## Behavioral Observation Checklist

Individual's Name: Isla Martin
Observer's Name: Sarah Johnson
Relationship to Individual: Teacher
Observation Date: October 2, 2023

Please mark the frequency that the following behaviors are displayed:

| Restlessness | Almost <br> Never | Occasionally | Frequently |
| :--- | :---: | :---: | :---: |
| Fidgets in the seat or during standing | $\square$ | $\square$ | $\square$ |
| Shows constant, unnecessary movement | $\square$ | $\boxed{~}$ |  |
| Finds it hard to stay in one place for an <br> extended period | $\square$ | $\square$ | $\square$ |
| Exhibits excessive verbal outbursts or <br> interruptions | $\square$ | $\boxed{\square}$ |  |
| Engages in repetitive habits (e.g., nail- <br> biting, tapping) | $\square$ | $\square$ | $\square$ |


| Withdrawal | Almost Never | Occasionally | Frequently |
| :---: | :---: | :---: | :---: |
| Appears disinterested or disengaged | $\square$ | $\checkmark$ | $\square$ |
| Often seems unhappy or despondent | $\square$ | $\square$ | $\nu$ |
| Shows a tendency to daydream | $\checkmark$ | $\square$ | $\square$ |
| Is hesitant to ask for assistance or clarify doubts | $\square$ | $\square$ | $\checkmark$ |
| Avoids drawing attention or participating in group activities | $\square$ | $\checkmark$ | $\square$ |


| Concentration Challenges | Almost <br> Never | Occasionally | Frequently |
| :--- | :---: | :---: | :---: |
| Struggles to maintain focus on tasks or <br> conversations | $\square$ | $\square$ | $\square$ |
| Ignores or misses visual cues or signals | $\square$ | $\boxed{\square}$ | $\square$ |
| Often leaves lessons or activities <br> incomplete | $\square$ | $\square$ | $\square$ |
| Gets easily distracted by external stimuli | $\square$ | $\square$ | $\square$ |


| Aggressive Tendencies | Almost <br> Never | Occasionally | Frequently |
| :--- | :---: | :---: | :---: |
| Exhibits physical aggression (e.g., <br> shoving, hitting) | $\square$ | $\square$ | $\square$ |
| Engages in verbal altercations | $\square$ | $\square$ | $\square$ |
| Displays possession-related behaviors <br> (e.g., snatching) | $\square$ | $\square$ | $\square$ |
| Shows impatience or frustration when <br> faced with challenges | $\square$ | $\square$ | $\square$ |
| Challenges or defies authoritative requests | $\square$ | $\square$ | $\square$ |


| Disruptive Patterns | Almost <br> Never | Occasionally | Frequently |
| :--- | :---: | :---: | :---: |
| Seeks excessive attention or validation | $\square$ | $\square$ | $\square$ |
| Disregards set boundaries or rules | $\square$ | $\square$ | $\square$ |
| Causes interruptions or disturbances in <br> group settings | $\square$ | $\square$ | $\square$ |

Presents erratic or unpredictable stories or narratives
$\square$

| Cooperation Issues | Almost <br> Never | Occasionally | Frequently |
| :--- | :---: | :---: | :---: |
| Often places blame on external factors or <br> others | $\square$ | $\boxed{ }$ | $\square$ |
| Shows resistance to established routines <br> or schedules | $\square$ | $\square$ | $\square$ |
| Motivated primarily by external <br> consequences | $\square$ | $\square$ | $\square$ |
| Displays a persistent need for validation or <br> reassurance | $\square$ | $\square$ | $\square$ |


| Manipulative Indicators | Almost <br> Never | Occasionally | Frequently |
| :--- | :---: | :---: | :---: |
| Exhibits avoidance behaviors (e.g., <br> unnecessary breaks) | $\square$ | $\square$ | $\square$ |
| Places blame on external factors for <br> mistakes or challenges | $\square$ | $\square$ | $\square$ |
| Exhibits self-deprecating behaviors for <br> attention | $\square$ | $\square$ | $\square$ |
| Frequently diverges from the topic at hand | $\square$ | $\square$ | $\square$ |


| Social Interaction Concerns | Almost <br> Never | Occasionally | Frequently |
| :--- | :---: | :---: | :---: |
| Comments on feeling isolated or excluded | $\square$ | $\boxed{ }$ | $\square$ |
| Seems to struggle with establishing peer <br> relationships | $\square$ | $\square$ | $\square$ |
| Shows reluctance in group or social <br> activities | $\square$ | $\square$ | $\square$ |

Fails to initiate or engage in group discussions

Demonstrates behaviors deemed inappropriate in public settings

## Positive Behavioral Traits Observed:

- Isla demonstrates excellent creativity and problem-solving skills in art class.
- She is polite and respectful when interacting with adults.
- Isla often shows empathy towards classmates who need assistance.


## Additional Observations or Comments:

Isla appears to excel in certain areas, such as creativity and empathy. However, her challenges with maintaining focus and her withdrawal tendencies in group settings may benefit from further attention and support. Collaborative efforts involving both educators and parents could help address these behaviors effectively.

