

— For Teachers —

School & Behavior Problems Checklist ©

BLUESTEM CENTER* -- Rochester, MN -- FAX: 507-282-0932

child's/adolescent's name _____ person completing this form _____ subject / _____ / _____ date _____

This questionnaire will help us assess a number of the more common categories of school and behavior problems in an organized way. This listing is not totally complete and your student's problems may be related to reasons not represented here..

(Note: Sections 1. through 5. were modified from the DSM-IV, by the American Psychiatric Association, 1994.)

For each item all sections on both sides of the page, circle the number in the column which best describes the behaviors you observe. Circle a 3 for "Very Much" if the behavior occurs one or more times each day, a 2 for "Pretty Much" if the behavior occurs several time a week but not daily, or a 1 for "Just a little" if the behavior occurs less than 4 to 8 times a month. Both 2's and 3's mean you consider the behavior to be a marked to serious problem which is interfering with this child / adolescent being academically successful and/or socially well adjusted and/or emotionally balanced.

Please Note → If you see a difference in the morning vs. the afternoon, please use a triangle to "circle" the numbers for the morning (Δ) and for afternoon observations, use a square (□). If it is about the same AM/PM, use a circle (O).

	Not at all	Just a little	Pretty much	Very much
1. Attention, Activity and Related Behaviors				
A.1 Fails to give close attention to details or makes careless mistakes in school work or other activities.....	0	1	2	3
A.2 Difficulty sustaining attention in tasks or play activities.....	0	1	2	3
A.3 Does not seem to listen when spoken to directly.....	0	1	2	3
A.4 Does not follow through on instructions & fails to finish schoolwork, chores, etc. (not due to failure to understand instructions or to items in #2 below)	0	1	2	3
A.5 Difficulty organizing tasks and activities.....	0	1	2	3
A.6 Avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort (such as school work or homework).....	0	1	2	3
A.7 Loses things necessary for tasks or activities (e.g. school supplies, toys)	0	1	2	3
A.8 Easily distracted by extraneous stimuli, such as other things happening.	0	1	2	3
A.9 Forgetful in daily activities	0	1	2	3
B.1 Fidgets with hands or feet or squirms in seat	0	1	2	3
B.2 Leaves seat in classroom or in other situations when unexpected to do so	0	1	2	3
B.3 Runs about/climbs excessively in situations where it is inappropriate.....	0	1	2	3
B.4 Difficulty in playing or engaging in leisure activities quietly	0	1	2	3
B.5 "On the go" or acts as if "driven by a motor"	0	1	2	3
B.6 Talks excessively	0	1	2	3
B.7 Blurts out answers before questions have been completed	0	1	2	3
B.8 Difficulty awaiting his or her turn	0	1	2	3
B.9 Interrupts or intrudes on others (butts into conversations/games).....	0	1	2	3

How long have the 2's and 3's in A1-9 been present? _____ in B1-9 been present? _____

Comments?:

→→ IMPORTANT - For questions 2 - 7: Please circle all behaviors which are of concern and give a single overall rating for your concern for the area by circling a number, as done above.

	Not at all	Just a little	Pretty much	Very much
2. Non-compliant and Defiant Behaviors (circle all of concern)				
Loses temper, argues with adults, actively defies authority, deliberately does things to annoy others, is often angry, is touchy or easily annoyed by others, is spiteful or vindictive	0	1	2	3

Comments?:

School & Behavior Problems Checklist® (continued)

Please circle all behaviors which are of concern and then circle a single overall rating 0, 1, 2, or 3:

	Not at all	Just a little	Pretty much	Very much
3. <u>Aggressive and Anti-social Behaviors</u> (<u>circle all of concern</u>) Bullies, threatens, intimidates others; starts fights; used a weapon and caused harm; physically cruel to animals or people; stolen from people; forced someone into sexual activity; set fires; deliberately destroyed property; broken into a house; lies to obtain goods or favors; stays out late at night; runs away from home; skips school	0	1	2	3

Comments?:

4. <u>Worry and Anxiety</u> (<u>circle all areas of concern</u>) Persistent worries about harm to self or to others or that something awful will happen; reluctance to go (come) to school; avoidance of being alone, "clingy"; frequent physical complaints (headaches, stomach aches); excessive concern about future or past performance or behavior; excessive need for reassurance; marked feelings of tension or inability to relax; marked self-consciousness	0	1	2	3
--	---	---	---	---

Comments?:

5. <u>Depressed Mood, Mood Swings, and Feelings of Sadness</u> (<u>circle all areas of concern</u>) Depressed mood or irritable mood most of the day, nearly every day; a change in appetite; fatigue or decrease in energy seen nearly every day; often not appearing happy; low self-esteem; feelings of hopelessness; talked about suicide or harming self; diminished interest or pleasure in activities. Highly variable mood, strong mood swings.	0	1	2	3
--	---	---	---	---

Comments?:

6. <u>Other Areas: Tics, Compulsions, Staring Spells, Temper Outbursts, Social Skills</u> (<u>circle all areas of concern</u>) Displayed odd postures, seemingly uncontrollable movements or jerks of face, neck muscles; makes apparently uncontrollable sounds or cursing; other compulsive behaviors or thoughts; recurrent bizarre ideas or thinking; seems disoriented, confused; stares often and you are unable to quickly get his/her attention; explosive outbursts of temper (rages?) with minimal provocation; panic attacks; scary thoughts; interest in cloths/items of opposite sex ; poor social skills; shows little remorse, -- little compassion.	0	1	2	3
---	---	---	---	---

Comments?:

7. <u>Potential Specific Learning Disorders</u> (<u>circle all of concern</u>) Inability to perform/achieve to expected level; underachieving despite one-to-one supervision to maintain student on task while not providing direct assistance; <u>more than one year behind in:</u> math; spelling; writing; copying from the board; reading comprehension; solving/understanding word problems; reading speed; ability to express self in writing compared to oral ability; ability to listen and answer questions as compared to ability to do pencil and paper tasks	0	1	2	3
--	---	---	---	---

Comments?:

_____ Person completing this side of questionnaire

Caution: if you FAX this form, please be sure to send both sides.

- ♦ If you have further important observations, please attach a sheet of paper with your comments.
- ♦ Please either give this form to a parent or mail / fax to: **BLUESTEM CENTER, 124 Elton Hills Ln NW, Rochester, MN 55901**
Fax: (507) 282-0932 Voice: 282-1009, Thank you for your help. rev: 4/2002 file:SBPC.doc AWA