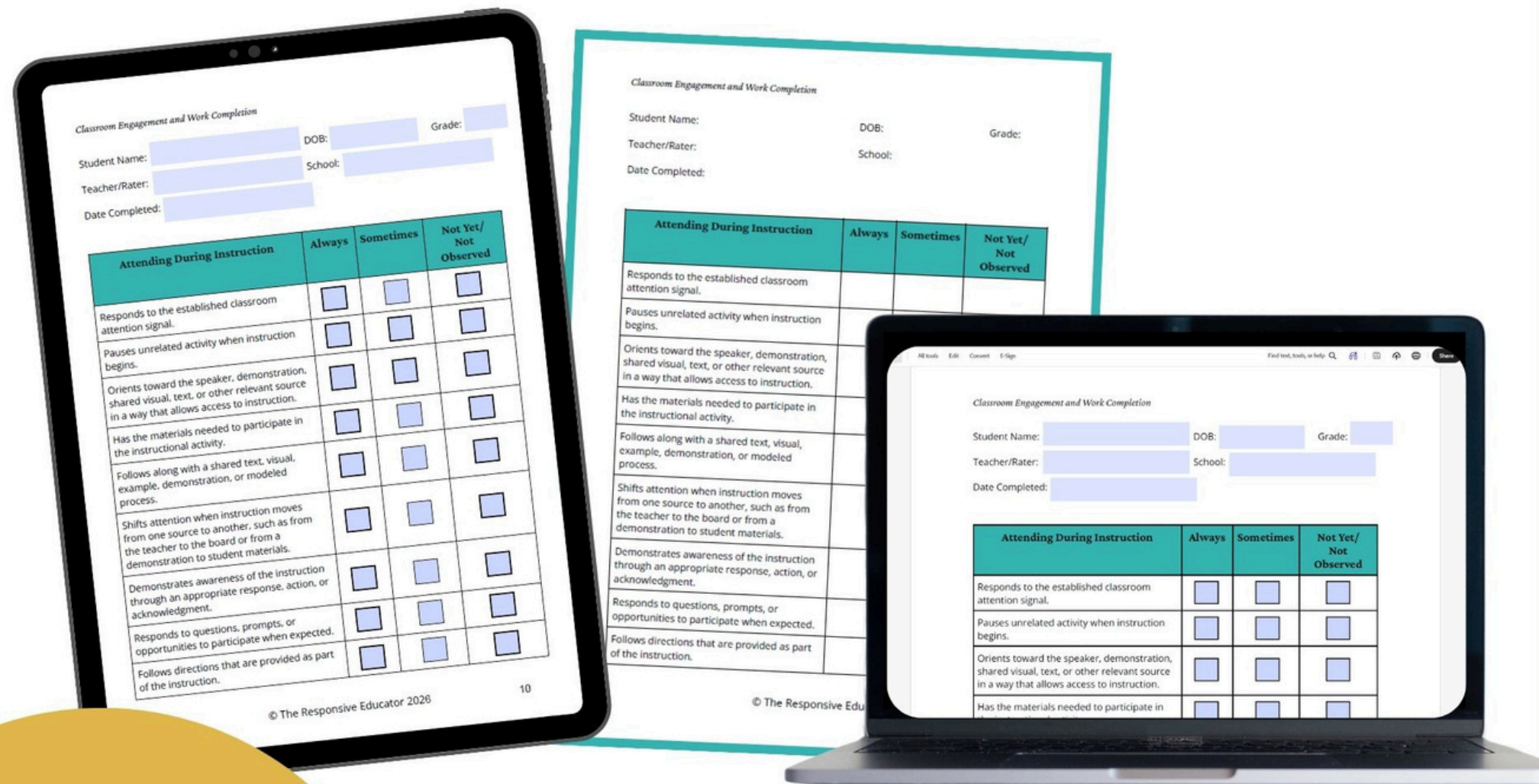




Classroom Engagement & Work Completion Student Checklist



- 16 Student Skill Checklists
- 195+ Measurable Sample Goals
- 475+ Targeted Interventions

SCROLL
to take a look inside!

16 Skill
Areas

195+ Sample Goals
475+ Interventions

Supports IEP / FBA / BIP / MTSS Planning

Ideal For:

- Special Education Teachers
- General Education Teachers
- School Psychologists
- Behavior Specialists
- MTSS and Student Support Teams

The image displays three overlapping versions of a form titled "Understanding Classroom Rules and Expectations". The top-right version is a paper form with a section for "Potential Interventions" including checkboxes for "Use Brief Behavior Reflection or Think Sheets", "Reteach Briefly After Errors", "Use Restorative Reflection or Repair", "Coordinate Home-School Communication When Needed", "Review Goals and Provide Student Feedback", "Adjust Instruction and Reinforcement Using Data", and "Avoid Relying on Repeated Reminders Alone". The bottom-left version is a tablet display showing a table with columns for "Always", "Sometimes", and "Not Yet/Not Observed" and rows for various classroom rule understanding tasks. The bottom-right version is a laptop display showing a similar table with checkboxes for each task.

Understanding Classroom Rules and Expectations	Always	Sometimes	Not Yet/Not Observed
Identifies the primary classroom rules when asked.	☐	☐	☐
Explains common classroom rules in their own words.	☐	☐	☐
Identifies what following a classroom rule looks and sounds like.	☐	☐	☐
Distinguishes between examples and non-examples of following classroom expectations.	☐	☐	☐
Identifies expected behavior during common classroom activities, such as whole-group instruction, independent work, partner work, and transitions.	☐	☐	☐
Explains why classroom rules and expectations are important.	☐	☐	☐
Identifies how expectations may change across settings or activities.	☐	☐	☐
Recognizes common verbal, visual, or environmental cues connected to classroom expectations.	☐	☐	☐
Restates an expectation or direction to demonstrate understanding.	☐	☐	☐
Asks for clarification, assistance, or an example when an expectation is unclear.	☐	☐	☐

Identify the Specific Skills That Need Support

16
Classroom
Skill Areas

- ✓ Attending During Instruction
- ✓ Participating in Class Discussions
- ✓ Beginning Work on Time
- ✓ Remaining Engaged (Independent)
- ✓ Sustaining Attention
- ✓ Returning to Work After Distraction
- ✓ Attempt Before Asking for Help
- ✓ Request Help Appropriately
- ✓ Persist When Work is Difficult
- ✓ Completing Expected Work
- ✓ Working at an Appropriate Pace
- ✓ Balancing Accuracy & Speed
- ✓ Checking Completed Work
- ✓ Participating Without Dominating
- ✓ Completing Nonpreferred Tasks
- ✓ Managing Independent Work Time

How to Use This Resource

- 1 Identify the skill need
- 2 Choose a targeted intervention
- 3 Select a measurable goal
- 4 Monitor progress and adjust supports

The image displays three overlapping views of the 'Classroom Engagement and Work Completion' form. The top view is a printed version showing the 'Attending During Instruction - Potential Interventions' section with checkboxes for various strategies like 'Check Whether the Student Can Access the Instruction' and 'Gain Attention Before Beginning Instruction'. The middle view is a tablet version showing the 'Attending During Instruction' table with columns for 'Always', 'Sometimes', and 'Not Yet/Not Observed'. The bottom view is a laptop version showing the same table with checkboxes for each cell.

Classroom Engagement and Work Completion

Student Name: _____ DOB: _____ Grade: _____
Teacher/Rater: _____ School: _____
Date Completed: _____

Attending During Instruction	Always	Sometimes	Not Yet/Not Observed
Responds to the established classroom attention signal.	☐	☐	☐
Pauses unrelated activity when instruction begins.	☐	☐	☐
Orients toward the speaker, demonstration, shared visual, text, or other relevant source in a way that allows access to instruction.	☐	☐	☐
Has the materials needed to participate in the instructional activity.	☐	☐	☐
Follows along with a shared text, visual, example, demonstration, or modeled process.	☐	☐	☐
Shifts attention when instruction moves from one source to another, such as from the teacher to the board or from a demonstration to student materials.	☐	☐	☐
Demonstrates awareness of the instruction through an appropriate response, action, or acknowledgment.	☐	☐	☐
Responds to questions, prompts, or opportunities to participate when expected.	☐	☐	☐
Follows directions that are provided as part of the instruction.	☐	☐	☐

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Attending During Instruction - Potential Interventions

- ☐ **Check Whether the Student Can Access the Instruction** - Before treating the concern as an attention problem, consider hearing, vision, language comprehension, vocabulary, instructional level, sensory needs, seating, and the pace of the lesson. A student may appear inattentive when the information is difficult to hear, understand, or follow.
- ☐ **Gain Attention Before Beginning Instruction** - Use the student's name, proximity, a visual cue, a class signal, or another established prompt before presenting important information. Allow a brief moment for the student to shift from the previous activity and orient to the lesson.
- ☐ **Use a Consistent Instructional Attention Signal** - Pair a predictable verbal phrase, sound, gesture, visual, or environmental cue with the start of instruction. Explicitly teach the response connected to the signal, such as pausing, locating the speaker or visual, and preparing the needed materials.
- ☐ **Preview What the Student Should Listen or Look For** - Before instruction begins, identify the most important information. For example, say, "Listen for the three materials you will need," or "Watch how I complete the first step." A clear purpose can make it easier for the student to direct attention.
- ☐ **Use Brief, Clearly Organized Instructional Segments** - Break lengthy explanations into manageable sections. Pause between sections for a question, demonstration, brief response, or student action instead of presenting a long period of uninterrupted verbal instruction.
- ☐ **Provide Frequent Opportunities for Active Responding** - Ask students to point, write, repeat, show, select, discuss, demonstrate, or complete a step. Active participation gives the student a reason to attend and provides the teacher with information about whether the student is accessing the lesson.
- ☐ **Pair Verbal Instruction With Visual Supports** - Use written keywords, pictures, diagrams, modeled examples, anchor charts, guided notes, or displayed steps. Keep the visual available long enough for the student to refer back to it rather than requiring all information to be retained from listening alone.

Detailed View

Student Skill Checklist

Targeted Interventions

Tailored Goals

PLUS

Notes/Comments

Classroom Engagement and Work Completion

Student Name: DOB: Grade:
Teacher/Rater: School:
Date Completed:

Attending During Instruction	Always	Sometimes	Not Yet/ Not Observed
Responds to the established classroom attention signal.			
Pauses unrelated activity when instruction begins.			
Orients toward the speaker, demonstration, shared visual, text, or other relevant source in a way that allows access to instruction.			
Has the materials needed to participate in the instructional activity.			
Follows along with a shared text, visual, example, demonstration, or modeled process.			
Shifts attention when instruction moves from one source to another, such as from the teacher to the board or from a demonstration to student materials.			
Demonstrates awareness of the instruction through an appropriate response, action, or acknowledgment.			
Responds to questions, prompts, or opportunities to participate when expected.			
Follows directions that are provided as part of the instruction.			

Classroom Engagement and Work Completion

Attending During Instruction - Potential Interventions

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Printable & Digital Options

- Print the checklists
- Complete digitally with fillable checkboxes
- Save dated student copies
- Compare ratings over time

The image displays two versions of a 'Classroom Engagement and Work Completion' checklist. On the left, a tablet shows the digital version with blue input fields for student information and a grid of checkboxes. On the right, a printed version of the same form is shown, featuring a teal header and a grid with empty boxes for ratings. Both versions include a table with four columns: 'Attending During Instruction', 'Always', 'Sometimes', and 'Not Yet/Not Observed'.

Classroom Engagement and Work Completion

Student Name: _____ DOB: _____ Grade: _____
Teacher/Rater: _____ School: _____
Date Completed: _____

Attending During Instruction	Always	Sometimes	Not Yet/Not Observed
Responds to the established classroom attention signal.	☐	☐	☐
Pauses unrelated activity when instruction begins.	☐	☐	☐
Orients toward the speaker, demonstration, shared visual, text, or other relevant source in a way that allows access to instruction.	☐	☐	☐
Has the materials needed to participate in the instructional activity.	☐	☐	☐
Follows along with a shared text, visual, example, demonstration, or modeled process.	☐	☐	☐
Shifts attention when instruction moves from one source to another, such as from the teacher to the board or from a demonstration to student materials.	☐	☐	☐
Demonstrates awareness of the instruction through an appropriate response, action, or acknowledgment.	☐	☐	☐
Responds to questions, prompts, or opportunities to participate when expected.	☐	☐	☐
Follows directions that are provided as part of the instruction.	☐	☐	☐

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