

University of Georgia Regents' Center for Learning Disorders
Student Behavior Checklist (to be completed by the client)

Client Name: _____

Date: _____

DIRECTIONS:

Below is a list of behaviors. Please rate whether any of the behaviors listed were: (1) more of a problem for you during the past (i.e., during elementary school) than for your peers; and (2) how those behaviors currently (i.e., within the past year) impact you.

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- 1 = Not a significant problem/Normal compared to peers
 - 2 = Mild problem (sometimes a problem – more than peers)
 - 3 = Moderate Problem (often a problem)
 - 4 = Severe Problem (very often a problem)

PROBLEM AREA	DURING ELEMENTARY SCHOOL				WITHIN THE PAST YEAR			
	1	2	3	4	1	2	3	4
Fail to give close attention to details or makes careless mistakes in schoolwork, work, other activities (e.g., chores)	1	2	3	4	1	2	3	4
Have difficulty sustaining attention in tasks or play activities	1	2	3	4	1	2	3	4
Do not seem to listen when spoken to directly	1	2	3	4	1	2	3	4
Does not follow through on instructions & fails to finish schoolwork, chores, or duties in the workplace	1	2	3	4	1	2	3	4
Have difficulty organizing tasks and activities	1	2	3	4	1	2	3	4
Dislike, avoid, or are reluctant to engage in tasks that require sustained mental effort (e.g., schoolwork or homework)	1	2	3	4	1	2	3	4
Lose things necessary for tasks and activities (e.g., assignments, pencils, books, tools, toys)	1	2	3	4	1	2	3	4
Easily distracted by extraneous stimuli	1	2	3	4	1	2	3	4
Forgetful in daily activities	1	2	3	4	1	2	3	4
Fidget with hands or feet or squirm in seat	1	2	3	4	1	2	3	4
Leave seat in classroom, at dining table, etc. (difficulty remaining seated when expected to)	1	2	3	4	1	2	3	4
Feel extremely restless; as a child: ran about, always on the move	1	2	3	4	1	2	3	4
Have difficulty in playing or engaging in leisure activities quietly	1	2	3	4	1	2	3	4
“On the go”, as if “driven by a motor”	1	2	3	4	1	2	3	4
Talk excessively	1	2	3	4	1	2	3	4
Blurt out answers before questions have been completed	1	2	3	4	1	2	3	4
Interrupt or intrude on others (e.g., butt into conversations or games)	1	2	3	4	1	2	3	4
Have difficulty awaiting turn	1	2	3	4	1	2	3	4

Over...

1 = Not a significant problem/Normal compared to peers
 2 = Mild problem (sometimes a problem – more than peers)
 3 = Moderate Problem (often a problem)
 4 = Severe Problem (very often a problem)

PROBLEM AREA	DURING ELEMENTARY SCHOOL				WITHIN THE PAST YEAR			
	1	2	3	4	1	2	3	4
Feel overwhelmed by the tasks of daily living	1	2	3	4	1	2	3	4
Have difficulty maintaining daily living space/living place is a mess	1	2	3	4	1	2	3	4
Shift from one task to another before completing first task	1	2	3	4	1	2	3	4
Procrastinate until deadline's at hand	1	2	3	4	1	2	3	4
Late for appointments/class	1	2	3	4	1	2	3	4
Become easily or quickly bored	1	2	3	4	1	2	3	4
Make decisions or act too quickly	1	2	3	4	1	2	3	4
Difficulty making or keeping friends	1	2	3	4	1	2	3	4
Engage in physically daring activities	1	2	3	4	1	2	3	4
Repeated traffic violations (total # _____)					1	2	3	4

If any items above and on the first page were circled 2, 3, or 4, please answer ALL of the following questions:

At what age did these problems become apparent? _____

Please provide examples of how these problems significantly affected the following settings in childhood:

School: _____

Home: _____

Social Settings: _____

Please provide examples of how these problems significantly affect the following settings now:

School: _____

Home: _____

Social Settings: _____

Work: _____

FEEL FREE TO ATTACH ADDITIONAL PAGES TO FULLY ANSWER THESE QUESTIONS IF NECESSARY

University of Georgia Regents' Center for Learning Disorders
Behavior Checklist to be completed by Parent/Guardian/Significant Other about the client

Client Name: _____ Completed By: _____

DIRECTIONS:

Please review the following list of behaviors and consider _____'s behaviors over the years. You will be asked to rate whether any of the behaviors listed were more of a problem for her/him during the past (i.e., during elementary school) than for other children, as well as how those behaviors currently (i.e., within the past year) impact her/him.

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PROBLEM AREA	DURING ELEMENTARY SCHOOL				WITHIN THE PAST YEAR			
	1	2	3	4	1	2	3	4
Fails to give close attention to details or makes careless mistakes in schoolwork, work, other activities (e.g., chores)	1	2	3	4	1	2	3	4
Has difficulty sustaining attention in tasks or play activities	1	2	3	4	1	2	3	4
Does not seem to listen when spoken to directly	1	2	3	4	1	2	3	4
Does not follow through on instructions & fails to finish schoolwork, chores, or duties in the workplace	1	2	3	4	1	2	3	4
Has difficulty organizing tasks and activities	1	2	3	4	1	2	3	4
Dislikes, avoids, or is reluctant to engage in tasks that require sustained mental effort (e.g., schoolwork or homework)	1	2	3	4	1	2	3	4
Loses things necessary for tasks and activities (e.g., toys, assignments, pencils, books, or tools)	1	2	3	4	1	2	3	4
Easily distracted by extraneous stimuli	1	2	3	4	1	2	3	4
Forgetful in daily activities	1	2	3	4	1	2	3	4
Fidgets with hands or feet or squirms in seat	1	2	3	4	1	2	3	4
Leaves seat in classroom, at dining table, etc. (difficulty remaining seated when expected to)	1	2	3	4	1	2	3	4
Feels/is extremely restless; as a child: ran about, always on the move	1	2	3	4	1	2	3	4
Has difficulty in playing or engaging in leisure activities quietly	1	2	3	4	1	2	3	4
"On the go", as if "driven by a motor"	1	2	3	4	1	2	3	4
Talks excessively	1	2	3	4	1	2	3	4
Blurts out answers before questions have been completed	1	2	3	4	1	2	3	4
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Has difficulty awaiting turn	1	2	3	4	1	2	3	4

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Feels overwhelmed by the tasks of daily living	1	2	3	4	1	2	3	4
Has difficulty maintaining daily living space/living place is a mess	1	2	3	4	1	2	3	4
Frequently shifts from one task to another before completing first task	1	2	3	4	1	2	3	4
Procrastinates until deadline's at hand	1	2	3	4	1	2	3	4
Late for appointments/class	1	2	3	4	1	2	3	4
Becomes easily or quickly bored	1	2	3	4	1	2	3	4
Makes decisions or acts too quickly	1	2	3	4	1	2	3	4
Difficulty making or keeping friends	1	2	3	4	1	2	3	4
Engages in physically daring activities	1	2	3	4	1	2	3	4
Repeated traffic violations (total # _____)					1	2	3	4

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Please provide examples of how these problems significantly affected the following settings in childhood:

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Home: _____

Social Settings: _____

Please provide examples of how these problems significantly affect the following settings now:

School: _____

Home: _____

Social Settings: _____

Work: _____

FEEL FREE TO ATTACH ADDITIONAL PAGES TO FULLY ANSWER THESE QUESTIONS IF NECESSARY

Study Habits Checklist

Almost Always	More than Half of the Time	About Half of the Time	Less than Half of the Time	Almost Never
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Previewing

1. Do you read over the table of contents of a book before you begin studying the book?
2. Before studying an assignment in detail, do you make use of any of the clues in the book such as headings, illustrations, and chapter summaries?

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Reading

3. Do you try to get the meaning of important new words?
4. As you read an assignment, do you have in mind questions that you are actually trying to answer?
- *5. Do you look for the main ideas in what you read?
6. Are you able to read without saying each word to yourself?
7. In addition to reading the required textbooks, do you read other materials for your courses?

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Notetaking While Reading

8. As you read your assignments, do you take notes?
9. Do you review your notes soon after taking them?

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Remembering

10. Do you try to find a genuine interest in the subjects you study?
- *11. Do you try to understand thoroughly all material that you should remember?

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Almost Always	More than Half of the Time	About Half of the Time	Less than Half of the Time	Almost Never
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12. When studying material to be remembered, do you try to summarize it to yourself?

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13. Do you distribute the study of a lengthy assignment over several study sessions?

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14. Do you try to relate what you are learning in one subject to what you learn in others?

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Report Writing

15. Before writing a report, do you collect information by doing research in the library?

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16. Before writing a report, do you make an outline?

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17. In writing a report, do you clearly indicate the main idea of each paragraph?

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18. In writing a report, do you rewrite your first drafts?

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Listening and Taking Class Notes

19. During class, do you search for main ideas?

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*20. In class, do you take notes?

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21. Do you revise class notes soon after class?

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Preparing for Examinations

*22. Before an examination, do you review the important facts and principles?

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23. Do you combine important notes on your textbook and from class into a master outline in studying for a major examination?

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24. Do you make up examination questions that you think will be asked, and answer them?

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25. In studying for an examination, do you distribute your time over at least two sessions?

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Almost Always	More than Half of the Time	About Half of the Time	Less than Half of the Time	Almost Never
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Taking Examinations

*26. In taking examinations, do you read the directions and the questions with care?

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27. At the start of an examination, do you make plans for suitably distributing your time among the questions?

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28. In taking an essay examination, do you outline your answer to a question before you start answering it?

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29. At the end of an examination, do you proofread or check your answers?

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Planning Time

*30. Do you keep up to date in your assignments?

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31. Do you have a study-schedule plan in which you set aside time each day for studying?

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32. Do you divide your study time among the various subjects to be studied?

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Arranging Physical Setting

33. Is the space on your study desk or table large enough?

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34. Is your study desk or table kept neat, that is, free of distracting objects?

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*35. Do you study in a quiet place—one that is free from noisy disturbances?

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36. Do you study by yourself rather than with others?

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37. When you sit down to study, do you have the equipment and materials you need?

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Written Language Checklist

Student's Name:
Paper topic/title:
Date:

Please fill out the following form about the *best* paper to be submitted. We want to understand what is required in order for you to do your best. So, be honest!

Process

1. Where do you get your ideas? Check all that apply.

- from imagination?
- from discussion with others?
- by imitating a book, story, poem, tv show, other media?
- from teachers' assignments?
- other sources? _____

Which source generates the best ideas? _____

2. Did you utilize any of these prewriting strategies? Check all that apply.

- talk with others about idea?
- draw pictures?
- make list / maps / index cards / other brainstorming?
- outline ideas?
- start writing "off the top of your head"?

3. How many drafts or revisions did you write? _____

- reviewed by teacher / peers / tutor / parents?
- final draft quite different from earlier drafts?
- final draft shows better ideas than first draft?

(OVER)

Functions of Writing

1. What forms of writing have you produced in the past? Check all that apply.

- poems
- stories / narrative
- expository
- persuasion
- technical

What form is the attached essay? _____

What form do you believe is your strongest? _____

2. What type of topic did you choose? Check all that apply.

- writer an expert (written from your own experience)
- formal research required
- informal research required
- topic a past or present event

3. Who did you consider to be your audience? Check all that apply.

- teacher
- classmates
- general public
- other
- don't know / didn't think about it

Regents' Center for Learning Disorders Credit Card Agreement

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Card Number: _____

Expiration Date: _____

Amount to Charge: _____

Name on Card: _____

Signature of Cardholder: _____

*** I agree to pay the total amount for testing as listed above.**