

# Structured Student Observation Checklist

Student's Name/ID # \_\_\_\_\_

Date of Birth \_\_\_\_\_

Dominant Language \_\_\_\_\_

Dates of Observation \_\_\_\_\_

Length of Observation \_\_\_\_\_

Observer \_\_\_\_\_

Position \_\_\_\_\_

Classroom Observed \_\_\_\_\_

Location \_\_\_\_\_

Teacher's Name \_\_\_\_\_

Subject area being taught \_\_\_\_\_

## TASK-INDIVIDUAL

### A. When Assigned Task, the Student (Check observed behavior):

\_\_\_\_ Initiates task without need for teacher's verbal encouragement

\_\_\_\_ Requests help in order to start task

\_\_\_\_ Complains before getting started on a task

\_\_\_\_ Demands help in order to start on a task

\_\_\_\_ Actively refuses to do task despite teacher's encouragement

\_\_\_\_ Passively retreats from task despite teacher's encouragement

### B. While Working On Task, the Student:

\_\_\_\_ Works independently

\_\_\_\_ Performs assigned task without complaints

\_\_\_\_ Needs teacher's verbal encouragement to keep working

\_\_\_\_ Needs teacher in close proximity to keep working

\_\_\_\_ Needs physical contact from teacher to keep working

\_\_\_\_ Seeks constant reassurance to keep working

\_\_\_\_ Is reluctant to have work inspected

\_\_\_\_ Belittles own work

**C. At the End of Assigned Time, the Student:**

- \_\_\_\_ Completes task
- \_\_\_\_ Takes pride in completed task
- \_\_\_\_ Goes on to next task
- \_\_\_\_ Refuses to complete task

**SOCIAL INTERACTION**

**The Student:**

- \_\_\_\_ Establishes a relationship to one or two peers
- \_\_\_\_ Shares materials with peers
- \_\_\_\_ Respects property of peers
- \_\_\_\_ Gives help to peers when needed
- \_\_\_\_ Accepts help from peers when needed
- \_\_\_\_ Establishes a relationship with most peers
- \_\_\_\_ Teases or ridicules peers
- \_\_\_\_ Expresses prejudiced attitudes toward peers
- \_\_\_\_ Physically provokes peers
- \_\_\_\_ Physically hurts peers
- \_\_\_\_ Seeks to be attacked by peers
- \_\_\_\_ Participates appropriately in group activities
- \_\_\_\_ Postpones own needs for group objectives
- \_\_\_\_ Withdraws from group
- \_\_\_\_ Overly assertive in group
- \_\_\_\_ Disrupts group activities (i.e., calling out, provocative language, etc.)
- \_\_\_\_ Exhibits aggressive behavior within group not amenable to teacher intervention

**RELATIONSHIP TO TEACHER-The Student:**

- \_\_\_\_ Tries to meet teacher's expectations
- \_\_\_\_ Functions adequately without constant teacher encouragement
- \_\_\_\_ Interacts with teacher in non-demanding manner
- \_\_\_\_ Responds to teacher without haggling
- \_\_\_\_ Tests limits, tries to see how much teacher will allow
- \_\_\_\_ Seeks special treatment from teacher
- \_\_\_\_ Responds to teacher's criticism without fear
- \_\_\_\_ Responds to teacher's criticism without verbal anger
- \_\_\_\_ Responds to teacher's criticism without physical outbursts (i.e., temper tantrums)
- \_\_\_\_ Defies teacher's requirement
- \_\_\_\_ Scorns or ridicules teacher's support
- \_\_\_\_ Responds with anger when demands are thwarted by teacher
- \_\_\_\_ Blames and accuses teacher ("not helping", "not liking me")
- \_\_\_\_ Abuses teacher verbally (no apparent cause)
- \_\_\_\_ Abuses teacher physically (no apparent cause)
- \_\_\_\_ Requires close and constant supervision because behavioral controls are so limited

**COMMENTS:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_