



Miami-Dade County Public Schools - Miami, Florida
 Division of Special Education
OBSERVATION OF STUDENT BEHAVIORS

Student's Name: _____ Birthdate: _____
 School: _____ Grade: _____
 Observer: _____ Subject: _____ Date of Completion: _____

		0%	1-10%	11-30%	31-50%	Over 50%
I.	ATTENDING BEHAVIORS	Never	Seldom	Sometimes	Often	Excessively
	Seems to have difficulty staying in seat.					
	Does not complete tasks.					
	Has short attention span.					
	Is easily distracted.					
	Appears to daydream.					
	Exhibits impulsive behavior (blurts out, etc.).					
	Appears hyperactive/overactive.					

COMMENTS: _____

		0%	1-10%	11-30%	31-50%	Over 50%
II.	INTERPERSONAL BEHAVIORS	Never	Seldom	Sometimes	Often	Excessively
	Tries to dominate others.					
	Is easily led, influenced by others.					
	Prefers solitary activity.					
	Avoids competitive activities.					
	Avoids verbal communication.					
	Does not participate in class activities.					
	Is ridiculed by peers.					
	Is ignored by peers.					
	Sexually aggressive toward other students.					
	Physically aggressive, hits/kicks/bites/etc.					
	Threatens teachers/students with bodily harm.					

COMMENTS: _____

		0%	1-10%	11-30%	31-50%	Over 50%
III.	DISRUPTIVE/INAPPROPRIATE BEHAVIORS	Never	Seldom	Sometimes	Often	Excessively
	Exhibits perseverating/repetitive behaviors (rocking, tapping, etc.).					
	Has temper tantrums.					
	Exhibits self-injurious behavior (specify below).					
	Uses profane language.					
	Lacks self-control (specify below).					
	Cries inappropriately.					
	Demonstrates moods.					
	Takes things belonging to others.					
	Makes untrue statements.					
	Is destructive (specify below).					

COMMENTS: _____

Student's Name: _____ School: _____

		0%	1-10%	11-30%	31-50%	Over 50%
IV. INDICATORS OF ANXIETY		Never	Seldom	Sometimes	Often	Excessively
	Appears nervous, jumpy.					
	Seems to worry.					
	Seems unhappy.					
	Appears to stutter.					
	Reluctant to speak in group situations.					
	Seems tense, unable to relax.					
	Seems easily frustrated and confused.					
	Appears self-conscious, easily embarrassed, shy.					
	Manifests fear of school (specify below).					
	Bites fingernails, sucks thumb/fingers.					
	Compulsive talker.					

COMMENTS: _____

		0%	1-10%	11-30%	31-50%	Over 50%
V. COGNITIVE SKILLS/PERCEPTUAL MOTOR		Never	Seldom	Sometimes	Often	Excessively
	Has difficulty copying from chalkboard.					
	Has difficulty reproducing drawings, letters, numbers or written words.					
	Exhibits poor gross motor skills (specify below).					
	Seems to have difficulty with visual tracking: skips lines, words, word endings, etc. (specify below).					
	Exhibits poor perception of spatial relationships (letter/number reversals, spacing).					
	Has difficulty remembering (specify below).					

COMMENTS: _____

		0%	1-10%	11-30%	31-50%	Over 50%
VI. PSYCHO-PHYSIOLOGICAL		Never	Seldom	Sometimes	Often	Excessively
	Has need to use bathroom excessively.					
	Speaks unclearly in native language.					
	Exaggerates physical complaints (headaches, stomach aches, etc.).					
	Rubs eyes, eyelids/eyes inflamed.					
	Holds material close to face.					
	Turns head to one side listening/working.					
	Wets clothes.					
	Exhibits muscle spasms (twitches/ticks).					
	Becomes ill when upset or frustrated.					

COMMENTS: _____

Student's Name: _____ School: _____

		0%	1-10%	11-30%	31-50%	Over 50%
VII.	EARLY SEIZURE IDENTIFICATION	Never	Seldom	Sometimes	Often	Excessively
	Rapid blinking or rolling of eyes.					
	Periods of "day dreaming", dazed behavior or blank staring.					
	Picking of clothes, mumbling, chewing or random movements while acting dazed.					
	Head nodding.					
	Memory gaps.					
	Sudden fear, anger or panic.					
	Muscle jerks or sudden falls.					
	Inability to communicate for a short time.					
	Repeated movements that look unnatural.					

COMMENTS: _____

Additional Information:

		0%	1-10%	11-30%	31-50%	Over 50%
VIII.	SELF-CONCEPT	Never	Seldom	Sometimes	Often	Excessively
	Appears to lack self-confidence.					
	Exhibits feeling of inferiority.					
	Exhibits feeling of superiority.					
	Appears to lack motivation.					
	Needs praise and encouragement.					
	Demands attention from teacher.					
	Demands attention from peers.					
	Demonstrates pervasive expectation of failure.					
	Prefers tasks considerably below instructional level.					
	Selects overly difficult classroom tasks.					

COMMENTS: _____

Additional Information:

Student's Name: _____ School: _____

IX. SPEAKER OF LANGUAGE(S) OTHER THAN ENGLISH	0% Never	1-10% Seldom	11-30% Sometimes	31-50% Often	Over 50% Excessively
A. SOCIAL LANGUAGE					
Points to classroom items upon command.					
Follows classroom directions.					
Exchanges common greetings.					
Initiates and maintains a social conversation.					
Gives classroom commands to peers.					
Orally participates in group activities.					
Appears self-conscious about his/her speaking skills.					
Uses voice intonation, stress and pauses appropriately.					

COMMENTS: _____

B. ACADEMIC LANGUAGE	0% Never	1-10% Seldom	11-30% Sometimes	31-50% Often	Over 50% Excessively
Follows specific directions for academic tasks.					
Understands vocabulary for academic tasks.					
Understands teacher's discussion, related to topics.					
Asks/answers specific questions about the topic being discussed.					
Asks for clarification.					
Volunteers to answer questions related to the subject.					
Follows along during oral reading activities.					
Understands reading as a process; is able to integrate words into meaningful sentences.					
Experiments with writing by drawing, copying and inventing own spelling.					
Is able to convey information through written expression, using the correct mechanisms of writing.					

COMMENTS: _____

X. ACADEMIC PERFORMANCE

	Grade Level*	Instrument	Date
Reading:			
Decoding	_____		
Comprehension	_____		
Arithmetic:			
Computation	_____		
Application	_____		
Language Ability:			
Verbal	_____		
Written	_____		
Teacher's Signature: _____ Date: _____			

*Teachers, please provide the best estimate of academic achievement in the student's native language, and in English, FOR ALL

Based upon your experiences with this pupil, do you believe a significant discrepancy exists between this pupil's ability and his achievement?
 Circle One: Yes No

If yes, please explain:

Recent Home/Environmental Changes:

