

# Classroom Child Behavior Inventory: Elementary

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
<b>CARING FOR CLASSROOM</b> <ul style="list-style-type: none"> <li>Spontaneously pushing in chairs, tidying, sweeping, watering plants, etc.</li> <li>Dusting, cleaning up spills, washing dishes.</li> <li>Children rather than adults care for the physical environment.</li> </ul>		
<b>COLLABORATION</b> <ul style="list-style-type: none"> <li>Working at the same workspace with other children.</li> <li>Consulting with other children on extended, complex work.</li> </ul>		
<b>COMFORT WITH ADULTS</b> <ul style="list-style-type: none"> <li>Social interactions demonstrating mutual respect occur between children and adults.</li> <li>Children demonstrate comfort and ease with adults - i.e. smiling, speaking conversationally, joking.</li> <li>Conversations relating to non-work related topics are initiated by adults and children.</li> </ul>		
<b>CONVERSATION</b> <ul style="list-style-type: none"> <li>Talk is child initiated and prevalent throughout the classroom.</li> <li>Conversations occur between children or between children and adults.</li> </ul>		
<b>DISRUPTING*</b> <ul style="list-style-type: none"> <li>Behavior that is dangerous, disparaging, or destructive.</li> <li>Shouting, pushing or physical violence.</li> <li>Throwing furniture or materials.</li> </ul>		*want to see none/little
<b>FRUSTRATION*</b> <ul style="list-style-type: none"> <li>Quickly seeking help from an adult when work is challenging.</li> <li>Ending activity when work becomes challenging – as distinct from taking a break and returning to work.</li> </ul>		*want to see none/little
<b>INITIATING WORK</b> <ul style="list-style-type: none"> <li>Choosing work without adult direction.</li> <li>Independently locating a place to work.</li> <li>Transitioning without adult direction.</li> </ul>		
<b>INTERRUPTING*</b> <ul style="list-style-type: none"> <li>Verbal interruptions—breaking into others' conversation.</li> <li>Non-verbal interruptions, such as interfering with other children's work.</li> </ul>		*want to see none/little
<b>JOY</b> <ul style="list-style-type: none"> <li>Smiling, laughing, or singing.</li> <li>Clearly comfortable in the environment.</li> <li>Expressing satisfaction with work.</li> </ul>		
<b>MAXIMUM EFFORT</b> <ul style="list-style-type: none"> <li>Periods of intense focus and concentration.</li> <li>Intense engagement in project based "big work" that inspires students' imagination and reasoning. This could include ongoing research, planning presentations, or engaging with the community outside of the classroom.</li> </ul>		
<b>NAVIGATING ROOM WITH CARE</b> <ul style="list-style-type: none"> <li>Moving around peers' work.</li> <li>Moving through the room without bumping into tables or shelves.</li> </ul>		
<b>OFFERING/RECEIVING HELP FROM PEERS</b> <ul style="list-style-type: none"> <li>Noticing a peer in need and offering assistance with words or gestures.</li> <li>Asking, "do you need help?" or saying, "here, I'll help you."</li> <li>Accepting assistance when offered.</li> <li>Spontaneously assisting with cleanup.</li> </ul>		

	OCCURS / DOES NOT OCCUR	COMMENTS
<b>PERSISTING IN THE FACE OF CHALLENGE</b> <ul style="list-style-type: none"> <li>Sighing or expressing difficulty while engaged in an activity.</li> <li>Asking for help from a peer.</li> <li>Attempting multiple ways of solving a problem.</li> </ul>		
<b>PLANNING AND REFLECTION</b> <ul style="list-style-type: none"> <li>Work journals or daily logs, where children record their daily work choices, are visible in the classroom and at children's work spaces.</li> <li>Children record work in a work journal or daily log when selecting or completing a work.</li> <li>Children confer with peers or adults about work plans.</li> </ul>		
<b>RESOLVING NEEDS WITH WORDS</b> <ul style="list-style-type: none"> <li>Requesting help from peers or adults verbally.</li> <li>Disagreements between peers are resolved without violence—though voices may be raised temporarily.</li> <li>Children cooperate peacefully to solve problems or mediate disagreements.</li> </ul>		
<b>SEEKING ADULT APPROVAL OR PERMISSION*</b> <ul style="list-style-type: none"> <li>Children are required to check work completion with adults.</li> <li>Asking permission to use resources, move around in the environment, or select work.</li> <li>Completing a checklist of activities.</li> </ul>		
<b>SHIFTING</b> <ul style="list-style-type: none"> <li>When an activity, material, person, or location is unavailable, recovering and making another choice.</li> <li>Recovering from distraction.</li> <li>Shifting between individual and group work.</li> </ul>		
<b>SOCIAL COURTESIES</b> <ul style="list-style-type: none"> <li>Verbal expressions, e.g.: "thank you," "excuse me," or other positive relationship-building practices.</li> <li>Non-verbal expressions, e.g.: yielding space, smiling, eye contact, or other positive relationship-building practices.</li> <li>Being considerate of others' needs— sharing, turn taking, compassion, etc.</li> </ul>		
<b>WAITING TURN</b> <ul style="list-style-type: none"> <li>When a material, activity, or person is unavailable, children wait their turn without interrupting or resorting to force.</li> <li>Children are seen waiting for an adult's attention, a seat at the snack table, a work space, activity, or use of a material.</li> </ul>		
<b>WORK AS PROP*</b> <ul style="list-style-type: none"> <li>Sitting in front of work but not engaging with work or others for an extended period.</li> <li>Manipulating work with only the appearance of engagement.</li> </ul>		

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GENERAL COMMENTS