

Teacher Behavioral Evaluation Scale

Name: _____ Grade: _____

Date: _____ Teacher: _____ School: _____

Each rating should be considered in the context of what is appropriate for the age of the child you are rating and reflect his/her behavior. Please indicate the number of weeks you have been able to observe the behaviors in the blank.

Frequency Codes:	0=Never	1=Occasionally	2=Often	3=Very Often
1. Fails to give attention to details or makes careless mistakes in school.	0	1	2	3
2. Has difficulty sustaining attention in tasks or activities.	0	1	2	3
3. Does not listen when spoken to directly.	0	1	2	3
4. Does not follow through on instructions and fails to finish schoolwork (not due to oppositional behavioral or failure to understand).	0	1	2	3
5. Has difficulty organizing tasks or activities.	0	1	2	3
6. Avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort.	0	1	2	3
7. Loses things necessary for tasks or activities (school assignments, pencils, or books).	0	1	2	3
8. Is easily distracted by extraneous stimuli.	0	1	2	3
9. Is forgetful in daily activities.	0	1	2	3
10. Fidgets, fidgets hands or feet or squirms in seat.	0	1	2	3
11. Leaves seat in classroom or in other situations in which remaining seated is expected.	0	1	2	3
12. Runs about or climbs excessively in situations in which remaining seated is expected.	0	1	2	3
13. Has difficulty playing or engaging in leisure activities quietly.	0	1	2	3
14. Is on the go or often acts as if driven by a motor.	0	1	2	3
15. Talks excessively.	0	1	2	3
16. Blurts out answers before questions have been completed.	0	1	2	3
17. Has difficulty waiting in line.	0	1	2	3
18. Interrupts or intrudes on others (bursts into conversations or games).	0	1	2	3
19. Does not respect.	0	1	2	3
20. Automatically defends or refuses to comply with adults' requests or rules.	0	1	2	3
21. Is angry or resentful.	0	1	2	3
22. Is spiteful and vindictive.	0	1	2	3
23. Bulies, threatens, or intimidates others.	0	1	2	3
24. Initiates physical fights.	0	1	2	3
25. Lies to obtain goods for pleasure or avoid obligations (i.e. "sneak" others).	0	1	2	3
26. Is physically cruel to people.	0	1	2	3
27. Has stolen items of nontrivial value.	0	1	2	3
28. Deliberately destroys others' property.	0	1	2	3
29. Is fearful, anxious, or worried.	0	1	2	3
30. Is self-conscious or easily embarrassed.	0	1	2	3

Hawthorne Educational Services Behavior

Jan Leslie Holtz



Hawthorne Educational Services Behavior:

Adaptive Behavior Intervention Manual Stephen B. McCarney, 1995-01-01 *Behavior Intervention Manual* Samm N. House, 2002 Outlines goals objectives and intervention strategies to be used in educational settings for 253 behaviors grouped by categories

Behavioral, Social, and Emotional Assessment of Children and Adolescents Sara Whitcomb, Kenneth W. Merrell, 2003-01-30 Behavioral Social and Emotional Assessment of Children and Adolescents Second Edition was written to provide a comprehensive foundation for conducting clinical assessment of child and adolescent social emotional behavior in a practical scientific and culturally appropriate manner It is divided into two major sections Part I includes eight chapters that provide a general foundation for assessment practice These chapters include coverage of basic professional and ethical issues classification and diagnostic problems and six primary assessment methods which are presented in detail Part II includes six chapters on applications for assessing specific social emotional behavior domains including internalizing and externalizing problems social skills and peer relations young children and diverse cultural groups Together these two sections provide a framework for a model of assessment that is practical flexible sensitive to specific needs and empirically sound Changes in the second edition of this book include increased coverage of the practice of functional behavior assessment updated test reviews reviews of new assessment instruments updated information on legal and ethical issues updated information on assessment and cultural diversity and a handy appendix with contact information for all publishers of instruments discussed in the book including Web site addresses To the greatest extent possible this book weaves together the most recent research evidence and common application issues It is specifically relevant to practitioners and researchers in the fields of school psychology and child clinical psychology but will also be of interest to those in related disciplines such as counseling social work child psychiatry and special education

Essentials of Adaptive Behavior Assessment of Neurodevelopmental Disorders Celine A. Saulnier, Cheryl Klaiman, 2018-04-03 A practical guide to adaptive behaviors across a range of neurodevelopmental disorders Adaptive behavior assessment measures independent living skills including communication social skills personal care and practical work skills For individuals with intellectual disabilities evaluation of these skills is a critical tool for measuring eligibility and can identify specific skills that must be learned before effective educational interventions can be implemented Essentials of Adaptive Behavior Assessment of Neurodevelopmental Disorders describes the role of adaptive behavior in assessment and treatment and provides clear guidance for measurement Case samples provide real world illustration of behaviors and assessment and systematic comparison of various measures are presented and explained to better inform planning Individual chapters outline specific adaptive behaviors across a range of neurodevelopmental disorders giving clinicians practitioners students and researchers a better understanding of diagnostic differentials and how to place independent skill programming in treatment and intervention Plan intervention and treatment based on accessible measurement guidelines across a range of disorders Gain a deeper understanding of adaptive

functioning specific to ADHD autism spectrum disorders disruptive behavior disorders and genetic disorders Compare and contrast current measures to evaluate their strengths weaknesses and areas of overlap Quickly locate essential information with Rapid Reference and Caution boxes For individuals with neurodevelopmental disorders adaptive behaviors are the keys to independence without them these individuals will perpetually struggle with achieving optimum independence without the basic skills needed to function at home in school and in the community Assessment allows these skills to be factored in to treatment and intervention planning and can help improve the outcomes of other intervention methods Essentials of Adaptive Behavior Assessment of Neurodevelopmental Disorders clarifies the assessment of these important behaviors helping clinicians make more informed decisions around diagnosis education and treatment planning *The Special Educator's Survival Guide* Roger Pierangelo, Ph.D.,2012-06-27 Written for educators who work with special children and teens this second edition of a best selling classic offers a practical guide to every facet of the special education teacher's job from teaching in a self contained classroom or resource room to serving on a multidisciplinary team This easy to follow format takes you step by step through the various stages required to understand the referral process parent intakes and conferences evaluation interpretation diagnosis remediation placement individual education plans classroom management medication educational law and more **Clinical Assessment of Child And Adolescent Personality And Behavior** Randy W. Kamphaus,Paul J. Frick,2005 As demand for psychological services continues to increase assessment of personality and behavior continues to be a central activity When dealing with children and adolescents psychological assessment can present even greater challenges This book provides a review of personality and behavior in children and adolescents within a context of the psychological knowledge base necessary for contemporary assessment practice It is also useful for clinicians who are looking for updated personality and behavior assessment information **Preparing Children With Disabilities for Life** Robert Evert Cimeria,2002-12-17 Educating students with disabilities is a team process By federal law parents must be involved in the development of their child's educational plan Unfortunately few parents or regular educators understand special education its terms philosophies and processes This book explains in layperson terms what special education is and how to make the special education process more successful for everyone involved Chapters cover history and legalities of preparing children with disabilities for life transition of families preparation for employment residential living community adjustment recreation interpersonal relationships life long learning and developing educational plans Hundreds of additional resources for parents of children with disabilities including lists of professional organizations useful websites support groups and other books for further learning on special education are also provided While intended for parents and family members of children with disabilities it will also be of interest to educators who are unfamiliar with special education as well as special educators who are new to the field Clinical Assessment and Intervention for Autism Spectrum Disorders Johnny L. Matson,2011-09-02 Autism spectrum disorder has received increasing research in recent years with more information on

assessment and treatment than can be readily assimilated from primary literature by clinicians Clinical Assessment and Intervention for Autism Spectrum Disorders summarizes evidence based assessments and intervention for Autism across the life span providing clinicians with a practical overview of how best to assess and treat this disorder The book begins with a discussion of what warrants a determination of being evidence based and a description of the disorder from a life span perspective The book also provides a chapter on differential diagnosis of autism relative to other disorders What follows are separate sections on assessment and intervention These chapters discuss first how to assess and then separately how to treat behavioral problems communication and social skills issues academic and vocational skills and the use of pharmacology and an assessment of possible pharmacological effects Intended for practitioners assessing and treating children with developmental delays the book provides clinicians with best practices for assessing and treating delays associated with autism Covers the full range of Autism Spectrum Disorders Covers the lifespan Focuses on evidence based assessment and treatment

Behavioral, Social, and Emotional Assessment of Children and Adolescents Kenneth Merrell
W,2013-07-04 This book provides a comprehensive foundation for conducting clinical assessments of child and adolescent social emotional behavior in a practical scientific and culturally appropriate manner It is aimed at graduate students practitioners and researchers in the fields of school psychology child clinical psychology and special education but will also be of interest to those in related disciplines such as counseling psychology child psychiatry and social work Section I Foundations and Methods of Assessment covers basic professional and ethical issues classification and diagnostic problems and comprehensive introductions to six primary assessment methods behavioral observation behavior rating scales clinical interviewing sociometric techniques self report instruments and projective expressive techniques Section II Assessment of Specific Problems Competencies and Populations includes six chapters for assessing specific socio emotional behavior domains externalizing problems internalizing problems other problems social skills and peer relations young children and diverse cultural groups Key features include New Material Provides expanded coverage of ethnic cultural and linguistic diversity within socio emotional assessment new material on conducting assessments within the context of ecological theory and public health models increased information on assessing children with Asperger s disorder or high function Autism and discussions of several new assessment tools and systems Evidence Based Focus Maintains a focus on empirically validated methods that research has shown to have adequate validity and reliability Problem Solving Focus Throughout the book assessment is linked to decision making within a problem solving framework Functional Focus Maintains a focus on making assessments functional within specific contexts and environments Applied Clinical Neuropsychology Jan Leslie Holtz,2010-12-20 Luring readers in with meticulously woven clinical vignettes Holtz masterfully presents the mechanics and the art of neuropsychology students will appreciate the historical roots of neuropsychology and will understand the multiplex systems of current neuropsychological approaches Nancy S Koven PhD Bates College there has not been an available text

focusing on the application of the basic principles in clinical neuropsychological practice Finally a text is available to remedy this problem Dennis Andersen MS LMHC Eastern Washington University A valuable introduction to the field of clinical neuropsychology and its terminology this text fills a void The reader gains an appreciation for the multifaceted role of the clinical neuropsychologist not only as an assessor of cognitive functioning but also as a treatment professional Lauren Littlefield PhD Washington College This breakthrough introductory text unlike all other clinical neuropsychology textbooks on the market introduces advanced undergraduate students and clinicians in training to the field by showing undergraduate students how clinical neuropsychologists actually practice their craft The book uncovers the professional issues that clinical neuropsychologists deal with daily including neurodegenerative disorders acquired disorders ethical practice issues interviewing testing prognosis and treatment planning drug prescriptions and more Using case studies culled from the author s own clinical work the book provides students with firsthand accounts of neuropsychology in action As the first textbook to integrate real practical applications of neuropsychology it covers the assessment diagnosis and treatment of individuals with brain illness or injury as opposed to examining brain structures and functions alone This innovative application based approach to neuropsychology is guaranteed to give students a clear comprehensive understanding of what neuropsychology is and what neuropsychologists do Key features Covers core concepts of neuropsychology including neuroanatomy neurophysiology brain structure and function and disorders of the central nervous system Includes application based topics not covered in traditional texts such as differential diagnosis individual group and family therapy and psychopharmacology Discusses test theory and evaluation examining tests of intellectual abilities memory functioning and more Extensive instructors ancillary package available with test questions and nearly 100 illustrations in PowerPoint format

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Hawthorne Educational Services Behavior Introduction

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