

# In-Sync Therapy~

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## Classroom Behavior Checklist

Child's Name: \_\_\_\_\_

Birth Date: \_\_\_\_\_

Completed by: \_\_\_\_\_

Date: \_\_\_\_\_

School: \_\_\_\_\_

Key: **F** =Frequently **S** = Sometimes **N** = Never **NA** = Not Applicable

### Does this student:

1. Have difficulty with transitions, shifting from one activity to another?	F	S	N	NA
2. Have difficulty following multi-step instructions or completing tasks that involve a series of steps?	F	S	N	NA
3. Have difficulty maintaining focus or persisting on a task?	F	S	N	NA
4. Become hyper-aroused or overly excited in class?	F	S	N	NA
5. Seem sleepy or under-aroused in class?	F	S	N	NA
6. Seem impulsive and likely to act before thinking?	F	S	N	NA
7. Have difficulty completing class assignments within the allotted time?	F	S	N	NA
8. Have difficulty asking questions or expressing their thoughts and feelings in words?	F	S	N	NA
9. Have difficulty asking for help when they need it?	F	S	N	NA
10. Get frustrated with school work easily?	F	S	N	NA
11. Get frustrated easily during interactions with peers?	F	S	N	NA
12. Show strong emotion in class?	F	S	N	NA
13. Seem anxious or very stressed in class?	F	S	N	NA
14. Have a poor sense of time?	F	S	N	NA
15. Get angry easily in class?	F	S	N	NA
16. Need a lot of structure to function well in the classroom or seem very tied to routine?	F	S	N	NA
17. Insist that other children follow the rules or get upset when they don't?	F	S	N	NA
18. Seem very concerned with fairness?	F	S	N	NA
19. Take things more literally than they were intended?	F	S	N	NA

20. Have difficulty with change or ambiguity?	F	S	N	NA
21. Have difficulty seeing the other student's point of view or the impact of their actions on other students?	F	S	N	NA
22. Misinterpret the neutral words and actions of other students as threatening or hurtful?	F	S	N	NA
23. Have difficulty reading and responding to social cues appropriately?	F	S	N	NA
24. Have difficulty with basic social skills such as starting a conversation or entering a group?	F	S	N	NA
25. Display excessive attachment to one particular peer?	F	S	N	NA
26. Have difficulty keeping their hands to themselves in line or at other times?	F	S	N	NA
27. Misinterpret the touch and movements of other students as aggression?	F	S	N	NA
28. Get distracted easily by sounds in the classroom?	F	S	N	NA
29. Make inappropriate noises in class with their mouth or with objects?	F	S	N	NA
30. Have a strong anxious or aversive response to loud sounds?	F	S	N	NA
31. Talk excessively in class?	F	S	N	NA
32. Have difficulty organizing and managing class materials?	F	S	N	NA
33. Have difficulty copying written material from the board?	F	S	N	NA
34. Lose their place easily when reading?	F	S	N	NA
35. Sit at their desk in odd positions such as on one leg?	F	S	N	NA
36. Have difficulty staying in their seat or fidget with objects on their desk?	F	S	N	NA
37. Resist or refuse to follow instructions or comply with expected behavior?	F	S	N	NA
38. Display physical aggression toward other students?	F	S	N	NA
39. Display verbal aggression toward other students?	F	S	N	NA
40. Fail to change their behavior appropriately in response to predictable consequences such as rewards, withdrawal of rewards, or punishment?	F	S	N	NA

**Suzanne P. Starseed, MHS, LOT** is a former Professor and Chair of the Department of Occupational Therapy at Louisiana State University Medical Center. She has over 30 years experience treating children with sensory processing, attention, emotional, and learning challenges. Ms. Starseed is author of the book *The Ecology of Learning: Re-Inventing Schools* (2011) and speaks widely on parenting, child development, sensory processing, child mental health, and educational issues.