

Name: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** This questionnaire asks you about one student's skills and behavior during "academic" times (when s/he is doing academic work in class) and "non-academic" times (in or out of class, not doing academic work). For each statement below, please indicate how much you agree by choosing a number from the scale at the bottom of the page. *Please answer based only on your first-hand observations of this student.*

**When thinking of this student over the last month, how much do you agree that...**

1. When s/he is asked to work with other students during class to accomplish shared goals, s/he needs lots of support.	1 2 3 4 5 6
2. His/her behavior rarely interrupts or delays academic lessons and activities.	1 2 3 4 5 6
3. I do not have to spend much time intervening to reduce peer pressure for him/her, because s/he is good at standing up for him/herself.	1 2 3 4 5 6
4. S/he needs a lot of support from me to help him/her calm down when s/he gets angry during class.	1 2 3 4 5 6
5. S/he rarely makes fun of other students' questions or ideas during class.	1 2 3 4 5 6
6. During academic lessons, s/he acts on impulses instead of thinking them through.	1 2 3 4 5 6
7. My watchfulness and the threat of consequences are the main reasons s/he is able to stay in his/her seat (or designated area).	1 2 3 4 5 6
8. During class, s/he gets angry when s/he is criticized by his/her peers.	1 2 3 4 5 6
9. During cooperative learning or academic group activities, s/he is able to articulate how s/he is feeling to other students when s/he needs to do so.	1 2 3 4 5 6
10. S/he has a hard time taking responsibility for his/her actions in the classroom.	1 2 3 4 5 6
11. S/he makes good use of opportunities (i.e., time out, writing exercises, etc.) to reflect on situations that made him/her angry.	1 2 3 4 5 6
12. His/her classroom behavior makes it difficult for me to work individually with other students.	1 2 3 4 5 6
13. During non-academic times, s/he can organize and play games with other students without a teacher's support or intervention.	1 2 3 4 5 6
14. S/he almost always exaggerates or focuses on assigning blame when s/he gets into interpersonal difficulties with other students during non-academic activities.	1 2 3 4 5 6
15. His/her anger rarely leads to aggression (physical or verbal) during non-academic activities.	1 2 3 4 5 6

1	2	3	4	5	6
<b>COMPLETELY DISAGREE</b>	<b>MOSTLY DISAGREE</b>	<b>TEND TO DISAGREE</b>	<b>TEND TO AGREE</b>	<b>MOSTLY AGREE</b>	<b>COMPLETELY AGREE</b>

**When thinking of this student over the last month, how much do you agree that...**

16. During group work or cooperative learning, s/he demonstrates that s/he is actively listening to other students by using non-verbal cues (i.e., eye contact, posture, etc).	1 2 3 4 5 6
17. I regularly catch him/her in lies about his/her behavior and work in class.	1 2 3 4 5 6
18. If I didn't intervene, his/her behavior would quickly cause the entire class to have difficulty focusing on academic work.	1 2 3 4 5 6
19. If s/he gets frustrated or angry, s/he can calm him/herself down without disrupting class processes even if I don't intervene.	1 2 3 4 5 6
20. S/he rarely demonstrates concern for classmates who are experiencing mild or moderate difficulties.	1 2 3 4 5 6
21. I feel that I must be on guard against his/her cheating in class.	1 2 3 4 5 6
22. I must intervene often, or else s/he will talk too much during academic activities.	1 2 3 4 5 6
23. S/he gets upset when s/he receives consequences during academic activities.	1 2 3 4 5 6
24. During non-academic times, s/he ridicules or harasses other students for physical, cultural, or racial differences.	1 2 3 4 5 6
25. One thing s/he does often during non-academic times is spread gossip.	1 2 3 4 5 6
26. His/her interpersonal difficulties during non-academic times escalate into aggression (physical or verbal) unless I get involved.	1 2 3 4 5 6
27. Without my frequent attention to enforcing rules, his/her behavior in the classroom would create an environment in which some students would not feel safe.	1 2 3 4 5 6
28. S/he consistently demonstrates empathy for other students.	1 2 3 4 5 6
29. S/he consistently demonstrates excellent impulse control.	1 2 3 4 5 6
30. S/he consistently manages his/her anger constructively.	1 2 3 4 5 6

**Thank you!**

1	2	3	4	5	6
<b>COMPLETELY DISAGREE</b>	<b>MOSTLY DISAGREE</b>	<b>TEND TO DISAGREE</b>	<b>TEND TO AGREE</b>	<b>MOSTLY AGREE</b>	<b>COMPLETELY AGREE</b>