

**Teacher Form - Elementary School:
Organization and Work Skills Checklist - Other Health Disabilities**

Student's Name:

Grade:

Date:

Completed by:

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 verbal directions given to the whole 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 | visual schedule or visual supports |
| provide copy of teacher's notes | check progress and provide feedback often in the first few minutes of assignment |
| provide copy of peer's notes | scribing by staff for written responses |
| can rework missed problems / items for a better grade | extra time for assignment completion |
| shorten assignments to focus on mastery of key concepts | extra time to complete tests |
| have test materials read to the student and allow oral responses | repeated and simplified directions |
| | other: |
| | other: |

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 the 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.

WORK SKILLS	Always	Often	Some times	Rarely	Never	Not Observed	Current Accommodations / Comments
Attentive during teacher led instruction							
Follows directions given to entire class							
Works without distracting others							
Uses independent work time appropriately							
Begins task / assignment independently							
Completes work within time allotted							
Knows when work is complete							
Corrects mistakes / edits work							
Understands assignment expectations							
Follows multi-step directions in sequence							
Transitions from one activity / setting to another within time allotted							
Transitions from one activity / setting to another with needed materials							

WORK SKILLS	Always	Often	Some times	Rarely	Never	Not Observed	Current Accommodations / Comments
Requests help appropriately (to clarify 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							
Routine movements and/or noises easily distract the student's focus							
Requires frequent redirection							
Appears to daydream more than peers							
ORGANIZATIONAL SKILLS							
Able to locate work / materials in backpack							
Able to locate work / materials in desk							
Keeps materials organized in desk							
Gets materials ready for class / activity							

WORK SKILLS	Always	Often	Some times	Rarely	Never	Not Observed	Current Accommodations / Comments
Takes appropriate materials home to complete homework							
Writes down assignments daily							
Turns in homework							
Turns in work completed during class time							
Able to plan and manage long-term assignments							
Repeated prompts are required to turn in work / materials							
Loses work and materials							

Any additional information you would like to share?