

## Classroom Behavior Observation Form

Student \_\_\_\_\_

Date of Birth \_\_\_\_\_ Age \_\_\_\_\_ Sex \_\_\_\_\_ Grade \_\_\_\_\_

Observer \_\_\_\_\_ School \_\_\_\_\_

Observation Date \_\_\_\_\_ Observation Time \_\_\_\_\_

Classroom Teacher \_\_\_\_\_ Subject Area \_\_\_\_\_

Type of Class ☐ Regular ☐ Special Education ☐ Other

Class Activity (Independent, Teacher-Directed, Small Group, etc.) \_\_\_\_\_



Classroom Behavior Observation Form –  
Part I & II accompanies the *Woodcock  
Interpretation and Instructional  
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### NOTES ON USING THIS FORM

1. Prior to your observation, look over Part I and Part II to familiarize yourself with the method of time sampling and what behaviors you may observe.
2. A stopwatch or clock with a second hand is required.
3. Be aware of the student's behavior and interaction with the teacher/paraprofessional/assistant not only during the 3-second intervals but throughout the entire 15-minute observation period. This information is necessary for completing Part II.
4. Fill out all sections completely – do not leave anything blank.

# Part I: Time Sampling of Behavior

At the end of each 30-second interval, first observe the comparison student's behavior and place a plus (+) in the column for on-task behavior or a minus (-) for off-task behavior. Then observe the referred student. Record as before (+ or -). Categorize the referred student's problem behaviors by placing a check mark in the appropriate column. Add notes as needed.

	Comparison Student (+ or -)	Referred Student (+ or -)	✓ Problem Behaviors (Referred Student)								Notes
			Inattentive	Overactive	Impulsive	Uncooperative	Anxious	Withdrawn	Aggressive	Other Inappropriate	
30 sec											
1 min											
30 sec											
2 min											
30 sec											
3 min											
30 sec											
4 min											
30 sec											
5 min											
30 sec											
6 min											
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10 min											
30 sec											
11 min											
30 sec											
12 min											
30 sec											
13 min											
30 sec											
14 min											
30 sec											
15 min											

B. Off-task totals for referred student (number of - marks)

A. Off-task totals for comparison student (number of - marks)



## Part II: Problem Behaviors Observed

Sum the Problem Behaviors columns in Part I. If the student did not demonstrate the following problem behaviors, check Not Observed. If the problem behavior was observed, check Yes, note the specific behavior, then rate the levels of severity (to self) and disruptiveness (to others).

**A. Inattentiveness.** Did the student have difficulty paying attention, sustaining alertness, or maintaining effort? For example, did he or she look around, fail to listen to instructions or lessons, or become distracted by extraneous stimuli?

☐ 1. Not Observed

☐ 2. Yes (describe) \_\_\_\_\_

a. Severity. How seriously did this behavior impede the student's opportunity to learn?

☐ 1. Not seriously

☐ 2. Slightly seriously

☐ 3. Seriously

☐ 4. Very seriously

b. Disruptiveness. How disruptive was this behavior to others?

☐ 1. Not disruptive

☐ 2. Slightly disruptive

☐ 3. Moderately disruptive

☐ 4. Very disruptive

**B. Overactivity.** Was the student overly active for his or her age or grade? For example, did he or she fidget or jump out of his or her seat, walk or run around the classroom inappropriately, or sit or stand on a desk?

☐ 1. Not Observed

☐ 2. Yes (describe) \_\_\_\_\_

a. Severity. How seriously did this behavior impede the student's opportunity to learn?

☐ 1. Not seriously

☐ 2. Slightly seriously

☐ 3. Seriously

☐ 4. Very seriously

b. Disruptiveness. How disruptive was this behavior to others?

☐ 1. Not disruptive

☐ 2. Slightly disruptive

☐ 3. Moderately disruptive

☐ 4. Very disruptive

**C. Impulsiveness.** Did the student act impulsively? For example, did he or she blurt out answers before questions were completed, interrupt others, butt into conversations or games, or fail to wait for a turn?

☐ 1. Not Observed

☐ 2. Yes (describe) \_\_\_\_\_

a. Severity. How seriously did this behavior impede the student's opportunity to learn?

☐ 1. Not seriously

☐ 2. Slightly seriously

☐ 3. Seriously

☐ 4. Very seriously

b. Disruptiveness. How disruptive was this behavior to others?

☐ 1. Not disruptive

☐ 2. Slightly disruptive

☐ 3. Moderately disruptive

☐ 4. Very disruptive

**D. Uncooperative behavior.** Was the student uncooperative?

For example, did he or she refuse to follow instructions or rules, act defiantly, argue or talk back to the teacher, pout, refuse to take turns or share, or cheat?

☐ 1. Not Observed

☐ 2. Yes (describe) \_\_\_\_\_

a. Severity. How seriously did this behavior impede the student's opportunity to learn?

☐ 1. Not seriously

☐ 2. Slightly seriously

☐ 3. Seriously

☐ 4. Very seriously

b. Disruptiveness. How disruptive was this behavior to others?

☐ 1. Not disruptive

☐ 2. Slightly disruptive

☐ 3. Moderately disruptive

☐ 4. Very disruptive

**E. Anxiousness.** Did the student appear overtly anxious?

For example, did he or she pull his or her hair, bite his or her nails, twitch, pace, shake, repetitively tap his or her hands or feet, show a tense or worried expression, tremble, complain of a stomachache, or cry?

☐ 1. Not Observed

☐ 2. Yes (describe) \_\_\_\_\_

a. Severity. How seriously did this behavior impede the student's opportunity to learn?

☐ 1. Not seriously

☐ 2. Slightly seriously

☐ 3. Seriously

☐ 4. Very seriously

b. Disruptiveness. How disruptive was this behavior to others?

☐ 1. Not disruptive

☐ 2. Slightly disruptive

☐ 3. Moderately disruptive

☐ 4. Very disruptive

**F. Withdrawal.** Did the student seem to withdraw from others or from the classroom activities? For example, did he or she stare blankly or daydream, inappropriately fiddle with objects, or appear sullen or detached?

☐ 1. Not Observed

☐ 2. Yes (describe) \_\_\_\_\_

a. Severity. How seriously did this behavior impede the student's opportunity to learn?

☐ 1. Not seriously

☐ 2. Slightly seriously

☐ 3. Seriously

☐ 4. Very seriously

b. Disruptiveness. How disruptive was this behavior to others?

☐ 1. Not disruptive

☐ 2. Slightly disruptive

☐ 3. Moderately disruptive

☐ 4. Very disruptive

**G. Aggressiveness.** Did the student act aggressively to other people or property? For example, did he or she hit, kick, bite, pinch, scratch, push, throw objects at, or spit at another; threaten, bully, or verbally abuse another; or break, deface, or destroy things?

- ☐ 1. Not Observed  
☐ 2. Yes (describe) \_\_\_\_\_

a. Severity. How seriously did this behavior impede the student's opportunity to learn?

- ☐ 1. Not seriously  
☐ 2. Slightly seriously  
☐ 3. Seriously  
☐ 4. Very seriously

b. Disruptiveness. How disruptive was this behavior to others?

- ☐ 1. Not disruptive  
☐ 2. Slightly disruptive  
☐ 3. Moderately disruptive  
☐ 4. Very disruptive

**H. Other inappropriate behaviors (nonaggressive).** Did the student behave in ways that were socially inappropriate or offensive to others? For example, did he or she swear or use vulgar language, tease others, tattle on others, talk too loudly, bother others who were trying to work, talk nonsense, pick his or her nose, belch, expel gas, or touch his or her genitals?

- ☐ 1. Not Observed  
☐ 2. Yes (describe) \_\_\_\_\_

a. Severity. How seriously did this behavior impede the student's opportunity to learn?

- ☐ 1. Not seriously  
☐ 2. Slightly seriously  
☐ 3. Seriously  
☐ 4. Very seriously

b. Disruptiveness. How disruptive was this behavior to others?

- ☐ 1. Not disruptive  
☐ 2. Slightly disruptive  
☐ 3. Moderately disruptive  
☐ 4. Very disruptive

### Part III: Review of Classroom Observation

**A. Review the problem behaviors identified in Part II. Identify the primary problem behavior observed.**

(Check one.)

- ☐ 1. No serious problem behaviors were observed  
☐ 2. Inattentiveness  
☐ 3. Overactivity  
☐ 4. Impulsiveness  
☐ 5. Uncooperative behavior  
☐ 6. Anxiousness  
☐ 7. Withdrawal  
☐ 8. Aggressiveness  
☐ 9. Nonaggressive, classroom-inappropriate behaviors  
☐ 10. Other \_\_\_\_\_

**B. Considering the primary problem behavior identified, please complete the following sentences to describe what typically happened immediately prior to and immediately after the problem behavior occurred. You may also develop a hypothesis about the reason for the problem behavior.**

- ☐ 1. Immediately before the problem behavior occurred, \_\_\_\_\_

- ☐ 2. Right after the behavior occurred, \_\_\_\_\_

- ☐ 3. This behavior may have occurred because \_\_\_\_\_

**C. Type of activity or activities observed.** (Check all that apply.)

- ☐ 1. Teacher-directed large classroom activity  
☐ 2. Small group activity  
☐ 3. One-to-one instruction  
☐ 4. Individual activity (seatwork)

**D. Does the student wear glasses?**

- ☐ 1. No  
☐ 2. Yes

If Yes, was the student wearing them during the observation?

- ☐ a. No  
☐ b. Yes

**E. Does the student wear a hearing aid?**

- ☐ 1. No  
☐ 2. Yes

If Yes, was the student wearing it during the observation?

- ☐ a. No  
☐ b. Yes

**F. Does the student take medication for behavior?**

- ☐ 1. No  
☐ 2. Yes

If Yes, was the student on medication during the observation?

- ☐ a. No  
☐ b. Yes

**G. According to the teacher, was the student's behavior during the observation typical of that student?**

- ☐ 1. No  
☐ 2. Yes

If no, the teacher reported the student's behavior was not typical because \_\_\_\_\_