Skill-Based Behavior Rating Scales

Student Name: ____________________________  Date: _______________

Teacher: ________________________________

To the teacher: Please mark any item below if it is of concern (✓). Please mark a (+) if this is a strength for the student. Leave blank if it is an average skill.

___ Completes homework on time  ___ Gets along with peers
___ Finishes assigned tasks  ___ Seems accepted by peer group
___ Completes make-up work if required  ___ Has one or more close friends
___ Prepares for tests  ___ Joins groups
___ Follows directions in class  ___ Actively participates in group activities
___ Stays on task despite distractions  ___ Respectful to others’ belongings
___ Participates in group/class discussion  ___ Prefers to play/work alone
___ Is attentive in class  ___ Avoids social interactions
___ Brings proper materials to class  ___ Picks on or bullies other children
___ Follows written directions independently  ___ Pays attention to details
___ Begins assignments independently and promptly  ___ Makes careless mistakes
___ Works at an appropriate pace  ___ Difficulty with sustained attention
___ Completes work within reasonable time limits  ___ Fails to finish tasks
___ Asks for help when needed  ___ Keeps materials and desk organized
___ Follows class rules  ___ Avoids difficult tasks requiring continued attention
___ Is on time  ___ Loses assignments or materials
___ Puts forth adequate effort  ___ Excessive daydreaming
___ Persists on difficult tasks  ___ Is easily distracted by objects or noises in the classroom
___ Becomes frustrated/angry easily  ___ Forgetful in daily activities
___ Talks back to teachers  ___ Fidgets/is restless
___ Argues with peers  ___ Moves around/leaves seat when being seated is expected
___ Demands must be met quickly  ___ Is constantly moving
___ Mood changes quickly  ___ Difficulty engaging in tasks quietly
___ Accepts consequences without complaining  ___ Seems “on the go”
___ Takes responsibility for own mistakes  ___ Blurs out answers before the question is finished
___ Demonstrates appropriate behavior in less-structured settings, (ex. PE, art, music, hallway)  ___ Talks excessively
___ Generally happy and in a good mood  ___ Interrupts others’ conversations or activities
___ Responds positively to teacher praise  ___ Seems tired/reports lack of sleep
___ Is motivated by incentives  ___ Waits turn
___ Worries excessively  ___ Is impulsive
___ Seems anxious/on-edge  ___ Transitions smoothly from one activity to another
___ Is easily embarrassed  ___ Keeps hands and feet to self
___ Seems sorry for mistakes  ___ Able to control temper
___ Gets along with teachers/adults  ___ Gets along with peers
___ Puts forth adequate effort  ___ Has one or more close friends
___ Persists on difficult tasks  ___ Joins groups
___ Becomes frustrated/angry easily  ___ Actively participates in group activities
___ Talks back to teachers  ___ Is respectful to others’ belongings
___ Argues with peers  ___ Prefers to play/work alone
___ Demands must be met quickly  ___ Avoids social interactions
___ Mood changes quickly  ___ Picks on or bullies other children
___ Accepts consequences without complaining  ___ Pays attention to details
___ Takes responsibility for own mistakes  ___ Makes careless mistakes
___ Demonstrates appropriate behavior in less-structured settings, (ex. PE, art, music, hallway)  ___ Difficulty with sustained attention
___ Generally happy and in a good mood  ___ Fails to finish tasks
___ Responds positively to teacher praise  ___ Keeps materials and desk organized
___ Is on time  ___ Avoids difficult tasks requiring continued attention
___ Puts forth adequate effort  ___ Loses assignments or materials
___ Persists on difficult tasks  ___ Excessive daydreaming
___ Becomes frustrated/angry easily  ___ Is easily distracted by objects or noises in the classroom
___ Talks back to teachers  ___ Forgetful in daily activities
___ Argues with peers  ___ Fidgets/is restless
___ Demands must be met quickly  ___ Moves around/leaves seat when being seated is expected
___ Mood changes quickly  ___ Is constantly moving
___ Accepts consequences without complaining  ___ Difficulty engaging in tasks quietly
___ Takes responsibility for own mistakes  ___ Seems “on the go”
___ Demonstrates appropriate behavior in less-structured settings, (ex. PE, art, music, hallway)  ___ Blurs out answers before the question is finished
___ Generally happy and in a good mood  ___ Talks excessively
___ Responds positively to teacher praise  ___ Interrupts others’ conversations or activities
___ Is motivated by incentives  ___ Seems tired/reports lack of sleep
___ Worries excessively  ___ Waits turn
___ Seems anxious/on-edge  ___ Is impulsive
___ Is easily embarrassed  ___ Transitions smoothly from one activity to another
___ Seems sorry for mistakes  ___ Able to control temper
___ Gets along with teachers/adults  ___ Gets along with peers
___ Puts forth adequate effort  ___ Has one or more close friends
___ Persists on difficult tasks  ___ Joins groups
___ Becomes frustrated/angry easily  ___ Actively participates in group activities
___ Talks back to teachers  ___ Respectful to others’ belongings
___ Argues with peers  ___ Prefers to play/work alone
___ Demands must be met quickly  ___ Avoids social interactions
___ Mood changes quickly  ___ Picks on or bullies other children
___ Accepts consequences without complaining  ___ Pays attention to details
___ Takes responsibility for own mistakes  ___ Makes careless mistakes
___ Demonstrates appropriate behavior in less-structured settings, (ex. PE, art, music, hallway)  ___ Difficulty with sustained attention
___ Generally happy and in a good mood  ___ Fails to finish tasks
___ Responds positively to teacher praise  ___ Keeps materials and desk organized
___ Is on time  ___ Avoids difficult tasks requiring continued attention
___ Puts forth adequate effort  ___ Loses assignments or materials
___ Persists on difficult tasks  ___ Excessive daydreaming
___ Becomes frustrated/angry easily  ___ Is easily distracted by objects or noises in the classroom
___ Talks back to teachers  ___ Forgetful in daily activities
___ Argues with peers  ___ Fidgets/is restless
___ Demands must be met quickly  ___ Moves around/leaves seat when being seated is expected
___ Mood changes quickly  ___ Is constantly moving
___ Accepts consequences without complaining  ___ Difficulty engaging in tasks quietly
___ Takes responsibility for own mistakes  ___ Seems “on the go”
___ Demonstrates appropriate behavior in less-structured settings, (ex. PE, art, music, hallway)  ___ Blurs out answers before the question is finished
___ Generally happy and in a good mood  ___ Talks excessively
___ Responds positively to teacher praise  ___ Interrupts others’ conversations or activities
___ Is motivated by incentives  ___ Seems tired/reports lack of sleep
___ Worries excessively  ___ Waits turn
___ Seems anxious/on-edge  ___ Is impulsive
___ Is easily embarrassed  ___ Transitions smoothly from one activity to another
___ Seems sorry for mistakes  ___ Able to control temper
___ Gets along with teachers/adults  ___ Gets along with peers
___ Puts forth adequate effort  ___ Has one or more close friends
___ Persists on difficult tasks  ___ Joins groups
___ Becomes frustrated/angry easily  ___ Actively participates in group activities
___ Talks back to teachers  ___ Respectful to others’ belongings
___ Argues with peers  ___ Prefers to play/work alone
___ Demands must be met quickly  ___ Avoids social interactions
___ Mood changes quickly  ___ Picks on or bullies other children
___ Accepts consequences without complaining  ___ Pays attention to details
___ Takes responsibility for own mistakes  ___ Makes careless mistakes
___ Demonstrates appropriate behavior in less-structured settings, (ex. PE, art, music, hallway)  ___ Difficulty with sustained attention
___ Generally happy and in a good mood  ___ Fails to finish tasks
___ Responds positively to teacher praise  ___ Keeps materials and desk organized
___ Is on time  ___ Avoids difficult tasks requiring continued attention
___ Puts forth adequate effort  ___ Loses assignments or materials
___ Persists on difficult tasks  ___ Excessive daydreaming
___ Becomes frustrated/angry easily  ___ Is easily distracted by objects or noises in the classroom
___ Talks back to teachers  ___ Forgetful in daily activities
___ Argues with peers  ___ Fidgets/is restless
___ Demands must be met quickly  ___ Moves around/leaves seat when being seated is expected
___ Mood changes quickly  ___ Is constantly moving
___ Accepts consequences without complaining  ___ Difficulty engaging in tasks quietly
___ Takes responsibility for own mistakes  ___ Seems “on the go”
___ Demonstrates appropriate behavior in less-structured settings, (ex. PE, art, music, hallway)  ___ Blurs out answers before the question is finished
___ Generally happy and in a good mood  ___ Talks excessively
___ Responds positively to teacher praise  ___ Interrupts others’ conversations or activities
___ Is motivated by incentives  ___ Seems tired/reports lack of sleep
___ Worries excessively  ___ Waits turn
___ Seems anxious/on-edge  ___ Is impulsive
___ Is easily embarrassed  ___ Transitions smoothly from one activity to another
___ Seems sorry for mistakes  ___ Able to control temper
___ Gets along with teachers/adults

To what degree does the child’s behavior impede his/her learning or that of others in your classroom?

☐ No impact  ☐ Some impact  ☐ Significant impact