

TEACHER REPORT

Student Behavior and Work Habits

Circle the number that best describes the student's overall behavior and work habits.

1. Cooperates with peers and adults.

0	1	2	3
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- 3 Child works cooperatively, using effective negotiating skills almost always
- 2 Child works cooperatively most of the time, but shows minor indications of resistance
- 1 Child shows resistance to cooperating, needs multiple prompts to negotiate group tasks
- 0 Child does not cooperate with others during group tasks

2. Actively engages in meaningful conversations.

0	1	2	3
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- 3 Child frequently initiates conversation by asking questions, sharing information.
- 2 Child initiates conversation on occasion or is engaged through eye contact, talking, or smiling.
- 1 Child does not initiate conversation, is slow to warm up.
- 0 Child ignores conversational remarks (social bids), even in positive situations.

3. Modulates and regulates self-control.

0	1	2	3
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- 3 Child is highly self-regulated; very seldom becomes sad, frustrated, OR silly.
- 2 Child sometimes becomes sad, frustrated, OR silly, but quickly calms without help from others.
- 1 Child sometimes becomes sad, frustrated, OR silly, and needs prompts to calm down.
- 0 Child becomes very sad, frustrated OR silly, and has difficulty regaining self-control even when prompted.

4. Is attentive to instructions and tasks.

0	1	2	3
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- 3 Child is able to concentrate and persist with a given task or during instructions/demonstrations, even with distractions or towards the end.
- 2 Child is occasionally distracted, but generally attentive and persistent; does not usually require prompts from teacher.
- 1 Child is easily and frequently distracted, requires multiple prompts from teacher.
- 0 Child is not able to concentrate or persist on teacher-directed activities/tasks.

5. Executes tasks carefully, demonstrating forethought and interest in accuracy.

0	1	2	3
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- 3 Child appears to consider instructions and plan task before beginning.
- 2 Child usually waits for instructions and is generally careful, but may become unfocused/careless at the end of an activity or task.
- 1 Child is often careless and needs frequent reminders to "wait until I say..." before beginning tasks/activities.
- 0 Child misses many of the instructions and/or is frequently haphazard and unfocused when participating in activities and tasks.

6. Accepts teacher guidance.

0	1	2	3
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- 3 Child responds to the teachers interjections positively; attempts to follow "new" instructions.
- 2 Child generally complies with teachers' instructions, but needs prompting.
- 1 Child seems slow to comply; one wonders if he/she heard the directive.
- 0 Child hears requests, but either fails to respond or responds inappropriately.

7. Exhibits confidence in practicing mastered skills and/or learning new skills.

0	1	2	3
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- 3 Child shows confidence by comments such as "I know this one"; child is willing/eager.
- 2 Child is diligent, straightforward in answering questions, but waits for instructions/guidance; does not initiate.
- 1 Child is often hesitant or asks questions that indicate a lack of confidence.
- 0 Child shows hesitation or reluctance on easy tasks gives up easily (e.g., "I can't do this").

8. Shows pleasure in accomplishment and active task mastery.

0	1	2	3
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- 3 Child appears happy after completing tasks correctly; may show excited body movements (e.g., "alright!" clapping).
- 2 Child appears somewhat pleased after completing tasks correctly.
- 1 Child does not seem to care whether he/she got the tasks right or not.
- 0 Child makes negative comment or negative expression when completing tasks, even when done correctly