

## Observation Checklists to Determine How Students are Struggling and Assign Appropriate Supports

Goal Areas	Characteristics	Notes
Adapt	<p>Worry and anxiety:</p> <ul style="list-style-type: none"> <li>• Worries about everyday things for at least six months, even if there is little or no reason to worry about them</li> <li>• Is unable to control constant worries</li> <li>• Knows that he or she worries much more than he or she should</li> <li>• Is unable to relax</li> <li>• Has a hard time concentrating</li> <li>• Is easily startled</li> <li>• Has trouble falling asleep or staying asleep</li> <li>• Seems stuck on a topic or issue</li> <li>• Restarts assignments repeatedly</li> </ul> <p>Melancholy:</p> <ul style="list-style-type: none"> <li>• Has feelings of hopelessness, pessimism, or both</li> <li>• Has feelings of guilt, worthlessness, helplessness, or all of these</li> <li>• Has persistent sad, anxious, or “empty” feelings</li> <li>• Displays irritability or restlessness</li> <li>• Shows a loss of interest in activities or hobbies once pleasurable</li> <li>• Has fatigue and decreased energy</li> <li>• Has difficulty concentrating, remembering, or making decisions</li> <li>• Falls asleep often</li> <li>• Complains of persistent aches or pains</li> <li>• Has frequent complaints of body aches in many areas (head, stomach, extremities) that have been investigated but not proven</li> <li>• Overeats or has a loss of appetite</li> <li>• Has thoughts of suicide</li> <li>• Is quick to react with anger or sadness</li> <li>• Often yells or shuts down when frustrated</li> <li>• Becomes frustrated easily</li> <li>• Requires lots of one-on-one attention</li> <li>• Has frequent emotional instability</li> <li>• Cries frequently over what appears to be small things (lost place in line, wrong answer)</li> <li>• Writes or tells of problems and reports in stories that they are upset</li> <li>• Frequently puts head down</li> <li>• Does little work or gives little effort</li> <li>• Has difficulty taking praise or criticism</li> </ul>	

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Adapt	<p>Bodily symptoms:</p> <ul style="list-style-type: none"> <li>• Has fatigue for no reason</li> <li>• Has headaches</li> <li>• Has muscle tension and aches</li> <li>• Has difficulty swallowing</li> <li>• Trembles or twitches</li> <li>• Is irritable</li> <li>• Sweats</li> <li>• Has hot flashes</li> <li>• Has nausea</li> <li>• Feels lightheaded</li> <li>• Feels out of breath</li> <li>• Has to go to the bathroom often</li> </ul> <p>Appearance and conduct:</p> <ul style="list-style-type: none"> <li>• Has red face</li> <li>• Appears flushed or tense</li> <li>• Has heavy breathing</li> <li>• Grimaces</li> <li>• Mutters or grumbles</li> <li>• Cries and refuses to work</li> <li>• Lashes out physically</li> <li>• Bites nails or lips, tugs at hair, taps feet or hands, or displays other nervous habits</li> </ul>	
Attend	<p>Attentiveness:</p> <ul style="list-style-type: none"> <li>• Daydreams—looks out window or around the room, looks past the teacher or other students</li> <li>• Draws or does other tactile activities while the teacher presents a lesson</li> <li>• Sleeps</li> <li>• Has difficulty completing assignments</li> <li>• Often fails to give close attention to details or makes careless mistakes</li> <li>• Is forgetful</li> <li>• Is frequently late</li> </ul> <p>Distractedness:</p> <ul style="list-style-type: none"> <li>• Plays with things in desk</li> <li>• Has difficulty sustaining attention in tasks or play activities</li> <li>• Often doesn't seem to listen when spoken to directly</li> </ul>	

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Attend	<ul style="list-style-type: none"> <li>• Often doesn't follow through on instructions, fails to finish schoolwork, or all of these</li> <li>• Often loses things necessary for tasks or activities</li> <li>• Is easily distracted</li> </ul> <p>Attention seeking:</p> <ul style="list-style-type: none"> <li>• Asks teacher questions that are geared toward being given the answer rather than seeking direction</li> <li>• Always needs to be around others to work</li> <li>• Needs lots of one-on-one attention</li> <li>• Gives many excuses</li> <li>• Has at-risk home environment (homeless, poverty, chronic illness, abuse)</li> </ul> <p>Attention to detail:</p> <ul style="list-style-type: none"> <li>• Has difficulty organizing tasks and activities</li> <li>• Often avoids or is reluctant to engage in tasks that require sustained mental effort</li> </ul>	
Believe	<p>Interpersonal skills:</p> <ul style="list-style-type: none"> <li>• Has difficulty making or maintaining friendships</li> <li>• Interacts poorly with others</li> <li>• Plays alone</li> <li>• Frequently argues or fights with others</li> <li>• Is unable to take a genuine compliment</li> <li>• Lacks friends</li> </ul> <p>Appropriateness:</p> <ul style="list-style-type: none"> <li>• Displays inappropriate behaviors</li> <li>• Makes inappropriate comments</li> <li>• Doesn't interact with other children in age-appropriate ways</li> </ul> <p>Emotional coping:</p> <ul style="list-style-type: none"> <li>• Displays emotions that are not appropriate to the situation</li> <li>• Exhibits perfectionist tendencies that interfere with social or academic progress</li> <li>• Is sensitive; easily has feelings hurt over little things or things that are not directed toward the student</li> <li>• Makes negative comments about self</li> </ul> <p>Self-discipline:</p> <ul style="list-style-type: none"> <li>• Rushes through work</li> <li>• Displays a careless, or unbothered, attitude</li> <li>• Makes big plans and then fails to follow through</li> <li>• Takes on more than the student can handle</li> </ul>	

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Belong	<p>Connections:</p> <ul style="list-style-type: none"> <li>• Is not connected to, or does not have a relationship with, adults on campus</li> <li>• Is not connected to, or involved with, a club, activity, content area, sport, or other part of the school experience</li> <li>• Appears to have a lack of support outside of school</li> <li>• Lives in an at-risk environment (homeless, poverty, chronic illness, abuse)</li> </ul> <p>Follow-through:</p> <ul style="list-style-type: none"> <li>• Gives many excuses</li> <li>• Fails to consistently follow expectations for work completion</li> </ul>	
Complete and Participate	<p>Organization:</p> <ul style="list-style-type: none"> <li>• Frequently turns in assignments late</li> <li>• Is disorganized</li> <li>• Turns in assignments completed incorrectly</li> <li>• Does not utilize an organization system</li> <li>• Is forgetful</li> <li>• Is unprepared</li> </ul> <p>Self-management:</p> <ul style="list-style-type: none"> <li>• Easily loses things</li> <li>• Experiences difficulty staying on task</li> <li>• Doesn't seem to know the directions or the content</li> </ul> <p>Focus:</p> <ul style="list-style-type: none"> <li>• Acts out or clowns around</li> <li>• Puts things off</li> <li>• Has a hard time getting started</li> <li>• Has no sense of urgency</li> <li>• Creates disturbances</li> <li>• Frequently has incorrect answers</li> <li>• Makes repeated, careless mistakes</li> <li>• Prefers to focus with intensity on one task when inappropriate</li> <li>• Has incomplete assignments</li> </ul> <p>Learned helplessness:</p> <ul style="list-style-type: none"> <li>• Blames others</li> <li>• Makes excuses</li> <li>• Excessively asks for help</li> <li>• Displays inability to work independently</li> <li>• Relies on others for help or for answers</li> </ul>	

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Cooperate	<p>Environmental awareness:</p> <ul style="list-style-type: none"> <li>• Speaks out of turn</li> <li>• Makes inappropriate or humorous comments at inappropriate times</li> <li>• Yells out</li> </ul> <p>Attention seeking or task avoidance:</p> <ul style="list-style-type: none"> <li>• Tries to engage others while they are working</li> <li>• Drops things, laughs, or makes noises on purpose</li> <li>• Claims to not know what is going on</li> <li>• Bothers other students</li> <li>• Gets out of seat frequently</li> <li>• Talks to others frequently</li> <li>• Throws objects</li> <li>• Makes noises</li> <li>• Rolls on the floor</li> </ul>	
Empathize	<p>Physical or verbal respect:</p> <ul style="list-style-type: none"> <li>• Has reports from other students of student verbally or physically harassing them</li> <li>• Bullies</li> <li>• Hits, kicks, or pushes repeatedly</li> <li>• Does not seem to realize he or she has hurt others, physically or emotionally</li> </ul> <p>Anger, emotion, and energy management:</p> <ul style="list-style-type: none"> <li>• Displays intense anger</li> <li>• Loses temper frequently or has blow-ups</li> <li>• Exhibits extreme irritability</li> <li>• Displays extreme impulsiveness</li> <li>• Becomes easily frustrated</li> <li>• Yells, screams, hits, kicks</li> <li>• Lies on the floor and refuses to do what the teacher asks</li> <li>• Runs out of the room</li> <li>• Runs around the room</li> <li>• Throws things</li> <li>• Pouts</li> </ul>	

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Engage	<p>Efficacy and self-efficacy:</p> <ul style="list-style-type: none"> <li>• Has trouble learning</li> <li>• Falls behind academically</li> <li>• Has a poor sense of self</li> <li>• Isolates him- or herself socially</li> <li>• Appears sad</li> <li>• Fails to turn in work</li> <li>• Has fears such as talking in front of others, or of failing</li> <li>• Has frequent absences or frequent reports of illness</li> </ul> <p>Inattentiveness or disengagement:</p> <ul style="list-style-type: none"> <li>• Has a short attention span</li> <li>• Displays varying degrees of boredom and indifference</li> <li>• Has a careless or unbothered attitude</li> <li>• Avoids activities</li> <li>• Needs to be frequently reminded to stay on task and to remember assignments</li> <li>• Has little facial or physical affect (often looks sad and unmoved by much)</li> <li>• Does not ask questions</li> <li>• Does not volunteer</li> <li>• Does not appear to enjoy school</li> </ul>	
Monitor	<p>Responsibility for learning:</p> <ul style="list-style-type: none"> <li>• Has difficulty taking responsibility</li> <li>• Has frequent incidents</li> <li>• Blames others</li> <li>• Brags to others</li> <li>• Denies when confronted</li> </ul> <p>Management of learning:</p> <ul style="list-style-type: none"> <li>• Frequently turns in assignments late</li> <li>• Turns in assignments completed incorrectly</li> <li>• Does not utilize own organization system</li> <li>• Is forgetful</li> <li>• Easily loses things</li> <li>• Has difficulty staying on task</li> </ul>	

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Regulate	<p>Physical regulation:</p> <ul style="list-style-type: none"> <li>• Often fidgets with hands or feet or squirms in seat</li> <li>• Often leaves seat in classroom or in other situations in which he or she should remain seated</li> <li>• Has difficulty going from point A to point B</li> <li>• Often runs about or climbs excessively in situations in which it is inappropriate</li> <li>• Often has difficulty playing or engaging in leisure activities quietly</li> <li>• Is often on the go or often acts as if driven by a motor</li> <li>• Pesters other students continually</li> <li>• Moves arms, shifts body, and plays with objects</li> <li>• Moves around a lot</li> <li>• Displays frequent pencil sharpening or bathroom use</li> <li>• Fidgets in seat or when standing</li> <li>• Has trouble keeping hands to self</li> </ul> <p>Verbal and emotional regulation:</p> <ul style="list-style-type: none"> <li>• Often talks excessively</li> <li>• Needs and seeks attention from everyone</li> <li>• Appears unable to control immediate reactions or to think before he or she acts</li> <li>• Often blurts out inappropriate comments</li> <li>• Shows emotions without restraint</li> <li>• Acts without considering the consequences</li> <li>• Finds it hard to wait for things he or she wants or to take his or her turn in games</li> <li>• Seeks constant assistance</li> <li>• Gives frequent excuses</li> </ul>	
Respect	<p>Interpersonal difficulties:</p> <ul style="list-style-type: none"> <li>• Lashes out verbally at others</li> <li>• Challenges the authority of adults</li> <li>• Has difficulty interacting with others outside of small friend group</li> <li>• Seeks to control friends</li> <li>• Swears or curses</li> <li>• Has frequent reports of inappropriate words or comments from other students or staff</li> <li>• Initiates verbal conflicts</li> <li>• Only makes negative facial expressions</li> <li>• Displays a lack of common courtesy</li> </ul>	

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Respect	<ul style="list-style-type: none"> <li>• Regularly so focused on a task that he or she does not notice others</li> <li>• Challenges the authority of the adult</li> <li>• Refuses to comply with adult requests</li> <li>• Refuses to follow classroom routines</li> <li>• Has confrontations frequently</li> <li>• Doesn't follow directions when he or she receives them</li> <li>• Frequently talks back to adults</li> </ul> <p>Self-respect and self-awareness:</p> <ul style="list-style-type: none"> <li>• Projects blame onto others</li> <li>• Talks about inappropriate things, makes sexual comments, or both</li> <li>• Conducts mature or immature discussion that is not typical of his or her age</li> <li>• Denies the obvious</li> <li>• Is unable to admit a mistake</li> <li>• Has poor judgment</li> <li>• Often plays out scenes of control</li> <li>• Asks the same question over and over</li> <li>• Is inflexible in his or her emotions</li> <li>• Exhibits a poor attitude</li> <li>• Does not think highly of others</li> <li>• Is often frustrated</li> <li>• Verbally states he or she does not care, does not want to do something, or hates things</li> <li>• Looks dissatisfied all the time</li> <li>• Talks back</li> <li>• Shows frequent anger</li> </ul>	