# Resource Consultant Training Program
# Training Module No. 6

RCTP

## Data Collection Forms Used in the Resource Consultant Training Program

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# DATA COLLECTION FORMS USED IN THE RESOURCE CONSULTANT TRAINING PROGRAM

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The Resource Consultant Training Program (RCTP) is a federally funded training program within the University of Oregon's College of Education, Division of Teacher Education. Dr. Gerald Tindal serves as the director. Program participants develop skills to help improve the educational services provided to handicapped and low-performing children. Students are trained to use these skills within an indirect delivery system, working with and through other educators, rather than providing services directly to students.

The RCTP has three objectives:

1. To provide training in consultation, specifically, the delivery of indirect services to educators of handicapped, low-performing, and at-risk students.

2. To develop a series of training modules for use by consultants to provide inservice training to other educators and parents.

3. To study and evaluate the consultation process and develop an empirical basis for consultation training.

## DESCRIPTION OF THE PROGRAM

Students in RCTP take 15 credits in one academic year. Three, 3-credit courses are offered, one per term for three terms, along with a 6-credit supervised Practicum. All of the courses focus on training in educational consultation.

A comprehensive model of consultation is presented in Role of the Resource Consultant I, which is offered Fall term. The course provides training in problem identification, development of effective programs, and

program evaluation. Role of the Resource Consultant I is open to all graduate students in the College of Education and requires no prerequisite.

Role of the Resource Consultant II and III, usually offered Winter and Spring terms, require concurrent registration in the Resource Consultant Practicum. These seminars are directly related in content and process to the Practicum. Students participate in simulation exercises and provide each other with a forum for analyzing and evaluating specific consultation issues and concerns.

A key element of the RCTP is the 6-credit Consultation Practicum. Students participate in the Practicum all three quarters, although they receive credit for only two terms (3 credits per term). Students are placed in practicum settings tailored to their backgrounds and future interests.

## RESOURCE CONSULTANT PROGRAM COURSEWORK

Participants in the Resource Consultant Training Program are experienced educators. They come from a variety of backgrounds and bring with them a variety of skills and competencies. The training and practicum experiences of the training program are designed to develop and extend those skills that enable participating students to function as successful consultants. These skills fall within four broad categories: (a) identification and assessment, (b) development of effective interventions, (c) evaluation of program effects, and (d) study of the consultation process.

## DATA COLLECTION FORMS USED IN RCTP

The forms in this module are used by the students in the Resource Consultant Training Program to assist in managing their time spent within a referred case, and to collect data for identification and corroboration of problems, development of intervention programs, and evaluating the outcomes of those programs.

### 1. Consultant's Case and Time Tracking System

A. Directions
B. Data collection form

CATS is the consultant's time management system. This form is used to record and analyze the time spent in various consultation activities within a particular case.

## 2. Behavioral Interview Guide

This form is used in guided interviews with teachers, parents, students, or other staff members. It has three purposes: (a) to assist the consultant in gathering important information about a referred concern from involved parties, (b) to assist the consultant in determining the perspectives of participants toward the concern, and (c) to provide a format for initial discussions of solutions to the concern.

## 3. Consultant Rating of Student Behavior and Classroom Ecology and Teacher Rating of Student Behavior and Classroom Ecology

These identical forms are used by consultants to guide informal assessment of a classroom environment. It is sometimes helpful for a teacher to do a simultaneous assessment of his/her own classroom for comparison. This can provide important information to the consultant about the teacher's perceptions and attitudes relevant to the referred concern.

## 4. Classroom Observation Form

A. Directions
B. Data collection form

This form guides informal observations of students in classrooms and other school environments. It also helps consultants organize their anecdotal notes following an informal observation for later debriefing with the teacher or aide.

## 5. Teacher's Comparative Daily Rating of Student Behavior and Behavior Rating Schedule for Teachers

Both of these forms are used by teachers to provide information to the consultant in (a) identifying or corroborating a concern about a student's behavior or (b) evaluating the effects of an intervention. The data obtained from these two forms is analyzed informally by the consultant, the teacher, and/or others involved in the case.

## 6. Behavioral Accomplishment Rating Scale (BARS)

This form is used to evaluate the effects of consultation on a particular case. The referring teacher and/or others complete the *BARS* after termination of the consultant's involvement with the case. Results can be used to assess opinions of persons involved in the case about the importance and effects of the consultant's activities.

Another instrument used in the Resource Consultant Training Program is the *Activity Structures Observation Instrument* (Parker, Hasbrouck, & Tindal, 1989). It is available in Resource Consultant Training Module #1.

# CATS DIRECTIONS AND DATA COLLECTION FORM

# CONSULTANT'S CASE AND TIME TRACKING SYSTEM (CATS): DIRECTIONS FOR USE

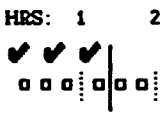
## INTRODUCTION

CATS is a system used by Consultants for tracking (a) their time engaged in various consultation-related activities, and (b) the frequency of occurrence of these activities within and outside of specific cases. CATS is used throughout a day, over the term of a case. CATS allows coding any of 28 activities contained within seven general categories: (a) Interactive Information Gathering; (b) Direct Observations; (c) Obtaining & Reviewing Existing Information; (d) Consulting with Referring Teacher; (e) Consulting with & Assisting Others; (f) Preparing Reports, Materials, & Data; (g) Other.

## DIRECTIONS

All coding for case specific activities is done on the CATS Case Form. Separate forms are used for each individual case. Activities performed *outside* of a particular case may be coded on one separate CATS Form labeled "General."

For each of the 28 activities, the Consultant codes <u>events</u> (occurrences), and <u>duration</u> (in 15-minute blocks). Events are coded with a **check** for each event of less than 15 minutes duration. For events of 15 minutes or longer a **vertical line** is drawn on the 2-hour scale, with 15-minute intervals and hours marked:




(The example above shows 3 short occurrences of less than 15 minutes each and one longer activity of approximately 1 hour and 15 minutes duration within one activity on a single day).

The time a consultant spends in the activities: "Prepare reports/materials/ data" and "Other (communicating/logistics)" may occasionally exceed 2 hours. A blank space has been provided on the CATS form to record the total time spent in these activities should they go over 2 hours in any one day.

For activities that occur at school use a blue or black pen or pencil for the check marks and vertical lines. Use a red pen or pencil to code activities that occur outside the school (including work done at home, in the evenings or on the weekends).

## FEEDBACK USE

CATS provides the Consultant with a one page graphic display of the frequency and duration of various activities s/he engaged in for a particular case within a five day period.

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# DEFINITIONS OF ACTIVITIES

## INTERACTIVE INFORMATION GATHERING

- **Verbal Reports from Referring teacher(s):** time spent getting information from the referring teacher in a verbal format only. This can include discussing the concern informally, hearing an update on the progress of the case from the teacher, or conducting a more formal interview.

- **Verbal Reports from Other(s):** time spent getting information in a verbal format only (as above) from someone other than the referring teacher or the target student(s).

- **Interview Target Student(s):** time spent getting information from the target student(s) in a formal or informal interview format. Can also include verbal reports from the student(s) regarding the progress of the case.

- **Diagnostic Teaching:** time spent getting information through direct teaching of an individual, small or large group during which the target student(s) are observed for their responses, reactions, behavior, etc. (Time spent directly teaching students where the purpose is other than obtaining information from the teaching process is coded under "Consult with/Assist Others".)

- **Testing:** time spent testing an individual or group of students using formal or informal assessment instruments, but not diagnostic teaching.

- **Other:** time spent collecting information through interactions with others in ways not listed above.

## DIRECT OBSERVATION OF:

- **Target Student (With Cohort):** time spent in direct observation of the target student with cohort(s)/peer(s). The Consultant could use the ASOS (Activity Structures Observation System), or other formal or informal observation systems.

- **Peers Only (Behavior/Norms):** time spent in direct observation of students other than the target student(s) to determine classroom standards for behavior, general classroom climate, etc. The Consultant could use the ASOS (Activity Structures Observation System), or other formal or informal observation systems.

- **Classroom Structure/Assignments:** time spent in direct observation of the entire classroom environment (teacher's management techniques and procedures, classroom rules, etc.) and/or assignments using formal or informal observation systems.

- **Home Context:** time spent in directly observing the target student(s) home environment using formal or informal observation systems.

- **Other:** time spent in direct observation of people and/or environments other than those listed above.

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## OBTAIN & REVIEW EXISTING INFORMATION:

• **Class Work Samples:** time spent collecting and analyzing samples of students' work, other than test results.

• **Teacher Notes/Records:** time spent collecting and analyzing notes, reports, behavioral charts, test results, etc., obtained from the teacher.

• **Permanent File Contents:** time spent collecting and analyzing reports from the students' permanent file including test results, report cards, behavioral assessments/reports, referrals, etc., contained in the students' permanent file.

• **Curriculum Materials/Lesson Plans:** time spent collecting and analyzing curriculum materials and/or lesson plans being used with the target student(s) or by the referring teacher.

## CONSULT WITH REFERRING TEACHER:

• **Idea Share/ Listen/ Encourage:** time spent exchanging ideas, opinions, thoughts directly and informally with the referring teacher; time spent listening to, encouraging, informally counseling the referring teacher.

• **Exchange Current Information/ Data:** time spent exchanging or presenting newly gathered or previously existing information or data with the referring teacher.

• **Provide Sources/ Materials:** time spent directly providing sources for or access to materials, or supplying the materials themselves to the referring teacher.

• **Train/ Model/ Coach/ Demonstrate:** time spent training, modeling, coaching and/or demonstrating new strategies, techniques, procedures, methods to the referring teacher.

• **Logistics Help:** time spent making contacts, or serving as a communications link between others, for the referring teacher.

• **Teacher Aide Work:** time spent providing direct assistance by correcting papers, organizing classroom materials, mailing letters, typing, etc. which releases the referring teacher to do some task.

## CONSULT WITH/ ASSIST OTHERS:

• **Target Student:** time spent providing the target student(s) with ideas, suggestions; listening, encouraging, informally counseling; presenting information or data; providing materials or sources; teaching new strategies, techniques, procedures, methods to the target student(s). This does not include time spent diagnostic teaching.

• **Peers:** time spent providing ideas, suggestions; listening, encouraging, informally counseling; presenting information or data; providing materials or sources; teaching new strategies, techniques, procedures, methods to students other than the target student(s). This does not include time spent diagnostic teaching.

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• **Other School Staff:** time spent providing ideas, suggestions; listening, encouraging, informally counseling; presenting information or data; providing materials or sources; training/ modeling/ coaching/ demonstrating new strategies, techniques, procedures, methods; serving as a communications link for school staff members other than the targetted teacher.

• **Parent(s)/Family:** time spent providing ideas, suggestions; listening, encouraging, informally counseling; presenting information or data; providing materials or sources; training/ modeling/ coaching/ demonstrating new strategies, techniques, procedures, methods; serving as a communications link for parent(s) or family member(s) of target student(s).

• **Others:** time spent providing ideas, suggestions; listening, encouraging, informally counseling; presenting information or data; providing materials or sources; training/ modeling/ coaching/ demonstrating new strategies, techniques, procedures, methods; serving as a communications link for people other than those mentioned above.

PEPARE REPORTS/ MATERIALS/ DATA:

Time spent writing reports for referring teacher, students, other staff members, parents or family members; preparing and/or modifying curriculum, instructional materials, behavioral plans, student contracts, etc., for use by the referring teacher, students, other staff members, or parents or family members; scoring and recording data collected in observations; filling out forms. This would include time spent preparing inservice materials.

OTHER (Communicating/logistics):

Time spent by the Consultant in writing notes, setting up meetings, and other activities related to general communications/logistics. Also record in this category time spent in activities specifically related to the case other than those specified above.

## CODING TIME ENGAGED IN ACTIVITIES

Each of the activities listed on the CATS can occur in isolation or as part of a group of activities. The Consultant separates each activity and codes them individually, within reason.

For example, during a meeting with the referring teacher, a Consultant may (a) receive a verbal report from the teacher about the current status of the case, (b) present a set of materials to the teacher, (c) spend some time showing the teacher how to use the new materials, and also (d) listen to and encourage the teacher. These activities involve four different CATS categories and should be coded separately.

If this meeting with the teacher took approximately 35 minutes, the Consultant estimates how much time was spent on each activity:

(a) the teacher may have talked about the case for about 10 minutes during the entire course of the meeting. This would be coded with a check mark under **INTERACTIVE INFO GATHERING: Verbal Report from Referring Teacher**;

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**(b) it may have only taken a moment to present the new materials to the teacher. This would be coded with a check mark under CONSULT WITH REFERRING TEACHER: Provide sources/materials;**

**(c) the Consultant may have spent 20 minutes showing the teacher how to use these new materials. This would be coded with a vertical line after the first dot under CONSULT WITH REFERRING TEACHER: Train/Model/Coach/Demonstrate;**

**(d) the Consultant may have spent approximately 5 minutes of the meeting time listening to and encouraging the teacher. This would be coded with a check mark under CONSULT WITH REFERRING TEACHER: Idea-share/ Listen/ Encourage.**

Do your best at estimating the time spent and record it on your code sheet as accurately as possible. Brief anecdotal notes kept on a calendar or day book during the part of the day you are at your practicum site may be sufficient to later jog your memory for accurate coding on the CATS sheets. At first, however, you may want to try to do your recording as soon as possible following an activity.

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Target student/Case:_____
Consultant:_____

# Consultant's Case and Time TrackingSystem

## CATS [CaseForm]

black/blue pen: in school
red pen: outside school

DATE:__/__/__ (×5)

**Interactive Info. Gathering:** HRS: 1 2
- •VERBAL REPORTS FROM REFER TCHR
- •VERBAL REPORTS FROM OTHERS
- •INTERVIEW TARGET STUDENT(S)
- •DIAGNOSTIC TEACHING
- •TESTING
- •OTHER

**Direct Observation of:**
- •TARGET STUDENT (WITH COHORT)
- •PEERS ONLY (BEHAVIOR/NORMS)
- •CLASSROOM STRUCTURE/ASSIGNMENTS
- •HOME CONTEXT
- •OTHER

**Obtain & Review Existing Info:**
- •CLASS WORK SAMPLES
- •TEACHER NOTES/RECORDS
- •PERMANENT FILE CONTENTS
- •CURRIC. MATERIALS/LESSON PLANS

**Consult with Referring Teacher:**
- •IDEA-SHARE/LISTEN/ENCOURAGE
- •EXCHANGE CURRENT INFO./DATA
- •PROVIDE SOURCES/MATERIALS/INFO.
- •TRAIN/MODEL/COACH/DEMO.
- •LOGISTICS HELP [TIME/CONTACTS]
- •TEACHER AIDE WORK

**Consult with/ Assist Others:**
- •TARGET STUDENT
- •PEERS
- •OTHER SCHOOL STAFF
- •PARENTS/FAMILY
- •OTHERS

Daily Comments: (×5)

**Prepare reports/materials/data:**

**Other(communicating/logistics):**

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# BEHAVIORAL INTERVIEW GUIDE

# BEHAVIORAL INTERVIEW GUIDE

[Adapted from F. H. Kanfer & L. G. Grimm (1977)]

Student(s): _____ Teacher: _____ School: _____

Referred: ___/___/___ Previously referred: ___/___/___ Interview Date ___/___/___

Interviewer: _____ Interviewee: _____ (Student/Teacher/Parent/Other: _____)

## Describe Problem:

## Seriousness of problem:

1• Disruption of learning (own & others)? [SERIOUS •MODERATE •MILD •NONE]

2• Disruption of normal classroom routines? [SERIOUS •MODERATE •MILD •NONE]

3• Hazard to physical/social comfort of others? [SERIOUS •MODERATE •MILD •NONE]

4• Hazard to student's social adjustment? [SERIOUS •MODERATE •MILD •NONE]

5• Teacher(s)' judgment of problem?: [SERIOUS •MODERATE •MILD •NONE]

6• Compared with past problems of peers? [MORE SERIOUS •SIMILAR •LESS SERIOUS • MUCH LESS SERIOUS]

7• Compared with current problems of peers? [MORE SERIOUS •SIMILAR •LESS SERIOUS • MUCH LESS SERIOUS]

8• Expressed concern of parents/others? [SERIOUS •MODERATE •MILD •NONE]

## Scope of problem:

9• Where/when does problem occur/not occur?

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10• Which other students are/aren't involved?

## History of the problem:

11• For how long has problem existed?

12• Trend: Is problem improving/stable/deteriorating?

13• CURRENT interventions & results (what tried, by whom, for how long, with what results?)

14• RECENT interventions & results (what tried, by whom, for how long, with what results?):

## Ideas/Goals for solution:

## Resources for a solution:

15• Teacher & building philosophy concerning interventions or treatments :

16• Time/energy available for intervention:

17• Assistance/support for intervention from Principal, Parents, other Teachers, other Professionals:

18• Expertise available for intervention:

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# CONSULTANT'S AND TEACHER'S CLASSROOM RATING FORMS

# CONSULTANT RATING OF STUDENT BEHAVIOR & CLASSROOM ECOLOGY

Date:_____ School:_____

Student:_____ Teacher:_____ Consultant:_____

**Directions:**[ ✔ *the best description(s). If there is a numbered* [1, 2, 3] *choice, circle one.* ]

| **STUDENT BEHAVIOR EXCESSES/DEFICITS** | CERTAINLY TRUE | PROBABLE, LIKELY | POSSIBLE, MAYBE | UNLIKELY, IMPROBABLE | CERTAINLY NOT TRUE |
|---|---|---|---|---|---|
| 1• Student lacks **understanding** of behavior; does not fully understand what s/he is doing. | | | | | |
| 2• Student lacks **understanding** of behavior rules /structure/expectations. | | | | | |
| 3• Student lacks **social/academic/study skills** for acceptable behavior. | | | | | |
| 4• Student lacks **self-control**; succumbs to immediate influences. | | | | | |
| 5• Student lacks **self-esteem**; cannot self-reinforce for acceptable behavior. | | | | | |
| 6• Student lacks accurate/reliable **self-monitoring** skills for monitoring own behavior. | | | | | |
| 7• Student lacks **emotional control**; cannot change emotional responses in a conflict situation. | | | | | |
| 8• Student seems to demonstrate emotional reactions (acting out/withdrawing) to **events outside** of school. | | | | | |
| 9• Student appears to be strongly motivated by **inappropriate goals** (Attention[1], Power[2], Revenge[3].). | | | | | |

| **CLASSROOM ECOLOGY: RULES & CONSEQUENCES** | CERTAINLY TRUE | PROBABLE, LIKELY | POSSIBLE, MAYBE | UNLIKELY, IMPROBABLE | CERTAINLY NOT TRUE |
|---|---|---|---|---|---|
| 10• Behavioral expectations/rules may not be sufficiently **clear** or **visible** to student. | | | | | |
| 11• Student may be reinforced for **inappropriate** behavior by others [students[1], teacher[2], other results[3] ]. | | | | | |
| 12• Student may receive **insufficient** positive reinforcement/ active support from others for acceptable behaviors. | | | | | |
| 13• Reinforcement or support teacher gives may not be sufficiently **tied** to acceptable behavior. | | | | | |
| 14• Possible lack of **consistency** (between students or across time) in delivering discipline, positive reinforcement, or feedback to student. | | | | | |
| 15• **Selection** of negative or positive reinforcers or schedules of delivery may not be appropriate | | | | | |

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| RULES & CONSEQUENCES (CONT'D) | CERTAINLY TRUE | PROBABLE, LIKELY | POSSIBLE, MAYBE | UNLIKELY, IMPROBABLE | CERTAINLY NOT TRUE |
|---|---|---|---|---|---|
| 16• Classroom environment appears too **chaotic** to establish effective intervention or positive relationship with student. | | | | | |
| 17• Teacher **expectations** for student behavior may be too high[1] or too low[2] | | | | | |
| 18• Teacher **tolerances** for particular types of student behavior may be [ too high[1], or too low[2] ]. | | | | | |
| 19• Possibly **personality** mis-match between student and teacher, creating undesirable tension. | | | | | |

| CLASSROOM ECOLOGY: ASSIGNED TASKS: | CERTAINLY TRUE | PROBABLE, LIKELY | POSSIBLE, MAYBE | UNLIKELY, IMPROBABLE | CERTAINLY NOT TRUE |
|---|---|---|---|---|---|
| 20• Insufficient **active** participation/involvement may be provided by classroom work and/or homework. | | | | | |
| 21• **Feedback** on academic work may not be sufficiently [clear[1]/prompt[2]/balanced[3] ] | | | | | |
| 22• **Time** allowed for completion of assignments may be [too long[1]/too short[2] ]. | | | | | |
| 23• **Amount** of work assigned in class or for homework may be [too much[1]/too little[2] ]. | | | | | |
| 24• **Difficulty** level of assigned work may be [too difficult[1]/too easy[2] ] | | | | | |
| 25• Assignment **procedures** or format requirements may lack [structure[1]/specificity[2]/clarity[3] ] | | | | | |
| 26• Assignments may lack **variety** (in teacher presentation & student response modes) | | | | | |
| 27• Student may not be able to see **skill growth** over time as a result of completing daily assignments. | | | | | |
| 28• Student may lack adequate work/study related **organizational** [skills[1]/habits[2] ]. | | | | | |
| 29• Student may perceive assigned work as socially **stigmatizing** (too easy or too different). | | | | | |
| 30• Student's performance may be impeded by **physical/sensory/perceptual** problems (vision, hearing, fine or gross motor) | | | | | |

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# TEACHER RATING OF STUDENT BEHAVIOR & CLASSROOM ECOLOGY

Date:_____ School:_____

Student:_____ Teacher:_____ Consultant:_____

**Directions:** [ ✔ *the best description(s). If there is a numbered* [1, 2, 3] *choice, circle one.* ]

## STUDENT BEHAVIOR EXCESSES/DEFICITS

| | CERTAINLY TRUE | PROBABLE, LIKELY | POSSIBLE, MAYBE | UNLIKELY, IMPROBABLE | CERTAINLY NOT TRUE |
|---|---|---|---|---|---|
| 1• Student lacks **understanding** of behavior; does not fully understand what s/he is doing. | | | | | |
| 2• Student lacks **understanding** of behavior rules /structure/expectations. | | | | | |
| 3• Student lacks **social/academic/study skills** for acceptable behavior. | | | | | |
| 4• Student lacks **self-control**; succumbs to immediate influences. | | | | | |
| 5• Student lacks **self-esteem**; cannot self-reinforce for acceptable behavior. | | | | | |
| 6• Student lacks accurate/reliable **self-monitoring** skills for monitoring own behavior. | | | | | |
| 7• Student lacks **emotional control**; cannot change emotional responses in a conflict situation. | | | | | |
| 8• Student seems to demonstrate emotional reactions (acting out/withdrawing) to **events outside** of school. | | | | | |
| 9• Student appears to be strongly motivated by **inappropriate goals** (Attention[1], Power[2], Revenge[3].). | | | | | |

## CLASSROOM ECOLOGY: RULES & CONSEQUENCES

| | CERTAINLY TRUE | PROBABLE, LIKELY | POSSIBLE, MAYBE | UNLIKELY, IMPROBABLE | CERTAINLY NOT TRUE |
|---|---|---|---|---|---|
| 10• Behavioral expectations/rules may not be sufficiently **clear** or **visible** to student. | | | | | |
| 11• Student may be reinforced for **inappropriate** behavior by others [students[1], teacher[2], other results[3] ]. | | | | | |
| 12• Student may receive **insufficient** positive reinforcement/ active support from others for acceptable behaviors. | | | | | |
| 13• Reinforcement or support teacher gives may not be sufficiently **tied** to acceptable behavior. | | | | | |
| 14• Possible lack of **consistency** (between students or across time) in delivering discipline, positive reinforcement, or feedback to student. | | | | | |
| 15• **Selection** of negative or positive reinforcers or schedules of delivery may not be appropriate. | | | | | |

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## RULES & CONSEQUENCES (CONT'D)

| | CERTAINLY TRUE | PROBABLE, LIKELY | POSSIBLE, MAYBE | UNLIKELY, IMPROBABLE | CERTAINLY NOT TRUE |
|---|---|---|---|---|---|
| 16• Classroom environment appears too **chaotic** to establish effective intervention or positive relationship with student. | | | | | |
| 17• Teacher **expectations** for student behavior may be too high[1] or too low[2] | | | | | |
| 18• Teacher **tolerances** for particular types of student behavior may be [ too high[1], or too low[2] ]. | | | | | |
| 19• Possibly **personality** mis-match between student and teacher, creating undesirable tension. | | | | | |

## CLASSROOM ECOLOGY: ASSIGNED TASKS:

| | CERTAINLY TRUE | PROBABLE, LIKELY | POSSIBLE, MAYBE | UNLIKELY, IMPROBABLE | CERTAINLY NOT TRUE |
|---|---|---|---|---|---|
| 20• Insufficient **active** participation/involvement may be provided by classroom work and/or homework. | | | | | |
| 21• **Feedback** on academic work may not be sufficiently [clear[1]/prompt[2]/balanced[3] ] | | | | | |
| 22• **Time** allowed for completion of assignments may be [too long[1]/too short[2] ]. | | | | | |
| 23• **Amount** of work assigned in class or for homework may be [too much[1]/too little[2] ]. | | | | | |
| 24• **Difficulty** level of assigned work may be [too difficult[1]/too easy[2] ] | | | | | |
| 25• Assignment **procedures** or format requirements may lack [structure[1]/specificity[2]/clarity[3] ] | | | | | |
| 26• Assignments may lack **variety** (in teacher presentation & student response modes) | | | | | |
| 27• Student may not be able to see **skill growth** over time as a result of completing daily assignments. | | | | | |
| 28• Student may lack adequate work/study related **organizational** [skills[1]/habits[2] ]. | | | | | |
| 29• Student may perceive assigned work as socially **stigmatizing** (too easy or too different). | | | | | |
| 30• Student's performance may be impeded by **physical/sensory/perceptual** problems (vision, hearing, fine or gross motor) | | | | | |

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# CLASSROOM OBSERVATION DIRECTIONS AND DATA COLLECTION FORM

DIRECTIONS:

## Classroom Observation Form

Purpose: The CLASSROOM OBSERVATION FORM is designed to help consultants and others observe classroom environments in an informal yet structured manner for a variety of purposes.

Advantages: The CLASSROOM OBSERVATION FORM should be helpful in: (1) structuring the observation by reminding the observer to attend to a number of relevant features of the learning environment; (2) providing a permanent record of the observation with less need to rely on random notes or memory; (3) providing a standardized rating and recording format so that observations of different classrooms and by different observers can be compared.

Partial Use: The CLASSROOM OBSERVATION FORM need not be used "all or nothing". It may be too comprehensive for some needs. Adaptations for use by individuals is to be encouraged.

### Page 1 of form:

1. Fill in blanks on top-center of form (Date, Observer, Teacher etc.)

2. Note time students begin entering class. You will need this time to fill in the DURATION box for the first lesson segment.

3. Begin describing the first lesson 'segment' or "chunk" of activity. It may involve one or more of the 'POTENTIAL ACTIVITIES' listed at the top of the form. You may describe such things as: student & teacher behaviors, materials & media used, movement of teacher and/or students, classroom control, noise level, etc. Include those things which distinguish this classroom from others.

4. Check the appropriate box for the type of grouping used in this segment. 'LRG GRP' means there was no in-class grouping for that segment.

GROUPING:

| INDIVID | PAIRS | 3 | 4-5 | > 5 | LRG GRP |
|---|---|---|---|---|---|

5. During or after your written description of the lesson segment, briefly describe the kinds of cues which let students know to start or stop doing something. They may or may not be obvious; often they will be verbal directions from the teacher.

IMPORTANT CUES:

6. When you have decided that the class has transitioned from one lesson segment to another, note the time, and write down the approximate lapsed time (in minutes) for the first segment (A). Then begin recording in the next section.

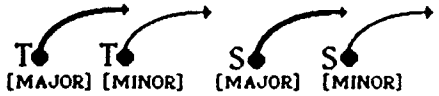
DURATION

7. During or after your written description of the lesson segment, you can also make three judgments. The first two, TEACHER BEHAVIOR and STUDENT BEHAVIOR, have to do with main instructional format. Judge, within this lesson segment which of 8 teacher behaviors and 7 student behaviors happen most. For each lesson segment, you may check more than one box. One, two, or three checks within a box will indicate what proportion of time was spent duoing that kind of activity. Definitions of teacher and student behaviors are on the back of this sheet, and should be reviewed before you begin the observation.

8. You will next judge the type and amount of student interactions occuring during that lesson segment. Use the one/two/three check system, as above. Alternativley, you may also summarize amounts by writing in 1, 2, or 3 in a box after the lesson segment is completed. More than one box may be checked.

### Page 2 of form:

9. During class time, note the layout of the desks and tables, and the main movements of the teacher and students. Suggested abbreviations are provided for noting location of furniture and the door. Traffic patterns will begin with a dot and end with an arrowhead- thick lines for major traffic flows, and thin lines for minor movement patterns. Label each line at its origin with 'T' or 'S', to denote 'Teacher' or 'Students'.




10. Perhaps the most valuable part of this observation form will be notes made after leaving the classroom, and reflecting over what you have observed. These brief, summary comments will cover some or all of the topics listed under GENERAL IMPRESSIONS & NOTES.

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# DEFINITIONS OF LESSON FORMATS: CLASSROOM OBSERVATION FORM

## I. ACADEMIC ACTIVITIES

### A. TEACHER BEHAVIORS [WHICH DRIVE STUDENT BEHAVIORS]

- **LECTURES**: Teacher lectures or in any manner directly instructs students about content/subject matter/skills; presents information verbally or on a chart, overhead, chalkboard or using audio-visual materials (film, video-tape, audio-tape, etc.); explains, shows how something works (but not a demonstration).
- **DIRECTS**: Teacher gives directions/orders/directives/requests about the procedures to follow or the format to use for academic assignments.
- **DEMONSTRATES**: Teacher demonstrates or models desired student academic performance. DEM involves the teacher demonstrating/modeling to students something they will later perform themselves. DEM includes teaching by demonstration such skills as hallway behavior or safety procedures to primary students, or self-help skills to very low-skilled students.
- **LEADS**: Teacher leads students through a desired performance while students perform the task with or slightly behind the teacher.
- **ASKS Q's**: Teacher verbally asks questions related to content/subject matter/skills; asks/directs students to perform a content/subject/skills related task. Teacher's behavior during a teacher-led/controlled discussion.

### A. TEACHER BEHAVIORS [DRIVEN BY STUDENT BEHAVIORS]

- **EVALUATES**: Any overt teacher behavior which is part of a judgment of correctness or quality of a content/subject matter/skills response or performance. EV includes teacher giving academic feedback to students and making verbal corrections.
- **ANSWERS Q's**: Verbally answering content/subject matter/skills area questions from students;making clarifications. Teacher's behavior during a student-led/controlled discussion.
- **OBSERVES**: Observing or supervising students during academic activities including informal socializing with students. OBS includes those times when a teacher may be physically in the room but is not actively engaged in overt observation or supervision.

### B. STUDENT BEHAVIORS

- **LISTEN/WATCH**: Passive listening, watching.
- **ASKS Q's**: Student asking questions related to content/subject matter/skills. Student behavior during student-led/controlled discussion.
- **ANSWERS Q's**: A fairly brief verbal response to a content/subject matter/skills area question. Student answers questions related to skills/subject area; student behavior during a teacher-led/controlled discussion.
- **PERFORMS TASK**: Student performs an academic task; a response to a directive; note-taking; paraphrasing.
- **DISCOVERS ANSWER**: Discovering an answer to a content/subject matter/skills question or problem; involves trial and error, exploratory learning. Students work individually.
- **CO-OP LEARNING**: Cooperatively learning or helping each other. Students work in groups of 2 or more.

### C. INTERACTIVE INSTRUCTION

- **INTERACT INSTR**: Teaching with active student responding, typical of direct instruction or ITIP lessons. Teacher models, leads, tests students and students perform & orally respond to questions as an integral part of instruction.

## II. NON-ACADEMIC ACTIVITIES [may be written in if observed]

- FEEDBACK: Giving positive or negative verbal feedback to students about their non-academic behavior; includes activities related to discipline of students.
- FREE TIME: Free time or play.
- TRANSITION/HOUSEKEEPING: Beginning and end-of-day activities including managerial routines such as taking attendance, collecting money, lunch count, cleaning desks, etc.; setting up or preparing for an activity; putting away materials/supplies following an activity. Includes non-academic discussion, demonstration, directives for social behaviors which occur within the classroom.
- INTERRUPTION: Any interruption to the classroom instructional activity including fire drills, intercom messages, unplanned visitors, child becoming ill, etc.
- OUTSIDE OF CLASSROOM: Activity on the playground, hallway, bus area, cafeteria, in assemblies, etc.
- OTHER: Other non-academic activities.

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# Classroom Observation Form

Page 1 of 2

Date:_____ Observer:_____
Teacher:_____
Course/Class:_____ Section/Level:_____
School:_____ Typical Day?_____

**PEER INTERACTIONS:**

| | |
|---|---|
| SOCIAL | = SOCIAL TALK |
| JOKE | = TEASING/JOKING |
| INFO. | = ASK/GIVE INFORMATION |
| SHARE | = PEN/PAPER/BOOK, ETC. |
| CO-OP. | = CO-OPERATIVE LEARNING |
| TUT. | = TUTORING |
| NEG. | = NEGATIVE INTERACTIONS |

**Potential Activities**

- •ENTERING CLASS
- •GETTING MATERIALS
- •TAKING SEATS
- •ATTENDANCE
- •ANNOUNCEMENTS
- •LESSON ACTIVITIES
- •CLEANING UP/PUTTING AWAY
- •HANDING IN ASSIGNS
- •LEAVING CLASS

check: ✓: LITTLE ✓✓: SOME ✓✓✓: LOTS

## ACTIVITY FLOW

## MAIN LESSON FORMATS

## PEER INTERACTIONS

### A

DURATION | IMPORTANT CUES: | GROUPING: INDIVID | PAIRS | 3 | 4-5 | >5 | LRG GRP

TEACHER BEHAVIOR: ☐ LECTURES ☐ DIRECTS ☐ DEMONSTR. ☐ LEADS ☐ ASKS Q'S ☐ EVALUATES ☐ ANSWERS Q'S ☐ OBSERVES

STUDENT BEHAVIOR: ☐ LISTEN/WATCH ☐ ASK Q'S ☐ ANSWER Q'S ☐ PERFORM TASK ☐ DISCOVER ANS. ☐ CO-OP. LEARN. ☐ _____ ☐ _____

☐ INTERACT INSTR

PEER INTERACTIONS: ☐ SOCIAL ☐ JOKE ☐ INFO. ☐ SHARE ☐ CO-OP ☐ TUT. ☐ NEG.

### B

DURATION | IMPORTANT CUES: | GROUPING: INDIVID | PAIRS | 3 | 4-5 | >5 | LRG GRP

TEACHER BEHAVIOR: ☐ LECTURES ☐ DIRECTS ☐ DEMONSTR. ☐ LEADS ☐ ASKS Q'S ☐ EVALUATES ☐ ANSWERS Q'S ☐ OBSERVES

STUDENT BEHAVIOR: ☐ LISTEN/WATCH ☐ ASK Q'S ☐ ANSWER Q'S ☐ PERFORM TASK ☐ DISCOVER ANS. ☐ CO-OP. LEARN. ☐ _____ ☐ _____

☐ INTERACT INSTR

PEER INTERACTIONS: ☐ SOCIAL ☐ JOKE ☐ INFO. ☐ SHARE ☐ CO-OP ☐ TUT. ☐ NEG.

### C

DURATION | IMPORTANT CUES: | GROUPING: INDIVID | PAIRS | 3 | 4-5 | >5 | LRG GRP

TEACHER BEHAVIOR: ☐ LECTURES ☐ DIRECTS ☐ DEMONSTR. ☐ LEADS ☐ ASKS Q'S ☐ EVALUATES ☐ ANSWERS Q'S ☐ OBSERVES

STUDENT BEHAVIOR: ☐ LISTEN/WATCH ☐ ASK Q'S ☐ ANSWER Q'S ☐ PERFORM TASK ☐ DISCOVER ANS. ☐ CO-OP. LEARN. ☐ _____ ☐ _____

☐ INTERACT INSTR

PEER INTERACTIONS: ☐ SOCIAL ☐ JOKE ☐ INFO. ☐ SHARE ☐ CO-OP ☐ TUT. ☐ NEG.

### D

DURATION | IMPORTANT CUES: | GROUPING: INDIVID | PAIRS | 3 | 4-5 | >5 | LRG GRP

TEACHER BEHAVIOR: ☐ LECTURES ☐ DIRECTS ☐ DEMONSTR. ☐ LEADS ☐ ASKS Q'S ☐ EVALUATES ☐ ANSWERS Q'S ☐ OBSERVES

STUDENT BEHAVIOR: ☐ LISTEN/WATCH ☐ ASK Q'S ☐ ANSWER Q'S ☐ PERFORM TASK ☐ DISCOVER ANS. ☐ CO-OP. LEARN. ☐ _____ ☐ _____

☐ INTERACT INSTR

PEER INTERACTIONS: ☐ SOCIAL ☐ JOKE ☐ INFO. ☐ SHARE ☐ CO-OP ☐ TUT. ☐ NEG.

### E

DURATION | IMPORTANT CUES | GROUPING: INDIVID | PAIRS | 3 | 4-5 | >5 | LRG GRP

TEACHER BEHAVIOR: ☐ LECTURES ☐ DIRECTS ☐ DEMONSTR. ☐ LEADS ☐ ASKS Q'S ☐ EVALUATES ☐ ANSWERS Q'S ☐ OBSERVES

STUDENT BEHAVIOR: ☐ LISTEN/WATCH ☐ ASK Q'S ☐ ANSWER Q'S ☐ PERFORM TASK ☐ DISCOVER ANS. ☐ CO-OP. LEARN ☐ _____ ☐ _____

☐ INTERACT INSTR

PEER INTERACTIONS: ☐ SOCIAL ☐ JOKE ☐ INFO. ☐ SHARE ☐ CO-OP ☐ TUT ☐ NEG

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## Classroom Observation Form  Page 2 of 2

Date:_____ Observer:_____

check: / : LITTLE  // : SOME  /// : LOTS

### ACTIVITY FLOW

**F**

DURATION | IMPORTANT CUES: | GROUPING: INDIVID | PAIRS | 3 | 4-5 | >5 | LRG GRP

**G**

DURATION | IMPORTANT CUES: | GROUPING: INDIVID | PAIRS | 3 | 4-5 | >5 | LRG GRP

**H**

DURATION | IMPORTANT CUES: | GROUPING: INDIVID | PAIRS | 3 | 4-5 | >5 | LRG GRP

### MAIN LESSON FORMATS

| TEACHER BEHAVIOR | STUDENT BEHAVIOR |
|---|---|
| LECTURES | LISTEN/WATCH |
| DIRECTS | ASK Q'S |
| DEMONSTR. | ANSWER Q'S |
| LEADS | PERFORM TASK |
| ASKS Q'S | DISCOVER ANS. |
| EVALUATES | CO-OP. LEARN. |
| ANSWERS Q'S | _____ |
| OBSERVES | _____ |

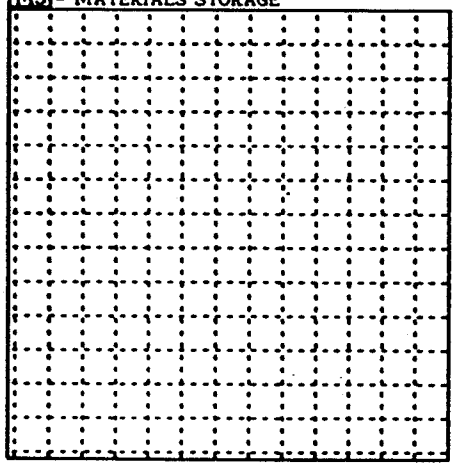
INTERACT INSTR

### PEER INTERACTIONS

SOCIAL
JOKE
INFO.
SHARE
CO-OP
TUT.
NEG.

### CLASSROOM ARRANGEMENT & TRAFFIC

TD - TEACH. DESK  SD - STUDENT DESK
WT - WORK TABLES  D - DOOR
MS - MATERIALS STORAGE



TEACHER MOVEMENT PATTERNS  STUDENT TRAFFIC PATTERNS

T [MAJOR]  T [MINOR]  S [MAJOR]  S [MINOR]

### GENERAL IMPRESSIONS & NOTES

- •Classroom Management
- •Teaching Style
- •Teacher-Student Interactions
- •Student-Student Interactions
- •Class Content
- •Curriculum Organization
- •Student Evaluation
- •Materials/Equipment
- •Noise Level
- •Safety Concerns
- •Other

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# BEHAVIOR RATING FORMS

# Teacher's Comparative Daily Rating of Student Behavior

•Rate student's problem-related behavior for the day, compared with typical behavior *at the time of referral*.
•At the end of each day, check one of the **Rating** boxes, and any appropriate **Event** boxes.

**Problem Behavior:**

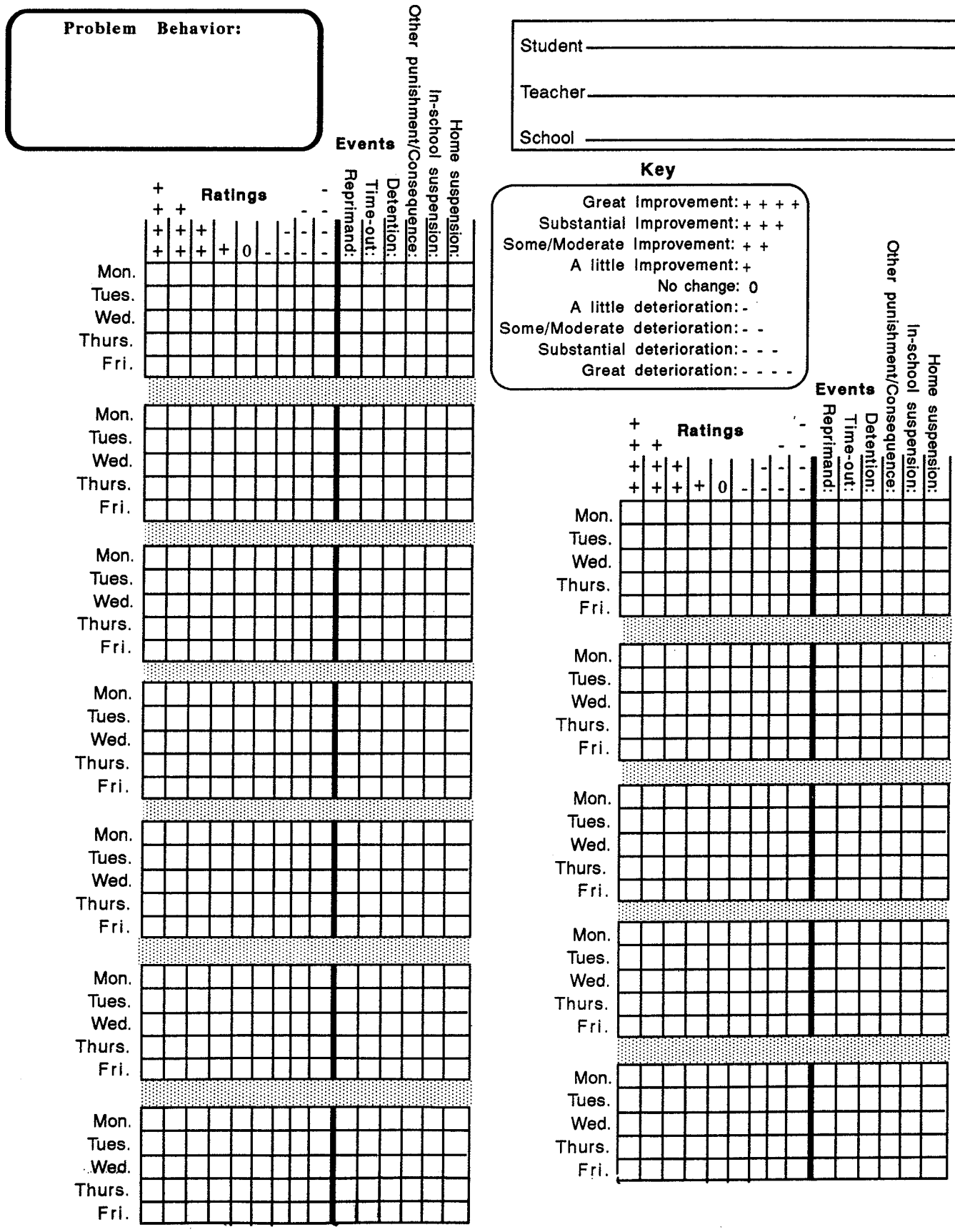
Student _____

Teacher _____

School _____

**Key**

Great Improvement: + + + +
Substantial Improvement: + + +
Some/Moderate Improvement: + +
A little Improvement: +
No change: 0
A little deterioration: -
Some/Moderate deterioration: - -
Substantial deterioration: - - -
Great deterioration: - - - -

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# BEHAVIOR RATING SCHEDULE FOR TEACHERS

**(for repeated ratings over 2 - 3 months)**

Adapted 1987 from:
N. G. Haring & E. L. Phillips
(1962)

*Page 1 of 2*

Student:_____ Grade:_____
School:_____ Teacher:_____
Rater (if other than teacher):_____

**Dates:** (A)_____ (B)_____ (C)_____ (D)_____ (E)_____

**Directions:** Every 2-3 weeks mark "X" in ONE BOX ONLY for each category. Except for first rating, all others refer to behavior during the interval from previous to current date. If there has been no opportunity to observe, circle entire column for that date. Acceptable range is shaded.

**1. Participates/contributes to group activites & is well integrated:**

| | Dates: A | B | C | D | E |
|---|---|---|---|---|---|
| completely unaffected by group | | | | | |
| hardly knows others are near | | | | | |
| sees others, but is indifferent | | | | | |
| sometimes responds to others | | | | | |
| considers others when wants to | | | | | |
| usually considers others | | | | | |
| always considers others | | | | | |

**2. Concentrates on & finishes assigned tasks:**

| | | | | | |
|---|---|---|---|---|---|
| extremely distracted | | | | | |
| distracted most of the time | | | | | |
| may or may not stay on task | | | | | |
| stays with task with supervision | | | | | |
| can stay with task on own some | | | | | |
| stays with task well | | | | | |
| very good concentration | | | | | |

**3. Gets along with others:**

| | | | | | |
|---|---|---|---|---|---|
| usually in conflict with others | | | | | |
| frequently in conflict with others | | | | | |
| frequent conflicts with some people | | | | | |
| occasional conflicts with others | | | | | |
| some conflicts with certain people | | | | | |
| usually gets along w/ others | | | | | |
| no conflicts | | | | | |

**4. Complies with adult direction:**

| | | | | | |
|---|---|---|---|---|---|
| defies adults at every chance | | | | | |
| usually defiant/uncooperative | | | | | |
| randomly defiant & cooperative | | | | | |
| cooperative if you mean business | | | | | |
| some predictable cooperation | | | | | |
| often cooperative/dependable | | | | | |
| seldom/never uncooperative | | | | | |

**5. Changes to new activity when directed:**

| | | | | | |
|---|---|---|---|---|---|
| changes only with much conflict | | | | | |
| changes only with some conflict | | | | | |
| may change or not, by whim | | | | | |
| changes with effort; not willing | | | | | |
| changes willingly, but slowly | | | | | |
| changes quite well most times | | | | | |
| changes well nearly always | | | | | |

**6. Faces & adjusts to new situations:**

| | | | | | |
|---|---|---|---|---|---|
| won't face new situations | | | | | |
| adjusts to them with difficulty | | | | | |
| adjusts only with adult help | | | | | |
| faces & adjusts to some | | | | | |
| faces and adjusts to several | | | | | |
| usually faces & adjusts well | | | | | |
| relishes new situations/demands | | | | | |

**7. Acts fairly & takes turns:**

| | Dates: A | B | C | D | E |
|---|---|---|---|---|---|
| demands to be first | | | | | |
| rushes to be first but can restrain | | | | | |
| takes turns if reminded | | | | | |
| goes first his/her fair share | | | | | |
| goes first only if asked or chosen | | | | | |
| suggests taking turns | | | | | |
| helps ensure fair play | | | | | |

**8. Treatment of others:**

| | | | | | |
|---|---|---|---|---|---|
| always very rude &/or indifferent | | | | | |
| usually rude &/or discourteous | | | | | |
| rude in random ways & times | | | | | |
| somewhat considerate sometimes | | | | | |
| considerate at times | | | | | |
| usually considerate | | | | | |
| very considerate | | | | | |

**9. Treatment of young, weak, handicapped:**

| | | | | | |
|---|---|---|---|---|---|
| always very rude &/or indifferent | | | | | |
| usually rude &/or discourteous | | | | | |
| rude in random ways & times | | | | | |
| somewhat considerate sometimes | | | | | |
| considerate at times | | | | | |
| usually considerate | | | | | |
| very considerate | | | | | |

**10. Shares materials & equipment:**

| | | | | | |
|---|---|---|---|---|---|
| never shares; wants all for self | | | | | |
| difficult to get to share | | | | | |
| shares if directed in advance | | | | | |
| shares some ways, sometimes | | | | | |
| usually shares well | | | | | |
| shares almost always | | | | | |
| shares readily; helps others get | | | | | |

**11. Helps others:**

| | | | | | |
|---|---|---|---|---|---|
| never helps others | | | | | |
| helps only when pressured | | | | | |
| sometimes helps others | | | | | |
| helps others only if wants to | | | | | |
| helps others often | | | | | |
| usually helpful actions & attitude | | | | | |
| readily & cheerfully helpful | | | | | |

**12. Care of school property:**

| | | | | | |
|---|---|---|---|---|---|
| destroys willfully & with pleasure | | | | | |
| usually destructive | | | | | |
| destroys by accident & carelessness | | | | | |
| fairly careful in most ways | | | | | |
| often careful | | | | | |
| dependably careful | | | | | |
| careful; cautions others | | | | | |

Resource Consultant Training Program,
Teacher Education, University of Oregon, Eugene, Oregon 97403

## BEHAVIOR RATING SCHEDULE FOR TEACHERS
**(for repeated ratings over 2 - 3 months)**

Adapted 1987 from:
N. G. Haring & E. L. Phillips
(1962)

**13. Handles own failures & shortcomings:**

| | Dates: A | B | C | D | E |
|---|---|---|---|---|---|
| very bad loser; makes excuses | | | | | |
| usually a bad loser | | | | | |
| sometimes a bad loser | | | | | |
| usually an o.k. loser | | | | | |
| usually a good loser | | | | | |
| a very good loser | | | | | |
| loses well & seeks correction | | | | | |

**14. Abides by general rules:**

| | | | | | |
|---|---|---|---|---|---|
| breaks rules continually | | | | | |
| frequently breaks rules | | | | | |
| breaks or follows rules at random | | | | | |
| abides by rules only if reminded | | | | | |
| selectively follows rules | | | | | |
| generally follows rules well | | | | | |
| dependably and willingly follows | | | | | |

**15. Accepts disagreement:**

| | | | | | |
|---|---|---|---|---|---|
| never accepts disagreement | | | | | |
| usually accepts badly | | | | | |
| may accept it occasionally | | | | | |
| accepts if well presented | | | | | |
| accepts fairly well | | | | | |
| readily accepts | | | | | |
| accepts & ready to improve self | | | | | |

**16. Accepts constructive criticism:**

| | | | | | |
|---|---|---|---|---|---|
| bitterly fights it | | | | | |
| passively resists it | | | | | |
| rarely accepts it | | | | | |
| sometimes accepts it | | | | | |
| usually accepts it | | | | | |
| accepts it in good faith | | | | | |
| accepts it very well & asks for it | | | | | |

**17. Concern for group welfare:**

| | | | | | |
|---|---|---|---|---|---|
| hostile to group | | | | | |
| often opposes group welfare | | | | | |
| unpredictable:hostile/cooperative | | | | | |
| accepts group objectives at time | | | | | |
| usually accepts group welfare | | | | | |
| usually supports group welfare | | | | | |
| actively supports/values group | | | | | |

**18. Gives credit to others:**

| | | | | | |
|---|---|---|---|---|---|
| hostile to others getting credit | | | | | |
| opposes credit to others | | | | | |
| may or may not oppose credit | | | | | |
| gives credit to some,rarely | | | | | |
| gives credit to some,occasionally | | | | | |
| gives others credit usually | | | | | |
| fairly & reliably gives credit | | | | | |

**19. Shows appropriate self-confidence:**

| | | | | | |
|---|---|---|---|---|---|
| complete lack of self-confidence | | | | | |
| rarely shows self-confidence | | | | | |
| shows it occasionally | | | | | |
| shows it sometimes,some ways | | | | | |
| shows it in several ways | | | | | |
| nearly always confident | | | | | |
| very confident without bragging | | | | | |

**20. Accepts share of responsibility:**

| | Dates: A | B | C | D | E |
|---|---|---|---|---|---|
| completely irresponsible | | | | | |
| very lacking in responsibility | | | | | |
| unpredictably accepts responsibility | | | | | |
| accepts it in some ways | | | | | |
| accepts it in many ways | | | | | |
| very responsible | | | | | |
| a model of responsibility | | | | | |

**21. Shows temper control:**

| | | | | | |
|---|---|---|---|---|---|
| always angry; many outbursts | | | | | |
| frequent outbursts; little control | | | | | |
| shows temper unpredictably | | | | | |
| controls temper sometimes | | | | | |
| not too easy to provoke | | | | | |
| usually good self-control | | | | | |
| always under healthy self-control | | | | | |

**22. Restrains from showing-off:**

| | | | | | |
|---|---|---|---|---|---|
| shows off all the time | | | | | |
| usually somewhat a show-off | | | | | |
| shows off randomly; some restraint | | | | | |
| usually controls show-off behavior | | | | | |
| shows off some; is subtle, tasteful | | | | | |
| rarely shows off (then with taste) | | | | | |
| does not show-off; true modesty | | | | | |

**23. Shows anxiety/apprehension:**

| | | | | | |
|---|---|---|---|---|---|
| constantly very anxious & tense | | | | | |
| quite anxious much of the time | | | | | |
| usually moderately anxious & tense | | | | | |
| shows moderate anxiety at times | | | | | |
| anxious at only particular times | | | | | |
| rarely shows anxiety | | | | | |
| no anxiety noted at all | | | | | |

**24. Dependency on teacher for help/attention:**

| | | | | | |
|---|---|---|---|---|---|
| Always seeking help &/or attention | | | | | |
| often seeks one or both | | | | | |
| randomly seeks both | | | | | |
| shows independence occasionally | | | | | |
| gets along on own much of time | | | | | |
| usually on own; can be resourceful | | | | | |
| very independent & resourceful | | | | | |

**25. Acceptance by peers:**

| | | | | | |
|---|---|---|---|---|---|
| very unpopular; avoided or picked on | | | | | |
| unpopular in most respects | | | | | |
| accepted by a few or in a few ways | | | | | |
| accepted & welcomed sometimes | | | | | |
| fairly popular with some | | | | | |
| quite popular with most | | | | | |
| very popular;one of best-liked | | | | | |

**26. Socially at ease:**

| | | | | | |
|---|---|---|---|---|---|
| always painfully shy | | | | | |
| usually shy | | | | | |
| not shy sometimes or with some | | | | | |
| occasionally is socially confident | | | | | |
| fairly outgoing at appropriate times | | | | | |
| very outgoing at appropriate times | | | | | |
| confident & socially self-reliant | | | | | |

# BEHAVIORAL ACCOMPLISHMENT RATING SCALE

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# BEHAVIORAL ACCOMPLISHMENT RATING SCALE (BARS)

Date_____ Consultant_____ Case_____

Target Behavior(s)_____

VERSION: 1/15/90

***DIRECTIONS:***

Please rate the following list of behavioral accomplishments according to how important you feel each was to the successful outcome of this case. A 'behavioral accomplishment' is defined as: "interactions with others which were perceived as having a positive impact on the targeted behavior(s)."

*Rate each accomplishment on a five point scale from 1 (low; of no importance) to 5 (high; of critical importance).*

## BEHAVIORAL ACCOMPLISHMENTS

(1) **Sharing ideas/listen/encourage:** the Consultant's providing and/or exchanging ideas, opinions, thoughts directly and informally with:

| | | | | | |
|---|---|---|---|---|---|
| (a) referring teacher | 1 | 2 | 3 | 4 | 5 |
| (b) target student(s | 1 | 2 | 3 | 4 | 5 |
| (c) peers | 1 | 2 | 3 | 4 | 5 |
| (d) other school staff | 1 | 2 | 3 | 4 | 5 |
| (e) parent(s)/family | 1 | 2 | 3 | 4 | 5 |
| (f) other(s) | 1 | 2 | 3 | 4 | 5 |

(2) **Exchange current information/data:** the Consultant's presenting or exchanging newly gathered or previously existing information or data with:

| | | | | | |
|---|---|---|---|---|---|
| (a) referring teacher | 1 | 2 | 3 | 4 | 5 |
| (b) target student(s | 1 | 2 | 3 | 4 | 5 |
| (c) peers | 1 | 2 | 3 | 4 | 5 |
| (d) other school staff | 1 | 2 | 3 | 4 | 5 |
| (e) parent(s)/family | 1 | 2 | 3 | 4 | 5 |
| (f) other(s) | 1 | 2 | 3 | 4 | 5 |

(This category includes inservice presentations by the Consultant where the information is primarily presented in a lecture format while the audience listens).

(3) **Provide sources/materials**: the Consultant's directly providing sources for or access to materials, or supplies the materials themselves for:

| | | | | | |
|---|---|---|---|---|---|
| (a) referring teacher | 1 | 2 | 3 | 4 | 5 |
| (b) target student(s | 1 | 2 | 3 | 4 | 5 |
| (c) peers | 1 | 2 | 3 | 4 | 5 |
| (d) other school staff | 1 | 2 | 3 | 4 | 5 |
| (e) parent(s)/family | 1 | 2 | 3 | 4 | 5 |
| (f) other(s) | 1 | 2 | 3 | 4 | 5 |

(4) **Train/Model/Coach/Demonstrate:** the Consultant's training, modeling, coaching and/or demonstrating new strategies, techniques, procedures, methods to:

| | | | | | |
|---|---|---|---|---|---|
| (a) referring teacher | 1 | 2 | 3 | 4 | 5 |
| (b) target student(s | 1 | 2 | 3 | 4 | 5 |
| (c) peers | 1 | 2 | 3 | 4 | 5 |
| (d) other school staff | 1 | 2 | 3 | 4 | 5 |
| (e) parent(s)/family | 1 | 2 | 3 | 4 | 5 |
| (f) other(s) | 1 | 2 | 3 | 4 | 5 |

(Category #4 includes inservice presentations where the information is primarily presented though demonstration/modeling where the audience practices the demonstrated strategies, techniques, procedures, or methods).

(5) **Logistics help:** the Consultant's making contacts for, or serves as a communications link between others for:

| | | | | | |
|---|---|---|---|---|---|
| (a) referring teacher | | | | | |
| (b) target student(s | 1 | 2 | 3 | 4 | 5 |
| (c) peers | 1 | 2 | 3 | 4 | 5 |
| (d) other school staff | 1 | 2 | 3 | 4 | 5 |
| (e) parent(s)/family | 1 | 2 | 3 | 4 | 5 |
| (f) other(s) | 1 | 2 | 3 | 4 | 5 |
| | 1 | 2 | 3 | 4 | 5 |

(6) **Teacher aide work:** the Consultant's releasing the referring teacher to do some task by directly providing assistance by correcting papers, organizing classroom materials, mailing letters, typing, etc. 1 2 3 4 5

(This category is coded when teaching, itself, was the accomplishment. If the teaching was done as a demonstration or model for the teacher or others, code category #4. If the teaching was done only to release the teacher to do some task, code category #6).

(7) **Prepare reports/materials/data:**
1 2 3 4 5

(8) **Other (communicating/logistics)**
1 2 3 4 5

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