

# Hancock County Schools

## Behavioral Observation

Student Name \_\_\_\_\_ Date \_\_\_\_\_ Completed By \_\_\_\_\_

Delayed Skill/Instructional Need	0=No Delay/Deficit	1=Mild Delay/Deficit	2=Moderate Delay/Deficit	3=Significant Delay/Deficit
<b>Attention/Concentration</b>				
Sustains attention; Ignores distractions as needed				
Has appropriate long term memory; Retains skills learned				
Has appropriate short term memory; Retains and follows directions given				
Appropriately organizes school materials				
Able to work independently on ability level tasks				
Follows through to complete in-class assignments				
Follows through to complete homework assignments				
<b>Hyperactivity/Impulsivity</b>				
Able to stay in seat or assigned spot when needed				
Keeps hands/feet from distraction				
Thinks before acting; Understands and considers consequences of behavior				
Waits appropriately for a turn or for help				
Waits appropriately to be called on; Refrains from interrupting				
Respects the learning of others; Refrains from distracting or bothering others				
Controls talking; Observes appropriate voice-level rules; Rambles				

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<b>Socialization/Emotional Control</b>				
Demonstrates appropriate academic confidence for ability level				
Handles difficult tasks/frustration without crying, yelling, acting out				
Socializes appropriately with peers; Has friends				
Demonstrates appropriate social confidence for age/grade				
Handles difficult tasks/frustration without making somatic complaints (e.g., headaches; asks to see the nurse)				
<b>Respect for Adults/Peers</b>				
Compliant with adult/teacher directions				
Able to express differences of opinion without being disrespectful/argumentative				
Able to hand anger appropriately				
Understands and abides by "No Bullying" policies (does not tease, taunt, or threaten others)				
Keeps hands and feet to self (does not hit, kick, or otherwise hurt others)				
Can appropriately accept responsibility for mistakes (e.g., level changes or other consequences)				
Is spiteful and vindictive				
<b>Sensory Difficulties</b>				
My child is overly sensitive to stimulation, overreacts to or does not like touch, noise, smells, etc.				
My child has difficulty performing or avoids fine motor tasks such as handwriting.				
My child appears clumsy and stumbles often, slouches in chair.				
Craves rough housing, tackling/wrestling games.				
<b>Social Interaction/Play/Social Skills</b>				
Does not initiate appropriate eye contact with speaker.				
Does not maintain eye contact for social interaction.				
Displays little or no emotion (excitement, happiness, sadness, smile, frown).				

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Does not initiate or respond to social gestures (wave, point, nod head).				
Does not spontaneously seek to share enjoyment or interests with others.				
Does not engage in imaginative play at developmental level.				
Engages in parallel play (along side of others).				
Use objects or toys for other than their intended purpose.				
Little or no interaction with peers to reciprocate social interactions/play.				
Misses social and environmental cues.				
<b>Communication Skills</b>				
Uses gestures, pictures, symbols or signs in place of words.				
Does not use words, phrases, or sentences to express thoughts.				
Does not use developmentally appropriate language.				
Unable to appropriately answer questions posed by peers and adults.				
Has difficulty in maintaining conversation on interactive level.				
Has limited ability to discuss a topic other than one of own interest.				
Has atonal, flat, and unusual quality of speech.				
Demonstrates echolalia (repetitive, non-functional speech).				
Cannot use pronouns appropriately.				
Does not respond when called by name.				
<b>Restricted/Repetitive Interests or Behaviors</b>				
Exhibits restricted/intense preoccupation with one or more areas of interest.				
Unable to follow a variety of routines.				
Difficulty in transitioning within an activity or to a new activity.				
Fixates on routines or rituals that appear to be nonfunctional.				

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Does not use objects for their intended purpose.				
Engages in repetitive behaviors (hand flapping, twirling, whirling, etc.)				
Exhibits stiff body posture or unusual gait.				
Fixates on parts of objects rather than the whole.				
Follows a self-restricted diet (i.e. will only eat certain foods).				
<b>Mood</b>				
Child seems or looks sad				
Child is irritable				
Child seems anxious/worried				
Child has lost interest in formerly enjoyable activities				