

Adult Behavior Inventory: Elementary

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* <ul style="list-style-type: none"> 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
CARE OF ENVIRONMENT <ul style="list-style-type: none"> Adults model care by doing things like picking up litter, pushing in chairs, straightening materials, etc. Adults build time into every day for communal care and chores - a chore chart or daily schedule may be observed. Adults model care by keeping their personal items/space in order. 		
CLARITY <ul style="list-style-type: none"> Verbal instructions are expressed in simple, clear language. Language is used intentionally, with attention to vocabulary, syntax, grammar, and cultural context. 		
CONFIDENT PRESENTATION <ul style="list-style-type: none"> Adults demonstrate command of the material by not reading directly from an album or guidebook, following a script, or correcting and re-phrasing. Instruction can include both planned group lessons and unplanned individual or group presentations. 		
CONTENT CONFUSION* <ul style="list-style-type: none"> Tentative command of material (reading from album or other text). Reading directly from album or text, stammering, re phrasing or haphazardly handling materials. Obvious mistakes in content presentation. 		*want to see none/little
ENCOURAGING COLLABORATION <ul style="list-style-type: none"> Large projects requiring group work are both encouraged and observed. Adults actively suggest children work together on projects and/or to solve problems. Adults support collaboration by joining child directed conversations about their work, offering a viewpoint or asking a question. 		
ENCOURAGING EXPLORATION <ul style="list-style-type: none"> Instruction is offered as the beginning of learning. Adults ask many open-ended questions. Adults encourage children to answer those questions through exploration, research, and inquiry. 		
FOCUS ON MONITORING* <ul style="list-style-type: none"> Frequent checking of student work completion—as distinct from observing to track activity. A majority of time is spent circulating, looking over children's 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 <ul style="list-style-type: none"> 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* <ul style="list-style-type: none"> Approaching children who are obviously concentrating. Interrupting children's work. 		*want to see none/little

	OCCURS/DOES NOT OCCUR	COMMENTS
LOUD, DIDACTIC TALK* <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Adults move to the child, bend or kneel as able, and make eye contact when speaking. 		
OBSERVATION <ul style="list-style-type: none"> Withdrawing from classroom activity in order to observe children in a focused, purposeful manner. Scanning the room. Taking notes. 		
PRAISING TO FLATTER* <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Lessons with materials are presented with attention to detail in gesture. Modeling slow, careful hand movements for children while handling materials. 		
SOCIAL COURTESIES <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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* <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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