

TST Symptom Checklist for Teachers

Baseline

When the child is calm he/she:

<input type="checkbox"/> Can Complete Independent Classwork on His/Her Own With Age-Appropriate Amount of Help (Always Sometimes A Little)	<input type="checkbox"/> Can Play Cooperatively With Peers (Always Sometimes A Little)
<input type="checkbox"/> Can Complete Independent Classwork on His/Her Own with Age-Appropriate Amount of Help (Always Sometimes A Little)	<input type="checkbox"/> Has an age-appropriate sense of identity (Always Sometimes A Little)
<input type="checkbox"/> Can Focus and Pay Attention to Class Lessons (Always Sometimes A Little)	<input type="checkbox"/> Can Have Reciprocal Conversation with Adults That is Age-Appropriate (Always Sometimes A Little)
<input type="checkbox"/> Can Work Cooperatively in Group Work with Peers (Always Sometimes A Little)	<input type="checkbox"/> Seeks help from other people (Always Sometimes A Little)
<input type="checkbox"/> Is Responsive to Questions (Always Sometimes A Little)	<input type="checkbox"/> Can recover and return to class activity (Always Sometimes A Little)

Monitoring Changes in the 3 A's:

When He/She is Becomes Upset

Awareness	Affect	Action
<input type="checkbox"/> Is Unable to Answer Questions That Are Asked of Him/Her	<input type="checkbox"/> Delayed/Startled Response to Questions	<input type="checkbox"/> Interrupts or Intrudes on Others
<input type="checkbox"/> Remains Stuck on the Preceding Incident but Able to Acknowledge Your Question with Some Redirection	<input type="checkbox"/> Unresponsive to Questions	<input type="checkbox"/> Crawling Under the Desk
<input type="checkbox"/> Difficulty sustaining attention during class	<input type="checkbox"/> Quietly Tearful	<input type="checkbox"/> Hides in the Classroom
<input type="checkbox"/> Shuts Down	<input type="checkbox"/> Crying	<input type="checkbox"/> Hides Outside the Classroom
<input type="checkbox"/> Spaces Out/Daydreams in Class	<input type="checkbox"/> Inconsolable	<input type="checkbox"/> Throws Objects
<input type="checkbox"/> Easily Distracted	<input type="checkbox"/> Gets out of seat regularly	<input type="checkbox"/> Throws Objects at Others
	<input type="checkbox"/> Anxious	<input type="checkbox"/> Hitting Others
	<input type="checkbox"/> Fidgets With Hands or Feet/Squirms in Seat	<input type="checkbox"/> Hitting Self
	<input type="checkbox"/> Loses Temper	<input type="checkbox"/> Runs out of the Classroom
	<input type="checkbox"/> Raises Voice/Yelling	<input type="checkbox"/> Spitting at Others
	<input type="checkbox"/> Actively defies or refuses to comply with adult's requests or rules	<input type="checkbox"/> Initiating Physical Fights with Others

Frequency, Intensity, & Duration of Symptoms

1) How often does the child become upset?

- Several Times a Day Once a Week
 Daily A few times a month
 More than Once a Week Once a Month

2) How long does the upset last on average?

- A few minutes Beyond the Class Period
 The Whole Class Period The Rest of the Day

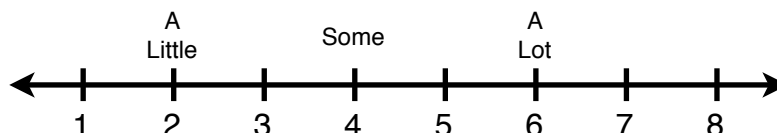
3) When do the episodes for this child usually occur?

- In the Classroom: Unstructured Time During Transitions
 In the Classroom: Structured Work Time During Recess
 During Specialists When there is a Substitute

4) Does the Child's Upset Cause Problems:

- Socially Impact Family Relationships
 Disrupt the Classroom Impact the Child's General Happiness
 Interrupt the Child's Learning

5) Rate the intensity of the child's emotions during a typical upset:



Comments: