

BEHAVIOR CHECKLIST

Twelve specific, observable behaviors, a Rarely-to-Consistently rating, and a note — not a scored point sheet. One sitting, a full week, several settings in a day, and a home version, plus a roll-up, a family update, and a filled example. Fillable PDF.

CHECKLIST Quick Single-Observation Checklist

One sitting: a class period, a transition, or any block of time you choose. Mark one rating per behavior and write what you actually saw.

STUDENT OBSERVER DATE TIME / BLOCK OBSERVED

#	BEHAVIOR	RARELY	SOMETIMES	OFTEN	CONSISTENTLY	NOTE
ATTENTION AND FOCUS						
1	Leaves seat without permission during independent work					
2	Needs a direction repeated more than once before starting a task					
3	Stops partway through an assignment without finishing it					
FOLLOWING DIRECTIONS AND TASK COMPLETION						
4	Does not begin a task until an adult is standing nearby					
5	Argues or negotiates before following a direction					
6	Needs a direction broken into smaller steps to complete it					
SOCIAL AND PEER INTERACTION						
7	Takes a peer's materials without asking first					
8	Interrupts a peer or an adult who is speaking					

CHECKLIST Week-Long Observation Checklist

The same twelve behaviors, one column per weekday. Write the rating letter (R / S / O / C) for each day a behavior was observed; leave a cell blank if that day was not observed.

STUDENT OBSERVER WEEK OF

#	BEHAVIOR	MON	TUE	WED	THU	FRI	END-OF-WEEK NOTE
ATTENTION AND FOCUS							
1	Leaves seat without permission during independent work						
2	Needs a direction repeated more than once before starting a task						
3	Stops partway through an assignment without finishing it						
FOLLOWING DIRECTIONS AND TASK COMPLETION							
4	Does not begin a task until an adult is standing nearby						
5	Argues or negotiates before following a direction						
6	Needs a direction broken into smaller steps to complete it						
SOCIAL AND PEER INTERACTION							

CHECKLIST Comparison Across Settings

One adult, one day, several settings. Write the rating letter in each setting column where that setting happened; leave a setting blank if it did not happen that day.

STUDENT OBSERVER DATE

#	BEHAVIOR	CLASSROOM	SPECIALS	LUNCH / RECESS	DISMISSAL	NOTE
ATTENTION AND FOCUS						
1	Leaves seat without permission during independent work					
2	Needs a direction repeated more than once before starting a task					
3	Stops partway through an assignment without finishing it					
FOLLOWING DIRECTIONS AND TASK COMPLETION						
4	Does not begin a task until an adult is standing nearby					
5	Argues or negotiates before following a direction					
6	Needs a direction broken into smaller steps to complete it					
SOCIAL AND PEER INTERACTION						

HOME Home Observation Checklist

The same list, for a parent or guardian to complete at home over a sitting or a week they choose. It comes back and feeds the summary on page 11, the same as a school copy.

STUDENT FAMILY MEMBER COMPLETING THIS DATE(S)

#	BEHAVIOR	RARELY	SOMETIMES	OFTEN	CONSISTENTLY	NOTE
ATTENTION AND FOCUS						
1	Leaves seat without permission during independent work					
2	Needs a direction repeated more than once before starting a task					
3	Stops partway through an assignment without finishing it					
FOLLOWING DIRECTIONS AND TASK COMPLETION						
4	Does not begin a task until an adult is standing nearby					
5	Argues or negotiates before following a direction					
6	Needs a direction broken into smaller steps to complete it					
SOCIAL AND PEER INTERACTION						
7	Takes a peer's materials without asking first					
8	Interrupts a peer or an adult who is speaking					

SUMMARY Observation Summary and Team Next Steps

Tally the ratings from whichever sheet or sheets you used, then leave the next steps lines for the team to fill in — nothing below is decided in advance.

STUDENT PERIOD COVERED (DATE(S)) CHECKLIST(S) USED

Tally from the checklist(s) used			
RATED RARELY (COUNT)	RATED SOMETIMES (COUNT)	RATED OFTEN (COUNT)	RATED CONSISTENTLY (COUNT)
Four counts above should add to the number of items checked (12 if one full checklist was used).			
SETTINGS OR DAYS COVERED		WHO COMPLETED THE CHECKLIST(S)	
Items rated Often or Consistently (copy from the checklist used)			
#	BEHAVIOR	RATING	SETTING(S) / DAY(S)

EXAMPLE A Checklist, Filled In

An invented third grader. Every count below is checked against the rows it comes from.

#	BEHAVIOR	RARELY	SOMETIMES	OFTEN	CONSISTENTLY	NOTE
ATTENTION AND FOCUS						
1	Leaves seat without permission during independent work					Up twice during independent work, about 10 minutes apart
2	Needs a direction repeated more than once before starting a task					
3	Stops partway through an assignment without finishing it					
FOLLOWING DIRECTIONS AND TASK COMPLETION						
4	Does not begin a task until an adult is standing nearby					
5	Argues or negotiates before following a direction					
6	Needs a direction broken into smaller steps to complete it					Needed the clean-up direction split into two steps
SOCIAL AND PEER INTERACTION						
7	Takes a peer's materials without asking first					
8	Interrupts a peer or an adult who is speaking					

How This Checklist Works

One list of twelve behaviors, four ways to use it. Pick the page that matches today, and roll the tallies up on page 11 before a meeting.

- 1 Fill in setup once** on page 5: who is observing, who is being observed, and the names of the settings you use. Skim the rating reference on page 6 with every adult who will rate this student.
- 2 Pick the checklist that matches today** using the table below.
- 3 Roll the ratings up** on the Observation Summary (page 11) before a meeting or a family update, and leave the next-steps lines for the team.

IF YOU NEED TO	USE THIS PAGE
Get a first read in one sitting	Quick Single-Observation Checklist (7)
Track the same behaviors across a full week	Week-Long Observation Checklist (8)
See how a student does across different settings in one day	Comparison Across Settings (9)
Ask a parent or guardian to observe at home	Home Observation Checklist (10)
Turn ratings into something to report, with blanks for the team	Observation Summary and Next Steps (11)
Send a short update to a family or another provider	Family and Team Update (12)
Need wording for the note column	Phrase Bank (13)

Who fills this out

Every page in this file is for an adult — a classroom teacher, a case manager, a related-service provider, or a parent or guardian. No page is written for a student, and no student is asked to hold or complete any page here.

What this file is not

Not a scored point sheet, not an ABC or antecedent-consequence data system, and not a tool that names a cause, a label, or a condition. It records which specific behaviors were seen and how often, nothing more.

Three habits this file assumes

- ☐ The same twelve behaviors, in the same four groups, appear on every checklist in this file, so a rating means the same thing from page to page.
- ☐ A checklist with no items marked is not the same as a checklist that found nothing — leave a date and an observer name on every copy you use, even a quiet one.
- ☐ Roll the ratings up (page 11) before they are needed for a meeting or a family update, not during it.

SETUP

Setup: Who, What, and the Rating Scale

Fill this once. Relabel the settings if your day does not match classroom, specials, lunch and dismissal, and keep the same four ratings everywhere else in this file.

STUDENT

OBSERVER / ROLE

SCHOOL YEAR OR DATE RANGE

Settings used on the Comparison Across Settings page (relabel to match your day)

SETTING 1 (DEFAULT:
CLASSROOM)

SETTING 2 (DEFAULT:
SPECIALS)

SETTING 3 (DEFAULT: LUNCH
/ RECESS)

SETTING 4 (DEFAULT:
DISMISSAL)

Rating scale (same four ratings on every checklist in this file)

RATING	WHAT IT GENERALLY MEANS
Rarely	Did not see this during the observation period, or saw it only once.
Sometimes	Saw this a few times during the observation period, but not most of the time.
Often	Saw this most of the observation period, more often than not.
Consistently	Saw this during nearly every opportunity in the observation period.

One list, four forms

The same twelve behaviors (grouped under Attention and Focus, Following Directions and Task Completion, Social and Peer Interaction, and Emotional Regulation) appear on the quick, week-long, comparison, and home checklists. Nothing here is scored or totaled into a point value; the summary page counts ratings, it does not grade the student.

If you use this checklist for more than one student (optional)

STUDENT	CHECKLIST(S) USED	STARTED	LAST REVIEWED

Keeping more than one student straight

One row per student. Use this list only as an index of who has a checklist going and where it is filed; the actual ratings stay on that student's own copy of pages 5 through 11, not on this row.

Quick Single-Observation Checklist

One sitting: a class period, a transition, or any block of time you choose. Mark one rating per behavior and write what you actually saw.

STUDENT

OBSERVER

DATE

TIME / BLOCK OBSERVED

#	BEHAVIOR	RARELY	SOMETIMES	OFTEN	CONSISTENTLY	NOTE
ATTENTION AND FOCUS						
1	Leaves seat without permission during independent work					
2	Needs a direction repeated more than once before starting a task					
3	Stops partway through an assignment without finishing it					
FOLLOWING DIRECTIONS AND TASK COMPLETION						
4	Does not begin a task until an adult is standing nearby					
5	Argues or negotiates before following a direction					
6	Needs a direction broken into smaller steps to complete it					
SOCIAL AND PEER INTERACTION						
7	Takes a peer's materials without asking first					
8	Interrupts a peer or an adult who is speaking					
9	Has difficulty waiting for a turn in a line, a game, or a conversation					
EMOTIONAL REGULATION						
10	Raises voice when told no or when a preferred activity ends					
11	Leaves the group or the area when frustrated					
12	Needs more than a few minutes to settle after becoming upset					

One sitting, one pass through the list

Mark one rating per behavior for the block of time you observed, then write a short note for anything rated above Rarely. See page 5 for what each rating generally means.

Where this goes next

Roll this sheet into the Observation Summary (page 11) on its own, or alongside a Week-Long (page 8) or Comparison Across Settings (page 9) sheet if you used more than one this week.

How to mark a rating

- ☐ Mark an X in the one column that matches what you saw for that behavior.
- ☐ Leave a behavior blank only if there was no opportunity to see it; a blank is not the same as Rarely.

Comparison Across Settings

One adult, one day, several settings. Write the rating letter in each setting column where that setting happened; leave a setting blank if it did not happen that day.

STUDENT

OBSERVER

DATE

Settings default to Classroom, Specials, Lunch / Recess, and Dismissal (relabel on page 5 if your day is different). Write R, S, O, or C for each setting that happened that day; leave a setting blank if it did not happen.

#	BEHAVIOR	CLASSROOM	SPECIALS	LUNCH / RECESS	DISMISSAL	NOTE
ATTENTION AND FOCUS						
1	Leaves seat without permission during independent work					
2	Needs a direction repeated more than once before starting a task					
3	Stops partway through an assignment without finishing it					
FOLLOWING DIRECTIONS AND TASK COMPLETION						
4	Does not begin a task until an adult is standing nearby					
5	Argues or negotiates before following a direction					
6	Needs a direction broken into smaller steps to complete it					
SOCIAL AND PEER INTERACTION						
7	Takes a peer's materials without asking first					
8	Interrupts a peer or an adult who is speaking					
9	Has difficulty waiting for a turn in a line, a game, or a conversation					
EMOTIONAL REGULATION						
10	Raises voice when told no or when a preferred activity ends					
11	Leaves the group or the area when frustrated					
12	Needs more than a few minutes to settle after becoming upset					

Why one day, several settings

A behavior that is Rarely seen in the classroom but Often seen at lunch or dismissal is a pattern about the setting, not about the student alone; this page makes that pattern visible on one sheet instead of several.

If a setting does not apply today

Leave that whole column blank rather than marking Rarely for a setting the student did not have that day — a blank column means no opportunity to observe, which is different from a low rating.

SUMMARY Observation Summary and Team Next Steps

Tally the ratings from whichever sheet or sheets you used, then leave the next-steps lines for the team to fill in — nothing below is decided in advance.

STUDENT

PERIOD COVERED (DATES)

CHECKLIST(S) USED

Tally from the checklist(s) used

RATED RARELY (COUNT)

RATED SOMETIMES (COUNT)

RATED OFTEN (COUNT)

RATED CONSISTENTLY (COUNT)

The four counts above should add to the number of items checked (12 if one full checklist was used).

SETTINGS OR DAYS COVERED

WHO COMPLETED THE CHECKLIST(S)

Items rated Often or Consistently (copy from the checklist used)

#	BEHAVIOR	RATING	SETTING(S) / DAY(S)

Team next steps

The team decides what happens next, using its own judgment and your district’s own process. Nothing below is filled in for you.

EXAMPLE

A Checklist, Filled In

An invented third grader. Every count below is checked against the rows it comes from.

Quick Single-Observation Checklist (page 7) — Mason T., grade 3 (invented), observed during a morning block, independent math followed by partner reading

#	BEHAVIOR	RARELY	SOMETIMES	OFTEN	CONSISTENTLY	NOTE
ATTENTION AND FOCUS						
1	Leaves seat without permission during independent work	–	–	☐	–	Up twice during independent math work, about 10 minutes apart
2	Needs a direction repeated more than once before starting a task	–	☐	–	–	–
3	Stops partway through an assignment without finishing it	–	☐	–	–	–
FOLLOWING DIRECTIONS AND TASK COMPLETION						
4	Does not begin a task until an adult is standing nearby	☐	–	–	–	–
5	Argues or negotiates before following a direction	–	☐	–	–	–
6	Needs a direction broken into smaller steps to complete it	–	–	☐	–	Needed the clean-up direction split into two steps
SOCIAL AND PEER INTERACTION						
7	Takes a peer's materials without asking first	☐	–	–	–	–
8	Interrupts a peer or an adult who is speaking	–	–	☐	–	Interrupted a partner twice during partner reading
9	Has difficulty waiting for a turn in a line, a game, or a conversation	–	☐	–	–	–
EMOTIONAL REGULATION						
10	Raises voice when told no or when a preferred activity ends	–	☐	–	–	–
11	Leaves the group or the area when frustrated	☐	–	–	–	–
12	Needs more than a few minutes to settle after becoming upset	☐	–	–	–	–

Observation Summary (page 11), this checklist

Of twelve behaviors, 4 were rated Rarely, 5 Sometimes, 3 Often, and 0 Consistently; the four counts add to twelve.

RATED RARELY / SOMETIMES / OFTEN / CONSISTENTLY

4 / 5 / 3 / 0

Team next steps: left blank on the real page 11 for the team to fill in — this example does not fill that section in, on purpose.

What the Family and Team Update (page 12) would say

Checklist used and period covered: Quick Single-Observation Checklist, one morning block. Three behaviors rated Often (leaving the seat during independent work, needing a direction broken into steps, interrupting a peer who was speaking), five rated Sometimes, four rated Rarely, none Consistently.