

Rating Scale

DIRECTIONS

- 1 Use the following scale to circle the appropriate number:
 0 = Never exhibits the behavior
 1 = Rarely exhibits the behavior so it almost never interferes with the student's ability to function in the learning environment
 2 = Sometimes exhibits the behavior so at times it interferes with the student's ability to function in the learning environment

3 = Consistently exhibits the behavior to the point it almost always interferes with the student's ability to function in the learning environment

- 2 Total the ratings and record in the Total box.
- 3 Put a check in the Immediate Intervention column by the top three problems. (Give special consideration to those items with totals ≥ 6 .)
- 4 For each area checked, select up to three ideas from the Ideas Matrix on page 4. Write the idea number and start date for each idea in the blanks provided in the last column.

BEHAVIOR	RATING				TOTAL	IMMEDIATE INTERVENTION	IDEA NUMBER; START DATE
	Never	Rarely	Sometimes	Consistently			
Inattention							
Makes careless mistakes							
1 Turns in sloppy work.	0	1	2	3		<input type="radio"/>	____
2 Gets low grades as a result of carelessness.	0	1	2	3	5	<input type="radio"/>	____
3 Fails to give close attention to schoolwork.	0	1	2	3		<input type="radio"/>	____
Doesn't stay focused							
1 Frequently shifts the focus of the conversation.	0	1	2	3		<input type="radio"/>	____
2 Has difficulty sticking with a task through completion.	0	1	2	3	4	<input type="radio"/>	____
3 Changes to a new activity before completing the previous activity.	0	1	2	3		<input type="radio"/>	____
Doesn't listen							
1 Asks the teacher to repeat instructions.	0	1	2	3		<input type="radio"/>	____
2 Has difficulty following multiple step directions.	0	1	2	3	2	<input type="radio"/>	____
3 Seems to be daydreaming when spoken to directly.	0	1	2	3		<input type="radio"/>	____
Incomplete assignments							
1 Daydreams instead of working on in-class assignments, even though he or she understands instructions.	0	1	2	3		<input type="radio"/>	____
2 Completes only portions of assignments.	0	1	2	3	3	<input type="radio"/>	____
3 Has difficulty following through on teacher requests.	0	1	2	3		<input type="radio"/>	____
Unorganized							
1 Has difficulty keeping track of assignments.	0	1	2	3		<input type="radio"/>	____
2 Is a poor planner.	0	1	2	3	2	<input type="radio"/>	____
3 Has an unorganized and messy notebook.	0	1	2	3		<input type="radio"/>	____
Lacks sustained attention							
1 Is off-task.	0	1	2	3		<input type="radio"/>	____
2 Has difficulty concentrating.	0	1	2	3	2	<input type="radio"/>	____
3 Has difficulty completing long-term projects.	0	1	2	3		<input type="radio"/>	____
Loses supplies							
1 Loses homework assignments.	0	1	2	3		<input type="radio"/>	____
2 Loses school supplies.	0	1	2	3	2	<input type="radio"/>	____
3 Damages tools (e.g., calculator) necessary for completing schoolwork as a result of carelessness.	0	1	2	3		<input type="radio"/>	____
Easily distracted							
1 Attends to what is happening outside the classroom instead of staying on task.	0	1	2	3		<input type="radio"/>	____
2 Has trouble concentrating.	0	1	2	3	5	<input type="radio"/>	____
3 Is easily distracted.	0	1	2	3		<input type="radio"/>	____
Forgetful							
1 Forgets to take important papers home or give them to parents.	0	1	2	3		<input type="radio"/>	____
2 Forgets to study for a test or quiz.	0	1	2	3	2	<input type="radio"/>	____
3 Misplaces pencils, pens, and papers while in class.	0	1	2	3		<input type="radio"/>	____

Figure 1. Continued.