

**Teacher Form Middle/High School:  
Organization and Work Skills Checklist – Other Health Disabilities**

Student's Name:

Grade:

Date:

Completed by:

Class:

Return to:

by:

- 1) What are some of the student's strengths?
- 2) Compared to peers, does this student consistently complete fewer assignments within routine timelines?                      Yes                      No  
If yes, is it due to an academic skill deficit? Please explain.  
  
If yes, is it due to lack of organization or focus? Please explain.
- 3) In comparison to peers, does the student demonstrate an impaired ability to follow directions?  
                    Yes                      No  
If yes, can he/she usually follow written directions?                      Yes                      No  
If yes, can he/she usually follow verbal directions?                      Yes                      No  
If yes, can he/she usually follow the directions given to the class?                      Yes                      No  
If yes, approximately how many individual reminders of the directions are needed for them to be followed?
- 4) Compared to peers, does the student demonstrate an impaired ability to initiate and complete a task / assignment?                      Yes                      No  
If yes, approximately how many individual reminders are needed to start, complete, and finish a task?
- 5) In comparison to peers, does the student exhibit diminished alertness / attentiveness that results in impaired abilities? (e.g., maintaining focus, sustaining effort)                      Yes                      No
- 6) Do you have any concerns regarding the student's behavior?                      Yes                      No  
If yes, explain further.

- 7) Does this student get along socially with peers? Yes No  
If no, explain further.
- 8) Is peer acceptance impacted by this student's difficulties at school? Yes No
- 9) Check all accommodations that you routinely make for this student:
- |   |   |
|---|---|
| provide extra copies of assignments/work packets                              | scribing by staff for written responses |
| provide copy of teacher's notes   | extra time for assignment completion    |
| provide copy of peer's notes  | extra time to complete tests            |
| can rework missed problems / items for a better grade                         | repeated and simplified directions      |
| shorten assignments to focus on mastery of key concepts                       | other:                                  |
| have test materials read to the student and allow oral responses              |   |
| check progress, provide feedback often in the first few minutes of assignment |   |
- 10) Check modifications that you routinely make for this student:
- assignments modified (changes the standard or what the assignment is supposed to measure)
- tests are modified (changes the standard or what the test is supposed to measure)
- other:

**Indicate how often you observe the student displaying the following skills / behaviors in your class on the next page.**

Check the box ***"Not Observed"*** if the student has not needed to (or has not had the opportunity to) use that skill / behavior in your classroom. Please use the following rating scale:

**Always:** Performance in skill area meets or exceeds class expectations. Student is independent.

**Often:** Student needs occasional prompting, mostly independent.

**Sometimes:** Student needs prompting about half the time.

**Rarely:** Student needs frequent prompting, mostly dependent.

**Never:** Student is totally dependent on others for support.

<b>WORK SKILLS</b>	<b>Always</b>	<b>Often</b>	<b>Some- times</b>	<b>Rarely</b>	<b>Never</b>	<b>Not Observed</b>	<b>Current Accommodations / Comments</b>
Listens without distracting others							
Works without distracting others							
Uses independent work time appropriately							
Understands assignment expectations							
Requires frequent redirection							
Daydreams more than peers							
Routine movements and/or noises easily distract the student's focus							
Transitions from one classroom and/or activity to another within time allotted							
Advocates for self to clarify work requirements or meet personal needs							
Participates actively in class discussions							
Participates actively in small work groups							
Produces written work that is legible and completed within timelines, without fatigue							
<b>ORGANIZATIONAL SKILLS</b>							
Demonstrates understand- ing or purpose of being organized							

<b>WORK SKILLS</b>	<b>Always</b>	<b>Often</b>	<b>Some- times</b>	<b>Rarely</b>	<b>Never</b>	<b>Not Observed</b>	<b>Current Accommodations / Comments</b>
Demonstrates awareness of own organizational needs							
Has all materials needed for class							
Keeps notebooks / materials organized to find materials easily							
Writes down assignments daily							
Turns in work completed outside class time							
Turns in work completed during class time							
Loses work and materials							
Able to plan and manage long-term assignments							
Repeated prompts are required to turn in materials / assignments							

Any additional information you would like to share?