LIVINGSTON (COUNTY	SCHOOL	DISTRICT
SCHOOL:			

ATTENTION TO TASK BEHAVIORAL OBSERVATION

Stu	dent Name:		Grade:				DOLIN	•/ \		Teach	er:						
	of Observation:		Date of							Obser							
	servation Time: Beginning		_ Bate of	Endin		·· —			_	00301	· C1 <u></u>						
Ous	servation rime. Deginning			Liidii	.g _												
I P	hysical Environment/Stud	dent I o	cation.														
	At Desk		Group Activ	vity.		Car	feteria										
Ħ	At Listening Center		Floor Activi	_	H	Gy											
Ħ	At Learning Center At Learning Center		At Chalkboa		H	_	ygroun	d									
Ħ	At Table		Hallway	ii u	H	Oth		iu									
	71t Tuble		11aiiway		ш	Ott	101.										
п,	Task (defined by the teacher	er) for th	ne student to	nerforn	n·												
11.	Task (defined by the teacher	ci) 101 ti	ic student to	periorn													
Ш.	Anecdotal Observation : I	Record l	below (and c	on additi	ional	nage	s if nec	essary	z) all 1	ertine	nt beh	navior	s occii	rring (Huring	the	
	ervation period, including of												5 0000	arms (adi ing	tire	
005	or varion portou, moraumig o	ompun.		age, san	110 50	n pee	15 11111	out iu		ou uibe	.0111110						
C -					1 - 4 - 1	. 1	4•										
	mplete the following sections in the following sections in the following the following the following the following the following the following section in the following sec								tha b		+ +- +	tha ha	harda	-44			
rie	ase indicate any of the ion		Farget Stud		LDY	piacii	ig a ma	ark in	the t	ox ne	XI IO I			<u>r:</u> nparis	on		
			rarget Stuu	ent							Rohe			as Ta		Poor .	
$\overline{\Box}$	Looks around room ofte	n during	n assigned ta	ıck							Dena	avioi	Same		i get i	cci	
퓜	Plays with items in or ar				tack								-	1			
H	Talks to peers without p			signed	task									<u> </u>			
H	Talks aloud without being			her										1			
H	Demonstrates impulsivit				er fu	rn								1			
Ħ	Refuses to complete ass			art ms/n	ici tu	111							F	1			
Ħ	Requires prompts from			to task/	nav a	attenti	ion						F	1			
Ħ	Requires individualized													1			
Ħ	Is on the incorrect page						ass							1			
ヿ	Appears confused by the			5 410118	*******	*****								1			_
Ħ	Fidgets in his/her seat/cl			en													
Ħ	Gets out of seat without																
П	Stands up while working																
	Requests to leave room		lete task oth	er than	assig	gned t	ask						Ī				
	Does not respect the per							3									
	Asks for individual teac	her assis	stance severa	al times	duri	ng ob	servatio	on									
	Fails to raise his/her han	nd in ord	ler to ask for	someth	ning o	or ans	wer a c	uestic	on								
	Frequency/Duration of T																
mar	ked please give description	as to w	hat the child	l was do	oing i	in con	npariso	n to p	eers a	t that	mome	nt (ple	ease ir	ndicate	each	mark	
sepa	arately).																
	Interval Length:	15 seco	onds	20 sec	cond	S										-	
Stu	dent																
Pee	r l																
		1	1							T		1		1			
	dent																
Pee	r																
									. —			, .					
	he teacher/supervisor/caregi	ıver's ju	dgment, was	the stu	dent'	s beh	avior ty	pical?	′	es 🔛	No	_ (plea	ise				
exp	lain)																

LIVINGSTON	COUNTY	SCHOOL	DISTRICT
SCHOOL:			

MATH CALCULATIONS / MATH REASONING SKILLS

DELLAY		OBSERVA	
KHHAV	/I()K A I	ORSERVA	1 1()

	nt Name:		Grade:							Teach	er:					
te oʻ	f Observation:		Date of		vatio	n·				Obser						
			Date of			···			_	Obser	vei <u>.</u>					
oser	vation Time: Beginning	·		Endi	ng _											
Phy	vsical Environment/Stu	ıdent L	ocation:													
	At Desk		Group Activi	ty		Caf	feteria									
]]	At Listening Center		Floor Activit	y		Gy	m									
]]	At Learning Center		At Chalkboar	rd		Pla	ygroui	nd								
	At Table		Hallway			Oth	ner:									
II. A	sk (defined by the teach necdotal Observation: vation period, including	Record	below (and or	n addit	ional								s occu	ırring	during	the
Comp	olete the following sect	ion in a	ddition to the	anecc servec	lotal	obser	vatior	ı .				the be	ehavio er Coi		son	
-+			Target Stude	111							Reh				arget l	Peer
7	Completes grade-level	math pr	oblems inden	endent	lv du	ring o	bserva	tion			DCII	a v 101			argeti	i cci
┪╽	Is unable to complete g												Ė			
_	observation (Indicate g						iy ddii	5)							
7	Completes grade-level						neer as	sistan	ce							
Is unable to complete math word problems independently										Ī						
1	Fails to attend to math signs (Ex: $+$, $-$, \setminus , x)										Ī					
i	Skips steps when solving															
1	Does not know all his/l			s (as re	eauir	ed or a	age ani	oropri	ate)							
1 1	Is unable to finish assign						-8PI	310 p11								
1 1	Works math problems	_											Ī			
7 1	Does not understand ab							les					Ī			
1	Performs better with m												Ī			
1	Requires one-on-one as															
<u> </u>								ms								
Requires use of a number line or personal math chart to solve problems Requires use of a calculator to solve math problems							•									
	Requires pencil and par	per whe	n solving matl	reasc	ning	probl	ems (c	annot								
			•			-	,									
	solve problems mentall	y)											Γ			
<u>]</u>] 	solve problems mentall		e math accion	mente	due t	a diffi	iculties	,								
narke		complet	Behavior : Yo	ı shou	ld us	e stop	watch	or wa								
narke epara	solve problems mentaling Requires extra-time to requency/Duration of and please give description	complet	Behavior: You what the child	ı shou	ld use	e stop	watch	or wa								
narke epara Ir	Requires extra-time to requency/Duration of ad please give description tely).	Complet Farget 1 on as to v	Behavior: You what the child	ı shou was de	ld use	e stop	watch	or wa								
narke epara	Requires extra-time to requency/Duration of ad please give description tely).	Complet Farget 1 on as to v	Behavior: You what the child	ı shou was de	ld use	e stop	watch	or wa								
narke epara In studen eer	Requires extra-time to requency/Duration of 7 ed please give description ately). Interval Length:	Complet Farget 1 on as to v	Behavior: You what the child	ı shou was de	ld use	e stop	watch	or wa								
narke epara Ir studer	Requires extra-time to requency/Duration of 7 ed please give description ately). Interval Length:	Complet Farget 1 on as to v	Behavior: You what the child	ı shou was de	ld use	e stop	watch	or wa								

LIVINGSTO	N COUNTY	SCHOOL	DISTRICT
SCHOOL:			

<u>READING FLUENCY</u> BEHAVIORAL OBSERVATION

Stu	dent Name:	Gra	Grade:		Teacher:			
	of Observation:		Date of Observation:					
	servation Time: Beginning							
	2 2			~ <u> </u>				
I. P	hysical Environment/Stud	dent Location:						
	At Desk	Group A	Activity		Cafeteria			
	At Listening Center	Floor Ac			Gym			
	At Learning Center	At Chall	kboard		Playground	·		
	At Table	Hallway	7		Other:			
III.	Γask (defined by the teacher Anecdotal Observation: I ervation period, including α	Record below (a	nd on addit	tional				during the
Coi	nplete the following section	on in addition to	o the aneco	dotal	observation.			
	nplete the following sections indicate any of the following	lowing behavior	rs observed			n the box next to th		
			rs observed				Peer Compar	
	ase indicate any of the fol	lowing behavior	rs observed					
	Reads in phrases	lowing behavior Target S	rs observed				Peer Compar	
	Reads in phrases Uses intonation appropr	lowing behavior Target S	rs observed				Peer Compar	
	Reads in phrases Uses intonation appropr Solves unknown words	lowing behavior Target S	rs observed				Peer Compar	
	Reads in phrases Uses intonation appropr Solves unknown words Understands new vocab	Target S	rs observed Student				Peer Compar	
	Reads in phrases Uses intonation appropr Solves unknown words Understands new vocab Notices and uses punctu	Target S riately ulary in text ration and reflect	rs observed Student				Peer Compar	
	Reads in phrases Uses intonation appropr Solves unknown words Understands new vocab Notices and uses punctu Points to words and read	riately ulary in text lation and reflect	rs observed Student ts in voice	d by I			Peer Compar	
IV. wor	Reads in phrases Uses intonation appropr Solves unknown words Understands new vocab Notices and uses punctu	riately ulary in text nation and reflect ds te stress on word passages (Aims ne limit.	ts in voice ds in a sente Web, Easy	ence CBM	placing a mark i	Behave Be	Peer Compar vior Same as T	number of correct

LIVINGSTON	I COUNTY	SCHOOL	DISTRICT
SCHOOL:			

BASIC READING / READING COMPREHENSION

BEHAVIORAL OBSERVATION

Student Name:	Grade:	Teacher:	Teacher:				
Site of Observation:		Observer:	Observer:				
Observation Time: Beginning							
-							
I. Physical Environment/Stud	ent Location:		_				
At Desk	Group Activity Cafeteria						
At Listening Center	Floor Activity Gym						
At Learning Center	At Chalkboard Playgrour	nd					
At Table	Hallway Other:						
	·	cessary) all pertinent behaviors occurring during the nout identified disabilities.	- ne				
	n in addition to the anecdotal observation owing behaviors observed by placing a ma Target Student						
	Target Student	Behavior Same as Target Pee	er e				
Reads grade-level text in	dependently during observation	Denavior Same as rarget 1 to					
	vel text independently during observation (Indicate					
grade-level student is rea							
	th teacher and/or peer assistance						
Requires help sounding							
	eading (Ex: says "the" for "they")						
	the class while others are reading						
	what she/he has read when asked						
	nent because of reading difficulties						
Has prolonged pauses w							
	le reading (Please indicate error observed:						
	with phonemes (letter sounds)						
	to him/her because he/she is unable to read	d text					
	between similar letters and/or words						
Does not know all the le							
	as but not labels (Ex: remembers it's a place	e where					
	emember the label "zoo")	5 Where					
	ion quiz after reading(Please indicate score:						
IV. Frequency/Duration of T	rget Behavior: You should use stopwatch	or watch with a second-hand. For every negative sion to peers at that moment (please indicate each ma					
Student Student							
Peer	+ + + + + + + + + + + + + + + + + + + +						
1 cei							
Student							
Peer			-				
1 661							
In the teacher/supervisor/caregi	er's judgment, was the student's behavior ty	pical? 🗌 Yes 🔲 No (please					

LIVINGSTON (COUNTY	SCHOOL	DISTRICT
SCHOOL:			

BASIC WRITING SKILLS / SPELLING

			BEHAV	IOF	RAI	L OBSERVATION				
Student	Name:		Grade:			_	Teacher:			
	Observation:							:		
Observa	ation Time: Beginning									
	υ υ			_						
I. Physi	ical Environment/Stude	nt Lo	ocation:							
At	t Desk		Group Activity			Cafeteria				
At	t Listening Center		Floor Activity			Gym				
At	t Learning Center		At Chalkboard		_	Playground				
At	t Table		Hallway			Other:				
III. And	II. Task (defined by the teacher) for the student to perform: III. Anecdotal Observation: Record below (and on additional pages if necessary) all pertinent behaviors occurring during the observation period, including comparison to same age, same sex peers without identified disabilities.									
	ete the following section indicate any of the follo	wing	behaviors observed				box next			
			Target Student				-		omparison	
	On randomly selected works the spelling phonetically		usible? (e.g. buttorfall	for	. h.	anutiful villy for	В	enavior Sam	e as Target Po	eer
	s the spenning phoneucan; eally, underfitted for und			101	U	Lautitui, iiily 101			Ш	
	Demonstrates ability to sp									
	Demonstrates the ability to		•	fixe	es c	correctly.				
	Demonstrates orthographi									
sı	uffix, loss of second consulting									
S	Shows etymological know h for chef)	ledge	e (e.g. sound for ch fo	r ch	nic	ken as compared to				
D	Demonstrates understandi	ng of	the meanings of pres	ente	ed	words.				
In the te	eacher/supervisor/caregive	er's iu	udgment, was the stud	ent'	's h	pehavior typical? 🗀 \	∕es □ No) (please		

explain)_

LIVINGSTON	COUNTY	SCHOOL	DISTRICT
SCHOOL:			

BASIC WRITING SKILLS / WRITTEN EXPRESSION

BEHAVIORAL OBSERVATION

Stude	ent Name:	Grade:								Teacher:							
	of Observation:									Observer:							
Observation Time: Beginning Ending																	
					_												
I. Ph	ysical Environment/Stud	ent Lo	cation:														
	At Desk		Group A	ctivity		Ca	feteria										
	At Listening Center		Floor Ac	tivity		Gy	/m										
	At Learning Center		At Chalk	board		Pla	aygroui	nd									
	At Table		Hallway				her:										
III. A	II. Task (defined by the teacher) for the student to perform: III. Anecdotal Observation: Record below (and on additional pages if necessary) all pertinent behaviors occurring during the observation period, including comparison to same age, same sex peers without identified disabilities.																
Com	plete the following sections indicate any of the following letter the following sections in the	n in ad	dition to pehavior	the anec	dotal	obse	rvatio	1.				the be			son		
	Target Student										Peer Comparison Behavior Same as Target Peer						
\Box	Completes grade-level v	riting a	ssianme	nts indene	endent	ly du	ring oh	cervat	ion		Den	avioi	Same	- as 12	ıı get ı	CCI	
\overline{H}	Completes grade-level writing assignments independently during observation Is unable to complete grade-level writing tasks independently during																
ш	observation (Indicate grade-level student is working on here:												L				
П	Omits, adds, or substitutes words when writing												Г				
Ħ							<u> </u>										
Ħ		Demonstrates written work that is illegible Demonstrates written work that contains errors but can be easily read															
Ħ		s unable to copy letters, words, or sentences from a model															
Ħ		is to copy letters, words, or sentences from a model use appropriate capitalization or appropriate punctuation when writing															
\forall																	
Ħ		Requires special pencils or writing aids in order to write appropriately															
Ħ		Uses run-on sentences when writing Uses inappropriate spacing between words when writing															
Ħ	Writes sentences at an ar						11 on or	ne line									
Ħ	Is unable to express idea	_															
Ħ	Does not write complete																
Ħ	Uses inappropriate letter				picic	moug	,iits wii	CII WII	ung								
Ħ	Requires extra-time to co				nte du	e to d	ifficult	iec									
Ħ	Is unable to describe or e						iiiicuit	103									
\forall	Requires writing prompt						ls or ci	ies						<u> </u>			
mark	Frequency/Duration of Tated please give description rately).	arget B	ehavior:	You showhild was o	uld us doing	e stop in coi	watch	or wa									
]	Interval Length:	15 seco	nds	\square 20 s	econd	s	<u> </u>										
Stude	ent																
Peer																	
Stude Peer																	
	<u> </u>		•	•				_			_						
In the	e teacher/supervisor/caregi	ver's jud	dgment, ı	was the st	udent	's beh	avior ty	/pical?	? <u> </u>	es 🗌	No	_ (plea	se				