . . .	.648
223.	Steals or forcibly takes things from other students, teachers, the school building, etc. . . . .	.651
224.	Steals by deceit . . . . .	.654
225.	Has been arrested for breaking and entering into a house, building, or car . . . . .	.658
226.	Leaves seat or assigned area without permission . . . . .	.662
227.	Has used a weapon during a fight . . . . .	.665
228.	Is not dependable . . . . .	.668
229.	Does not take care of personal property . . . . .	.671
230.	Stays out at night despite parental prohibitions . . . . .	.674
231.	Does not take responsibility for his/her own actions . . . . .	.677
232.	Uses obscene or profane language . . . . .	.679
233.	Does not use supplies or operate equipment and machinery safely. . . . .	.683

## **L. Social Interactions**

### **Behavior**

#### **Number**

234.	Does not participate in extracurricular activities . . . . .	.686
235.	Interrupts others. . . . .	.689



236.	Disturbs others . . . . .	.692
237.	Does not interact appropriately with one other person . . . . .	.694
238.	Intrudes on others . . . . .	.697
239.	Has little or no interaction with peers. . . . .	.701
240.	Does not display the appropriate social interaction with strangers, acquaintances, close friends, family, etc. . . . .	.704
241.	Has little or no interaction with teachers . . . . .	.707
242.	Does not adjust or has difficulty adjusting behavior to the expectations of different situations . . . . .	.710
243.	Does not adjust behavior to the expectations of community situations. . . . .	.715
244.	Does not adjust his/her behavior to the demands of the social situation . . . . .	.718
245.	Makes up excuses to avoid social situations or activities that are new or different for him/her . . . . .	.721
246.	Does not interact appropriately with a peer(s) in nonacademic situations . . . . .	.723
247.	Does not demonstrate the ability to determine the appropriate duration of interaction for the situation . . . . .	.725
248.	Does not engage in a variety of leisure and recreational interests . . . . .	.727
249.	Fails to demonstrate a sense of humor when appropriate . . . . .	.730
250.	Does not find necessary locations in the community . . . . .	.732
251.	Does not initiate activities appropriate for the situation . . . . .	.734
252.	Does not respond appropriately to redirection in social situations . . . . .	.737

**III. Forms . . . . .739**

# I. *Behavior Intervention Manual*

The *Behavior Intervention Manual* (BIM) is a compilation of goals, objectives, and intervention strategies for 253 behaviors grouped by categories. It is designed to respond to the most typical behavior problems exhibited by students in educational settings. The interventions are appropriate for any student engaging in the selected behaviors. The student need not be identified as behaviorally disordered/emotionally disturbed or handicapped in anyway. The appropriateness of the interventions relates directly to the behavior problem and not to classification labels. The interventions selected reflect positive teacher behavior, contribute to a positive classroom atmosphere, and have been proven to contribute to student success in the educational environment. All interventions included have been found to be successful by administrators, teachers, aides, counselors, parents, and other persons intent on helping students.

The interventions contained in this manual represent solutions which are both preventive and reactive. Preventive interventions are environmental modifications used to reduce variables (e.g., noise, movement, another student, etc.) which may stimulate problem behavior. Reactive interventions “teach” the student more appropriate ways to deal with his/her behavior. These strategies include increased self-control, problem-solving skills, etc.

Some interventions in this manual apply to most students and should be implemented first to provide a more general approach to problem reduction. Other interventions are more specific and should be individually selected for a student based on the appropriateness of the intervention for that student and the situation.

Professional judgment should guide the choice of interventions for any particular student. The student’s age, gender, grade level, local community standards, and handicap, if one exists, are all to be considered in selecting appropriate intervention strategies.

For any behavior problem exhibited by students, it will be of value to assess the extent to which institutional variables influence the behavior and possibly contribute to the problem. Limited supervision in play areas, hallways, and during extracurricular activities, as well as arbitrary groups and seating arrangements are examples of factors which are inherent in the educational setting and often contribute to problem behavior. As a first step in improving unsuccessful or inappropriate behavior, institutional variables should be evaluated and reduced. To appropriately respond to individual situations, all related variables in the educational setting which influence student behavior problems should be identified and considered when choosing appropriate interventions to facilitate a student’s success. In order not to overlook any historical or contemporary determinants of behavior, other variables to consider are vision, hearing, general health, nutrition, and family case history.

The goals and objectives in this manual were developed to serve as examples which may be used in writing IEPs. Criteria for measuring the success of the student’s attainment of the goals and objectives must be determined by those professional educators and parents who are aware of the student’s current abilities and program recommendations.

Interventions may be chosen by a team of professionals, a special educator in a self-contained class or functioning in a resource or consultant capacity, or by a regular education teacher. The interventions have been found appropriate for special education, as well as regular education classroom environments.

Use of the same interventions in all settings by all teachers and instructional personnel working with the student facilitates the likelihood of student success in the educational environment. The interventions included in this manual are appropriate for all educational environments and lend themselves particularly well to creating continuity across all the educational settings in which the student functions.

## II. Goals, Objectives, and Interventions

### 1 Has difficulty asking for assistance or clarification, when necessary, after receiving directions and/or attempting work independently

#### Goal:

1. The student will ask for assistance when appropriate.

#### Objectives:

1. The student will determine when assistance is required in \_\_\_\_\_ out of \_\_\_\_\_ trials.
2. The student will ask questions in order to obtain additional information during structured classroom activities in \_\_\_\_\_ out of \_\_\_\_\_ trials.
3. The student will ask questions in order to obtain additional information during everyday activities in \_\_\_\_\_ out of \_\_\_\_\_ trials.
4. The student will demonstrate the ability to determine if the answer he/she received to a question is adequate with \_\_\_\_\_% accuracy.
5. The student will demonstrate the ability to ask a question on \_\_\_\_\_ out of \_\_\_\_\_ trials.
6. The student will ask for assistance during structured classroom time \_\_\_\_\_ out of \_\_\_\_\_ trials.
7. The student will ask for assistance during everyday activities on \_\_\_\_\_ out of \_\_\_\_\_ trials.
8. The student will ask for assistance only when necessary when performing tasks on \_\_\_\_\_ out of \_\_\_\_\_ trials.

#### Interventions:

**1.** Reinforce the student for seeking assistance rather than remaining inactive: (a) give the student a tangible reward (e.g., classroom privileges, line leading, passing out materials, five minutes free time, etc.) or (b) give the student an intangible reward (e.g., praise, handshake, smile, etc.).

**2.** Reinforce the student for performing assignments independently.

**3.** Speak to the student to explain (a) what he/she is doing wrong (e.g., sitting and waiting doing nothing, etc.) and (b) what he/she should be doing (e.g., beginning an activity, asking for assistance if necessary, etc.).

**4.** Establish classroom rules:

- Work on-task.
- Work quietly.
- Request assistance when needed.
- Remain in your seat.
- Finish task.
- Meet task expectations.

Review rules often. Reinforce students for following the rules.

**5.** Reinforce those students in the classroom who find things to do, remain active, ask for assistance, etc.

**6.** Reinforce the student for seeking assistance when appropriate based on the number of times he/she can be successful. As the student demonstrates success, gradually increase the number of times required for reinforcement.

**7.** Write a contract with the student specifying what behavior is expected (e.g., seeking assistance when needed, etc.) and what reinforcement will be made available when the terms of the contract have been met.

**8.** Communicate with the parents (e.g., notes home, phone calls, etc.) to share information concerning the student's progress. The parents may reinforce the student at home for remaining active and seeking assistance at school.

**9.** Choose a peer to model seeking assistance when appropriate for the student.

# BEHAVIOR CHECKLIST

Date: \_\_\_\_\_

Name of student: \_\_\_\_\_ Birthdate: \_\_\_\_\_ Age: \_\_\_\_\_ Gender: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Observed by: \_\_\_\_\_

Observer's position: \_\_\_\_\_ Student known to observer: \_\_\_\_\_ (from) \_\_\_\_\_ (to)

Length of time each day with student: \_\_\_\_\_ (hours) \_\_\_\_\_ (minutes)

TO OBSERVER: Check each behavior you have observed the student demonstrate during the past month.

- | ACADEMIC PERFORMANCE/<br>FUNCTIONAL ACADEMICS                                                                                                                              |                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> 1. Has difficulty asking for assistance or clarification, when necessary, after receiving directions and/or attempting work independently         | <input type="checkbox"/> 11. Rushes through activities or assignments with little or no regard to accuracy, quality, or neatness                             |
| <input type="checkbox"/> 2. Fails to perform tasks or assignments independently                                                                                            | <input type="checkbox"/> 12. Does not complete assignments within a specified time period                                                                    |
| <input type="checkbox"/> 3. Does not demonstrate the ability to follow a routine                                                                                           | <input type="checkbox"/> 13. Demonstrates difficulty or reluctance in beginning tasks                                                                        |
| <input type="checkbox"/> 4. Does not demonstrate appropriate behavior in an academic group setting                                                                         | <input type="checkbox"/> 14. Does not follow directions, written or verbal, related to academic tasks                                                        |
| <input type="checkbox"/> 5. Is reluctant to attempt new assignments or tasks                                                                                               | <input type="checkbox"/> 15. Does not remain on-task for the required length of time                                                                         |
| <input type="checkbox"/> 6. Begins an assignment or activity before receiving or reading complete directions or instructions or fails to follow directions or instructions | <input type="checkbox"/> 16. Fails to complete homework assignments and return them to school                                                                |
| <input type="checkbox"/> 7. Blurts out answers without being called on                                                                                                     | <input type="checkbox"/> 17. Refuses or fails to complete class assignments or homework                                                                      |
| <input type="checkbox"/> 8. Cheats                                                                                                                                         | <input type="checkbox"/> 18. Does not wait appropriately for assistance from an instructor                                                                   |
| <input type="checkbox"/> 9. Does not complete assignments or tasks during the time provided                                                                                | <input type="checkbox"/> 19. Performs classroom tests, quizzes, or tasks at a failing level                                                                  |
| <input type="checkbox"/> 10. Does not complete assignments with at least minimal accuracy                                                                                  | <input type="checkbox"/> 20. Performs daily academic tasks or homework at a failing level                                                                    |
|                                                                                                                                                                            | <input type="checkbox"/> 21. Does not make the most appropriate decisions or choices based on information available and a consideration of probable outcomes |

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