Adult Behavior Inventory: Primary

This form, derived from the *Development Environmental Rating Scale* (DERS), enables observers to track or reflect on detailed behaviors of adults. 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
CALLING ACROSS THE ROOM* • Calling or shouting across the room rather than moving to the child. • Calling or shouting across the room to other adults.		*want to see none/little*
CALM • Moving around the space slowly and intentionally. • Behavior is consistent and predictable.		
CLARITY • Verbal instructions are expressed in simple, clear language. • Language is used intentionally, with attention to vocabulary, syntax, grammar, and cultural context.		
FOCUS ON MONITORING* • Frequent checking of student work completion—as distinct from observing to track activity. • A majority of time is spent circulating, looking over children' shoulders to monitor activity as distinct from general observation. • Monitoring activity results in a lack of instruction and interference with children's engagement.		*want to see none/little*
FRIENDLINESS WITH ERROR • Allowing children to experiment and make mistakes. • Communicating respect for the process of trial and error and encouraging children to embrace potential learning from error.		
INTERRUPTING CONCENTRATING CHILDREN* • Approaching children who are obviously concentrating. • Interrupting children's work.		*want to see none/little*
LOUD DIDACTIC TALK* • Voice can be heard above student discussion. • Voice is mannered and focused on telling rather than discussion. • "On-stage" talk.		*want to see none/little*
MOVING/ BENDING TO SPEAK TO CHILD • Adults move to the child, bend or kneel as able, and make eye contact when speaking.		
OBSERVATION • Withdrawing from classroom activity in order to observe children in a focused, purposeful manner. • Scanning the room. • Taking notes.		
OFFERING OPTIONS • Verbally offering children choices of activities, including where to work, with whom to work, and how long to engage in activity. • Reminding children of available options.		
PRAISING TO FLATTER* • Offering general praise, such as "good job," as distinct from descriptive feedback • External validation provided by adults that does not prompt child reflection		*want to see none/little*
PRECISION • Lessons with materials are presented with attention to detail in gesture. • Modeling slow, careful hand movements for children while handling materials.		

	Occurs/Does Not Occur	Comments
Prompting Children to Help One Another • Verbal prompts for children to help or consult with each other. • Redirecting the children seeking assistance to peers when appropriate. • Encouraging peer teaching.		
Protected Instruction • Holding instructional time sacred, protecting the mutual engagement between adult, child, and material. • Not allowing other children to interrupt instruction. • Not allowing themselves to be distracted from instruction.		
Redirecting Children's Behavior • Redirecting rather than correcting. • Children are redirected using positive rather than negative language. • Limits are clearly expressed in a kind but firm way.		
Social Courtesies • Modeling pragmatic social language as needed— "please", "thank you", "excuse me". • Modeling gestural elements of social courtesies when appropriate—pushing in chairs, picking up litter, handshakes, stepping aside to allow another person to pass.		
Soft/ Conversational Voice • Speaking in a manner that is conversational rather than didactic. • Adult voices are rarely audible above the general hum of the classroom.		
Warmth and Connection • Sharing in children's enthusiasm. • Connecting with children by making eye contact and smiling • Conversation with children is not limited to academic topics.		
Warning/ Correcting Errors* • Intervening in children's activity, often correcting mistakes, either through verbal cues or physically moving objects (blocks, pencils). • Warnings for the child's safety constitute exceptions.		*want to see none/little
Wonder • Instruction is presented as an invitation to discover something exciting. • Adults communicate genuine curiosity about the content they or their children are engaged with, shifting focus from self to work. • Adults lead with open-ended questions in conversation with children.		

General Comments