

## Behavior Checklist

Student \_\_\_\_\_

Date \_\_\_\_\_

Directions: Read each of the behaviors listed below. Circle the appropriate frequency rating for each behavior the student displays. Please return this form to \_\_\_\_\_ by \_\_\_\_\_.

<i>Behaviors</i>	<i>Frequency Rating</i>				
	never	rarely	sometimes	often	always
1. The student has trouble thinking of and using everyday words. S/he may or may not eventually think of the words. I ate a ...a...I forget. (sandwich)					
2. When a specific word is required, the student names the category instead of the specific label. <i>animal for dog, food for cake</i>					
3. The student uses similar-sounding word for the target word. I went down the <i>sideway</i> for <i>sidewalk</i> .					
4. The student answers "I don't know" to a question when you think s/he does know. The student is asked to name two body parts and answers "I don't know."					
5. The student is slow to begin answering questions. There is a time lag between the end of the question asked and the beginning of the student's answer.					
6. The student uses neutral, generic, or original language instead of specific words. <i>thing, stuff, thingamajig</i>					
7. The student describes an object instead of using a specific label. <i>Yellow thing I write with for pencil or quacking bird for duck.</i>					
8. The student talks to her/himself or repeats key information while trying to answer a question. When asked to name two kinds of fruits the student repeats, <i>fruit, fruit</i> .					
9. When a spoken mistake is brought to the student's attention, s/he recognizes it, but can't correct it. Ride <i>on</i> the car for ride <i>in</i> the car.					
10. The student struggles or requires extensive review to answer questions s/he knew the day before. It may seem like s/he's hearing the information for the first time.					
Grand Total: _____ Frequency Totals: _____					