Informal Behavior Checklist

Date:
Compiled and Interpreted by:

The Informal Behavior Checklist allows teachers to identify a student's academic strengths and challenges, learning styles, and both positive and challenging behaviors. Behaviors are separated into categories, with a column of productive/positive behaviors, and a column of challenging/non-productive behaviors that raters can check.
Behavior categories include the following (with some examples):

- **Body Activity**: level of activity, coordination, posture, repetitive movement, in/out of seat
- **Attention:** following directions, attention span, on/off task, participation
- **Social:** attention seeking, respect for others, leader/follower, interaction with peers, aggressiveness
- **Frustration:** level of persistence, reactivity, initiation of work, slow to anger/easily angered, attitude toward work
- **Language Behavior:** appropriateness of questions, vocabulary, social language; raise hand vs. blurt, works quietly or talks to self
- **Fatigue:** attentive responsive vs. lays head on desk, alertness, level of interest and engagement

Raters note that Xxx has the best success in the following types of lessons:

Academic strengths noted:

Academically challenging areas noted:

Raters state that Xxx does have the ability to do better work. **(OR)** Raters state that Xxx is working at his/her ability level. Hindrances mentioned include:

Information from teachers in the Behavioral Categories:
Body Activity:
Attention:
Social Skills:
Frustration:
Language Use:
Fatigue:

Additional positive attributes:
Additional challenging areas:
Accommodations provided for Xxx: