Classroom Child Behavior Inventory: Primary

This form, derived from the *Development Environmental Rating Scale* (DERS), enables observers to track or reflect on detailed behaviors of all children in a classroom. As each behavior is linked to outcomes in Executive Functions, Cultural and Linguistic Fluency, and Social Fluency and Emotional Flexibility, observers may use this to pinpoint areas in need of attention and/or intervention. Items marked with an * are behaviors we look to diminish while the others are those we look to increase.

DATE:	OCCURS/DOES NOT OCCUR	COMMENTS
CARING FOR CLASSROOM • Spontaneously pushing in chairs, tidying shelves, sweeping, watering plants, etc. • Dusting, cleaning up spills, washing dishes. • Children rather than adults care for the physical environment.		
COMPLETES AN ACTIVITY CYCLE • Selecting an activity, engaging with the activity, and returning it ready for use by another child. • If children move away from their work, it is only briefly, and they quickly return.		
CONVERSATION • Talk is child initiated and prevalent throughout the classroom. • Conversations occur between children or between children and adults.		
DISRUPTING* • Behavior that is dangerous or destructive. • Shouting, pushing or physical violence. • Throwing furniture or materials.		*want to see none/little
ENGAGING WITH PURPOSE • Focusing intently on one piece of work or activity for an extended period of time. • Engaging sequentially with purpose (rather than "flitting" from one activity to another). • Electing to repeat activities.		
HANDLING MATERIALS WITH CARE • Carrying, manipulating, and putting away materials carefully and intentionally. • Carrying items one at a time using both hands as they are able. • Incidental spills or accidents may still occur, in spite of children's care.		
INITIATING WORK • Choosing work without adult direction. • Independently locating a place to work. • Transitioning without adult direction.		
INTERRUPTING* • Verbal interruptions—breaking into others' conversation. • Non-verbal interruptions, such as interfering with other children's work.		*want to see none/little
JOY • Smiling, laughing, or singing. • Clearly comfortable in the environment. • Expressing satisfaction with work.		
MISUSING MATERIALS* • Play-fighting with objects. • Twirling, tossing or throwing objects. • Extended fantasy play with educational materials.		*want to see none/little
NAVIGATING ROOM WITH CARE • Moving around peers' work. • Moving through the room without bumping into tables or shelves.		
OBSERVING WITHOUT DISTURBING OTHERS • Watching a peer work without touching or interrupting.		

	Occurs/Does Not Occur	Comments
Offering/Accepting Help from Peers ● Noticing a peer in need and offering assistance with words or gestures. ● Asking, "do you need help?" or saying, "here, I'll help you." ● Accepting assistance when offered. ● Spontaneously assisting with cleanup.		
Persisting in the Face of Challenge ● Sighing or expressing difficulty while engaged in an activity. ● Asking for help from a peer. ● Attempting multiple ways of solving a problem.		
Resolving Needs with Words ● Requesting help from peers or adults verbally. ● Disagreements between peers are resolved without violence—though voices may be raised temporarily. ● Children cooperate peacefully to solve problems or mediate disagreements.		
Seeking Adult Approval or Permission* ● Children are required to check work completion with adults. ● Asking permission to use resources, move around in the environment, or select work. ● Completing a checklist of activities.		*want to see none/little
Shifting ● When an activity, material, person, or location is unavailable, recovering and making another choice. ● Recovering from distraction. ● Shifting between individual and group work.		
Social Courtesies ● Verbal expressions, e.g.: "thank you," "excuse me," or other positive relationship-building practices ● Non-verbal expressions, e.g.: yielding space, smiling, eye contact, or other positive relationship-building practices ● Being considerate of others' needs— sharing, turn taking, compassion, etc.		
Waiting Turn ● When a material, activity, or person is unavailable, children wait their turn without interrupting or resorting to force. ● Children are seen waiting for an adult's attention, a seat at the snack table, a work space, activity, or use of a material.		
Work as Prop* ● Sitting in front of work but not engaging with work or others for an extended period. ● Manipulating work with only the appearance of engagement.		*want to see none/little

General Comments