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**BASELINE TEACHER REPORTS TO QUESTIONS ABOUT CHILDREN IN CLASSROOM**

The purpose of the Baseline Teacher Report on Children is to capture children’s social and behavioral outcomes (i.e., positive social behaviors, challenging behaviors, and approaches to learning) based on teacher observation and interaction during routine classroom activities at the beginning (baseline) of the impact evaluation and process study. Lead teachers will be asked to complete a report on selected children in their classroom. This will be handed out at about the same time as the baseline teacher survey.

# Introduction

Thank you for participating in the Variations in Implementation of Quality Interventions (VIQI) Project! As part of this study, we would like you to answer some questions about some children in your classroom. This information is crucial to helping us understand the impacts of early care and education centers on children.

Your participation is completely voluntary, and you may skip any questions you do not wish to answer. You may stop the survey at any time. Your responses to these questions will be kept private to the extent permitted by law and will not be shared with your supervisor or other staff. There are no direct benefits to you for participating. Participation does not involve any risks other than what you would encounter in daily life. There is a small risk that your information could be lost, stolen, or misused, even though we follow strict rules to protect your information. The study team will follow strict procedures to protect your responses, and your responses will only be used for research and program improvement purposes. Your responses will be stored in password protected computer files and in locked research facilities. The data will be used only by the research team and other researchers bound by the same security requirements described here. We also may share de-identified responses with researchers looking at other education research topics who agree that they will protect your information.

Please complete this questionnaire within the next [X] days. Once complete, please send it back to [ADDRESS]. It will take approximately 10 minutes per child to complete. If you have any questions, please contact your project liaison at [PHONE] or [email].

Thank you!

*An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. The OMB number for this information collection is 0970-0508 and the expiration date is XX/XX/XXXX.* *Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to [Contractor Contact Name]; [Contractor Contact Address].*

**NOTE**: THE ITEMS LISTED HERE ARE PLACEHOLDERS. MANY OF THESE ITEMS ARE DRAWN FROM SURVEYS OF EARLY CHILDHOOD TEACHERS PREVIOUSLY USED IN STUDIES OF CURRICULUM-BASED INTERVENTIONS. THE SURVEY INCLUDES MULTIPLE ITEMS AND SCALES FOR CERTAIN CONSTRUCTS. ONCE PROJECT EXPERTS ARE CONSULTED AND PRE-TESTING IS COMPLETED, DECISIONS WILL BE AND SCALES WILL BE ADJUSTED.

**PLACEHOLDERS FOR ITEMS ABOUT CHILDREN’S POSITIVE SOCIAL SKILLS**

**How well do you know [child name]?**

* **Not well**
* **Moderately well**
* **Very well**

**I have known [child name] for \_\_\_\_\_ months.**

**Instructions: Please rate [child name] on each of the following items. Ratings should be based on your observations of this child’s behavior during the past 3 months. The rating points after each item appear in the following format:**

* Never: If the child does not exhibit a specified behavior, or if you have not had an opportunity to observe it, select 0, which indicates Never.
* Rarely: If the child exhibits a specified behavior or characteristic, but only very infrequently, select 1, which indicates Rarely.
* Sometimes: If the child occasionally exhibits a specified behavior or characteristic, select 2, which indicates Sometimes.
* Often: If the child frequently exhibits a specified behavior or characteristic, select 3, which indicates Often.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Social Skills Scale (Preschool and Kindergarten Behavior Scales – Second Edition) | Never | Rarely | Sometimes | Often |
| 1. Works of plays independently
 | ○0 | ○1 | ○2 | ○3 |
| 1. Is cooperative
 | ○0 | ○1 | ○2 | ○3 |
| 1. Smiles and laughs with other children
 | ○0 | ○1 | ○2 | ○3 |
| 1. Plays with several different children
 | ○0 | ○1 | ○2 | ○3 |
| 1. Tries to understand another child’s behavior (“Why are you crying?)
 | ○0 | ○1 | ○2 | ○3 |
| 1. Is accepted and liked by other children
 | ○0 | ○1 | ○2 | ○3 |
| 1. Follows instructions from adults
 | ○0 | ○1 | ○2 | ○3 |
| 1. Attempts new tasks before asking for help
 | ○0 | ○1 | ○2 | ○3 |
| 1. Makes friends easily
 | ○0 | ○1 | ○2 | ○3 |
| 1. Shows self-control
 | ○0 | ○1 | ○2 | ○3 |
| 1. Is invited by other children to play
 | ○0 | ○1 | ○2 | ○3 |
| 1. Uses free time in an acceptable way
 | ○0 | ○1 | ○2 | ○3 |
| 1. Is able to separate from parent without extreme distress
 | ○0 | ○1 | ○2 | ○3 |
| 1. Participates in family or classroom discussions
 | ○0 | ○1 | ○2 | ○3 |
| 1. Asks for help from adults when needed
 | ○0 | ○1 | ○2 | ○3 |
| 1. Sits and listens when stories are being read
 | ○0 | ○1 | ○2 | ○3 |
| 1. Stands up for other children’s rights (“That’s his!”)
 | ○0 | ○1 | ○2 | ○3 |
| 1. Adapts well to different environments
 | ○0 | ○1 | ○2 | ○3 |
| 1. Has skills or abilities that are admired by peers
 | ○0 | ○1 | ○2 | ○3 |
| 1. Comforts other children who are upset
 | ○0 | ○1 | ○2 | ○3 |
| 1. Invites other children to play
 | ○0 | ○1 | ○2 | ○3 |
| 1. Cleans up his or her messes when asked
 | ○0 | ○1 | ○2 | ○3 |
| 1. Follows rules
 | ○0 | ○1 | ○2 | ○3 |
| 1. Seeks comfort from an adult when hurt
 | ○0 | ○1 | ○2 | ○3 |
| 1. Shares toys and other belongings
 | ○0 | ○1 | ○2 | ○3 |
| 1. Stands up for his or her rights
 | ○0 | ○1 | ○2 | ○3 |
| 1. Apologizes for accidental behavior that may upset others
 | ○0 | ○1 | ○2 | ○3 |
| 1. Gives in or compromises with peers when appropriate
 | ○0 | ○1 | ○2 | ○3 |
| 1. Accepts decisions made by adults
 | ○0 | ○1 | ○2 | ○3 |
| 1. Takes turns with toys and other objects
 | ○0 | ○1 | ○2 | ○3 |
| 1. Is confident in social situations
 | ○0 | ○1 | ○2 | ○3 |
| 1. Responds appropriately when corrected
 | ○0 | ○1 | ○2 | ○3 |
| 1. Is sensitive to adult problems (Are you sad?”)
 | ○0 | ○1 | ○2 | ○3 |
| 1. Shows affection for other children
 | ○0 | ○1 | ○2 | ○3 |

**Please rate each of the listed behaviors according to how well it describes [CHILD NAME].**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Prosocial Behavior Subscale from the Social Competence Scale (CPPRG, 1995)**  | **Almost Never** | **Rarely** | **Sometimes** | **Often** | **Very Often** | **Almost Always** |
| Shares with others | ○1 | ○2 | ○3 | ○4 | ○5 | ○6 |
| Is helpful to others | ○1 | ○2 | ○3 | ○4 | ○5 | ○6 |
| Resolves problems with other children on his or her own | ○1 | ○2 | ○3 | ○4 | ○5 | ○6 |
| Listens to other people’s point of view | ○1 | ○2 | ○3 | ○4 | ○5 | ○6 |
| Cooperates | ○1 | ○2 | ○3 | ○4 | ○5 | ○6 |
| Understands other people’s feelings | ○1 | ○2 | ○3 | ○4 | ○5 | ○6 |
| Expresses needs and feelings appropriately | ○1 | ○2 | ○3 | ○4 | ○5 | ○6 |
| **Emotion Regulation Subscale from the Social Competence Scale (CPPRG, 1995)** |  |  |  |  |  |  |
| Copes well with disappointment or frustration | ○1 | ○2 | ○3 | ○4 | ○5 | ○6 |
| Accepts things not going his or her way | ○1 | ○2 | ○3 | ○4 | ○5 | ○6 |
| Feelings are easily hurt (R) | ○1 | ○2 | ○3 | ○4 | ○5 | ○6 |
| Whines or complains (R) | ○1 | ○2 | ○3 | ○4 | ○5 | ○6 |
| Controls temper when there is a disagreement | ○1 | ○2 | ○3 | ○4 | ○5 | ○6 |
| Stops and calms down when frustrated or upset | ○1 | ○2 | ○3 | ○4 | ○5 | ○6 |

**PLACEHOLDERS FOR ITEMS ABOUT CHILDREN’S CHALLENGING BEHAVIORS**

**Please rate [child name] on each of the following items. Ratings should be based on your observations of this child’s behavior during the past 3 months. The rating points after each item appear in the following format:**

* Never: If the child does not exhibit a specified behavior, or if you have not had an opportunity to observe it, select 0, which indicates Never.
* Rarely: If the child exhibits a specified behavior or characteristic, but only very infrequently, select 1, which indicates Rarely.
* Sometimes: If the child occasionally exhibits a specified behavior or characteristic, select 2, which indicates Sometimes.
* Often: If the child frequently exhibits a specified behavior or characteristic, select 3, which indicates Often.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Problem Behavior Scale (Preschool and Kindergarten Behavior Scales – Second Edition) | Never | Rarely | Sometimes | Often |
| 1. Acts impulsively without thinking
 | ○0 | ○1 | ○2 | ○3 |
| 1. Becomes sick when upset or afraid
 | ○0 | ○1 | ○2 | ○3 |
| 1. Teases or makes fun of other children
 | ○0 | ○1 | ○2 | ○3 |
| 1. Does not respond to affection from others
 | ○0 | ○1 | ○2 | ○3 |
| 1. Clings to parent or caregiver
 | ○0 | ○1 | ○2 | ○3 |
| 1. Makes noises that annoy others
 | ○0 | ○1 | ○2 | ○3 |
| 1. Has temper outbursts or tantrums
 | ○0 | ○1 | ○2 | ○3 |
| 1. Wants all the attention
 | ○0 | ○1 | ○2 | ○3 |
| 1. Is anxious or tense
 | ○0 | ○1 | ○2 | ○3 |
| 1. Will not share
 | ○0 | ○1 | ○2 | ○3 |
| 1. Is physically aggressive (hits, kicks, pushes)
 | ○0 | ○1 | ○2 | ○3 |
| 1. Avoids playing with other children
 | ○0 | ○1 | ○2 | ○3 |
| 1. Yells or screams when angry
 | ○0 | ○1 | ○2 | ○3 |
| 1. Takes things away from other children
 | ○0 | ○1 | ○2 | ○3 |
| 1. Has difficulty concentrating or staying on task
 | ○0 | ○1 | ○2 | ○3 |
| 1. Disobeys rules
 | ○0 | ○1 | ○2 | ○3 |
| 1. Has problems making friends
 | ○0 | ○1 | ○2 | ○3 |
| 1. Is afraid or fearful
 | ○0 | ○1 | ○2 | ○3 |
| 1. Must have his or her own way
 | ○0 | ○1 | ○2 | ○3 |
| 1. Is overly active – unable to sit still
 | ○0 | ○1 | ○2 | ○3 |
| 1. Seeks revenge against others
 | ○0 | ○1 | ○2 | ○3 |
| 1. Defies parent, teacher, or caregiver
 | ○0 | ○1 | ○2 | ○3 |
| 1. Complains of aches, pain, or sickness
 | ○0 | ○1 | ○2 | ○3 |
| 1. Resists going to preschool or day care
 | ○0 | ○1 | ○2 | ○3 |
| 1. Is restless and fidgety
 | ○0 | ○1 | ○2 | ○3 |
| 1. Calls people names
 | ○0 | ○1 | ○2 | ○3 |
| 1. Is difficult to comfort when upset
 | ○0 | ○1 | ○2 | ○3 |
| 1. Withdraws from the company of others
 | ○0 | ○1 | ○2 | ○3 |
| 1. Bullies or intimidates other children
 | ○0 | ○1 | ○2 | ○3 |
| 1. Seems unhappy or depressed
 | ○0 | ○1 | ○2 | ○3 |
| 1. Has unpredictable behavior
 | ○0 | ○1 | ○2 | ○3 |
| 1. Is jealous of other children
 | ○0 | ○1 | ○2 | ○3 |
| 1. Acts younger than his or her age
 | ○0 | ○1 | ○2 | ○3 |
| 1. Destroys things that belong to others
 | ○0 | ○1 | ○2 | ○3 |
| 1. Is moody or temperamental
 | ○0 | ○1 | ○2 | ○3 |
| 1. Is overly sensitive to criticism or scolding
 | ○0 | ○1 | ○2 | ○3 |
| 1. Whines or complains
 | ○0 | ○1 | ○2 | ○3 |
| 1. Gets taken advantage of by other children
 | ○0 | ○1 | ○2 | ○3 |
| 1. Disrupts ongoing activities
 | ○0 | ○1 | ○2 | ○3 |
| 1. Tells lies
 | ○0 | ○1 | ○2 | ○3 |
| 1. Is easily provoked – has a “short fuse”
 | ○0 | ○1 | ○2 | ○3 |
| 1. Bothers and annoys other children
 | ○0 | ○1 | ○2 | ○3 |

**Please rate the frequency that [child name] shows each behavior.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Aggressive/Oppositional Items from the Teacher Observation of Child Adaptation-Revised (TOCA-R) (Werthamer-Larsson, Kellam, & Wheeler, 1991)** | **Almost Never** | **Rarely** | **Sometimes** | **Often** | **Very Often** | **Almost Always** |
| Breaks things on purpose | ○1 | ○2 | ○3 | ○4 | ○5 | ○6 |
| Stubborn | ○1 | ○2 | ○3 | ○4 | ○5 | ○6 |
| Yells at others | ○1 | ○2 | ○3 | ○4 | ○5 | ○6 |
| Knowingly breaks rules | ○1 | ○2 | ○3 | ○4 | ○5 | ○6 |
| Fights with other children | ○1 | ○2 | ○3 | ○4 | ○5 | ○6 |
| Ignores or refuses to obey adults | ○1 | ○2 | ○3 | ○4 | ○5 | ○6 |
| Hits, pushes or shoves | ○1 | ○2 | ○3 | ○4 | ○5 | ○6 |
| **Internalizing/Withdrawn Items (from TOCA-R and other behavior problem scales developed for young children)** |  |  |  |  |  |  |
| Invites others to play (R) | ○1 | ○2 | ○3 | ○4 | ○5 | ○6 |
| Low energy, lethargic or inactive | ○1 | ○2 | ○3 | ○4 | ○5 | ○6 |
| Keeps to him or herself, tends to withdraw | ○1 | ○2 | ○3 | ○4 | ○5 | ○6 |
| Sad, unhappy | ○1 | ○2 | ○3 | ○4 | ○5 | ○6 |
| Avoids playing with other children | ○1 | ○2 | ○3 | ○4 | ○5 | ○6 |

**PLACEHOLDERS FOR ITEMS ABOUT CHILDREN’S APPROACHES TO LEARNING/ENGAGEMENT**

**Please report on whether each behavior describes [child name] *not at all, a little, moderately well, well, or very well.* Please select the most appropriate response to each question.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Not at all** | **A little** | **Moderately well** | **Well** | **Very well** |
| 1. Completes work.
 | ○1 | ○2 | ○3 | ○4 | ○5 |
| 1. Well organized.
 | ○1 | ○2 | ○3 | ○4 | ○5 |
| 1. Functions well even with distractions.
 | ○1 | ○2 | ○3 | ○4 | ○5 |
| 1. Works well without adult support.
 | ○1 | ○2 | ○3 | ○4 | ○5 |
| 1. A self-starter.
 | ○1 | ○2 | ○3 | ○4 | ○5 |

**Approaches to Learning** (Bierman et al., 2008) – 9 items similar to those used by Birrell et al. (1985). Example items include being able to sit at a table and do work, being ready for the cognitive demands of school, able to work independently. Items rated on a 6-point scale ranging from strongly disagree to strongly agree.

**For each statement, please rate how much you agree or disagree.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Approaches to Learning (REDI Project, Bierman et al., 2008)** | **Strongly Disagree** | **Disagree** | **Slightly Disagree** | **Slightly Agree** | **Agree** | **Strongly Agree** |
| This child well be successful in meeting the demands of school | ○1 | ○2 | ○3 | ○4 | ○5 | ○6 |
| This child is ready for the cognitive demands of school | ○1 | ○2 | ○3 | ○4 | ○5 | ○6 |
| This child is careful with his or her work | ○1 | ○2 | ○3 | ○4 | ○5 | ○6 |
| This child can work independently | ○1 | ○2 | ○3 | ○4 | ○5 | ○6 |
| This child is able to sit at a table and do work | ○1 | ○2 | ○3 | ○4 | ○5 | ○6 |
| This child is able and willing to follow teacher instructions | ○1 | ○2 | ○3 | ○4 | ○5 | ○6 |
| This child seems enthusiastic about learning new things | ○1 | ○2 | ○3 | ○4 | ○5 | ○6 |
| This child has the self-control necessary to do well in school | ○1 | ○2 | ○3 | ○4 | ○5 | ○6 |
| This child can follow the rules and routines that are part of the school day.  | ○1 | ○2 | ○3 | ○4 | ○5 | ○6 |

**Approaches to Learning** (items from ECLS-K)

The teacher indicates how frequently the child exhibited the following behaviors or characteristics. The response scale included four points ranging from “1 = never” to “4 = very often,” and there was also a “-7 = no opportunity to observe” option.

* Keeps belongings organized.
* Shows eagerness to learn new things.
* Works independently.
* Easily adapts to changes in routine.
* Persists in completing tasks.
* Pays attention well

**Classroom Engagement** (Fitzpatrick & Pagani, 2013; Pagani et al., 2010)

Response scale is 1 (never) to 3 (always)

* Works neatly and carefully
* Follows rules and instructions
* Follows directions
* Listen attentively
* Completes work on time
* Works autonomously
* Works and plays cooperatively with other children

**Child Engagement** (adaptation from Lee & Reeve, 2012)

Response scale is 1 (strongly disagree) to 7 (strongly agree)

* Extent to which this child is often highly engaged -- meaning they show relatively high on-task attention and concentration. This can include showing active listening during activities and tasks, sharing of ideas and responding to questions as the activity or task calls for it, and putting in high effort and high persistence, especially on difficult tasks.
	+ In the following content areas:
		- Literacy
		- Math
		- Science
		- Social-emotional learning
	+ In the following activities:
		- Whole group
		- Small group
		- Read aloud
		- Centers

Cooper-Farran Behavior Rating Scales is composed of 37 items in two subscales. The Interpersonal Skills subscale (IPS) includes 21 items and the Work-Related Skills (WRS) subscale includes 16 items. The IPS subscale measures how well children get along with peers and the teacher. The WRS subscale includes items about independent work, compliance with instructions, and memory for instructions. Items are rated on a 1-7 scale with descriptive phrases to “anchor” points 1,3,5, and 7.









Behavior Rating Inventory of Executive Functioning-Preschool (BRIEF-P; Gioia, Espy, & Isquith, 2002) is a 63-item parent/ teacher completed rating scale for children aged from 2 to 5 years with items composing five executive domains: Inhibit (16 items), Shift (10 items), Emotional Control (10 items), Working Memory (17 items), and Plan/ Organize (10 items). The scales are summarized in three overlapping indexes: Inhibitory Self-Control (Inhibit and Emotional Control), Flexibility (Shift and Emotional Control), and Emergent Metacognition (Working Memory and Plan/Organize). Teachers are asked to rate each item as to whether it is never, sometimes, or often a problem for the child (e.g., “Is impulsive”).

|  |  |  |  |
| --- | --- | --- | --- |
| BRIEF-P (63 items) – Parent and Teacher Reported Versions  | Never | Sometimes | Often |
| 1. Overreacts to small problems
 | ○1 | ○2 | ○3 |
| 1. When given two things to do, remembers only the first or last
 | ○1 | ○2 | ○3 |
| 1. Is unaware of how his/her behavior affects or bothers others
 | ○1 | ○2 | ○3 |
| 1. When instructed to clean up, puts things away in a disorganized, random way
 | ○1 | ○2 | ○3 |
| 1. Becomes upset with new situations
 | ○1 | ○2 | ○3 |
| 1. Has explosive, angry outbursts
 | ○1 | ○2 | ○3 |
| 1. Has trouble carrying out the actions needed to complete tasks (such as trying one puzzle piece at a time, cleaning up to earn a reward)
 | ○1 | ○2 | ○3 |
| 1. Does not stop laughing at funny things or events when others stop
 | ○1 | ○2 | ○3 |
| 1. Needs to be told to begin a task even when willing to do it
 | ○1 | ○2 | ○3 |
| 1. Has trouble adjusting to new people (such as babysitter, teacher, friend, or day care worker)
 | ○1 | ○2 | ○3 |
| 1. Becomes upset too easily
 | ○1 | ○2 | ○3 |
| 1. Has trouble concentrating on games, puzzles, or play activities
 | ○1 | ○2 | ○3 |
| 1. Has to be more closely supervised than similar playmates
 | ○1 | ○2 | ○3 |
| 1. When sent to get something, forgets what he/she is supposed to get
 | ○1 | ○2 | ○3 |
| 1. Is upset by a change in plans or routine (for example, order of daily activities, adding last minute errands to schedule, change in driving route to store)
 | ○1 | ○2 | ○3 |
| 1. Has outbursts for little reason
 | ○1 | ○2 | ○3 |
| 1. Repeats the same mistakes over and over even after help is given
 | ○1 | ○2 | ○3 |
| 1. Acts wilder or sillier than others in groups (such as birthday parties, play group)
 | ○1 | ○2 | ○3 |
| 1. Cannot find clothes, shoes, toys, or books even when he/she has been given specific instructions
 | ○1 | ○2 | ○3 |
| 1. Takes a long time to feel comfortable in new places or situations (such as visiting distant relatives or new friends)
 | ○1 | ○2 | ○3 |
| 1. Mood changes frequently
 | ○1 | ○2 | ○3 |
| 1. Makes silly mistakes on things he/she can do
 | ○1 | ○2 | ○3 |
| 1. Is fidgety, restless, or squirmy
 | ○1 | ○2 | ○3 |
| 1. Has trouble following established routines for sleeping, eating, or play activities
 | ○1 | ○2 | ○3 |
| 1. Is bothered by loud noises, bright lights, or certain smells
 | ○1 | ○2 | ○3 |
| 1. Small events trigger big reactions
 | ○1 | ○2 | ○3 |
| 1. Has trouble with activities or tasks that have more than one step
 | ○1 | ○2 | ○3 |
| 1. Is impulsive
 | ○1 | ○2 | ○3 |
| 1. Has trouble thinking of a different way to solve a problem or complete an activity when stuck
 | ○1 | ○2 | ○3 |
| 1. Is disturbed by changes in the environment (such as new furniture, things in room moved around, or new clothes)
 | ○1 | ○2 | ○3 |
| 1. Angry or tearful outbursts are intense but end suddenly
 | ○1 | ○2 | ○3 |
| 1. Needs help from adult to stay on task
 | ○1 | ○2 | ○3 |
| 1. Does not notice when his/her behavior causes negative reactions
 | ○1 | ○2 | ○3 |
| 1. Leaves messes that others have to clean up even after instruction
 | ○1 | ○2 | ○3 |
| 1. Has trouble changing activities
 | ○1 | ○2 | ○3 |
| 1. Reacts more strongly to situations than other children
 | ○1 | ○2 | ○3 |
| 1. Forgets what he/she is doing in the middle of an activity
 | ○1 | ○2 | ○3 |
| 1. Does not realize that certain actions bother others
 | ○1 | ○2 | ○3 |
| 1. Gets caught up in the small details of a task or situation and misses the main idea
 | ○1 | ○2 | ○3 |
| 1. Has trouble “joining in” at unfamiliar social events (such as birthday parties, picnics, holiday gatherings)
 | ○1 | ○2 | ○3 |
| 1. Is easily overwhelmed or overstimulated by typical daily activities
 | ○1 | ○2 | ○3 |
| 1. Has trouble finishing tasks (such as games, puzzles, pretend play activities)
 | ○1 | ○2 | ○3 |
| 1. Gets out of control more than playmates
 | ○1 | ○2 | ○3 |
| 1. Cannot find things in room or play area even when given specific instructions
 | ○1 | ○2 | ○3 |
| 1. Resists change of routine, foods, places, etc.
 | ○1 | ○2 | ○3 |
| 1. After having a problem, will stay disappointed for a long time
 | ○1 | ○2 | ○3 |
| 1. Cannot stay on the same topic when talking
 | ○1 | ○2 | ○3 |
| 1. Talks or plays too loudly
 | ○1 | ○2 | ○3 |
| 1. Does not complete tasks even after given directions
 | ○1 | ○2 | ○3 |
| 1. Acts overwhelmed or overstimulated in crowded, busy situations (such as lots of noise, activity, or people)
 | ○1 | ○2 | ○3 |
| 1. Has trouble getting started on activities or tasks even after instructed
 | ○1 | ○2 | ○3 |
| 1. Acts too wild or out of control
 | ○1 | ○2 | ○3 |
| 1. Does not try as hard as his/her ability on activities
 | ○1 | ○2 | ○3 |
| 1. Has trouble putting the breaks on his/her actions even after being asked
 | ○1 | ○2 | ○3 |
| 1. Unable to finish describing an event, person, or story
 | ○1 | ○2 | ○3 |
| 1. Completes tasks or activities too quickly
 | ○1 | ○2 | ○3 |
| 1. Is unaware when he/she does will and not well
 | ○1 | ○2 | ○3 |
| 1. Gets easily sidetracked during activities
 | ○1 | ○2 | ○3 |
| 1. Has trouble remembering something, even after a brief period of time
 | ○1 | ○2 | ○3 |
| 1. Becomes too silly
 | ○1 | ○2 | ○3 |
| 1. Has a short attention span
 | ○1 | ○2 | ○3 |
| 1. Plays carelessly or recklessly in situations where he/she could be hurt
 | ○1 | ○2 | ○3 |
| 1. Is unaware when he/she performs a task right or wrong
 | ○1 | ○2 | ○3 |