

Family Observation Report

Child's Name	Date	/	/
Rater's Name	Relation to Child		

Instructions: The following are lists of characteristic behaviors. Indicate by a check mark which behaviors are **never** true of this child, **rarely** true, **sometimes** true, or **often** true. Even if the particular characteristic mentioned does not fit your child exactly, pick the choice that **most closely fits**. **Do not omit** or leave blank **any** response.

Attention	Never	Rarely	Sometimes	Often
Confuses the details of games and stories				
Needs a calm, quiet atmosphere to work or concentrate				
Doesn't finish what s/he starts (e.g. a book or puzzle)				
Hears but doesn't seem to listen				
Has difficulty concentrating or paying attention unless in a one on one situation				
Asks to have things repeated				
Is easily distracted				
Has difficulty concentrating in school work or other tasks requiring sustained attention				
Doesn't seem to listen				
Fails to finish things s/he started				
Has difficulty sticking to a play activity				

Activity	Never	Rarely	Sometimes	Often
Is always "on the go"				
Acts as if "driven by a motor"				

Activity (continued)	Never	Rarely	Sometimes	Often
Fidgets or squirms				
Has difficulty sitting still or fidgets excessively				
Does things in a loud or noisy way				
Must always be doing something or s/he becomes fidgety				
Moves about excessively during sleep				
Has difficulty staying seated				

Impulsivity	Never	Rarely	Sometimes	Often
Disrupts other children				
Has trouble waiting his/her turn				
Has difficulty waiting turning game or group situation				
Talks excessively				
Calls out in class, makes noises in class				
Is extremely excitable				
Often acts before thinking				
Shifts excessively from one activity to another				
Has difficulty organizing work				
Needs a lot of supervision				

Conduct Disorder, Socialized	Never	Rarely	Sometimes	Often
Must do things "my way", can't be taught how to do things				
Cheats, has to be a winner				
Complains of unfair treatment, everyone is against him/her				

Conduct Disorder, Socialized (continued)	Never	Rarely	Sometimes	Often
Is a "sponger" (takes favors with no effort to return them)				
Has had friendships with children in his/her own age group lasting at least six months				
Extends him/herself for others even when no immediate advantage is likely				
Feels an inner sense of guilt or remorse when acts poorly				
Avoids blaming or informing on companions				

Tractability	Never	Rarely	Sometimes	Often
Broke toys and other things, was destructive				
Couldn't tolerate noisy, busy place, would go wild in a crowd				
Very difficult to take for a visit to friends				
Very difficult to leave with a babysitter				
Very difficult to take shopping				
Needs constant supervision				

Conduct Disorder, Unsocialized	Never	Rarely	Sometimes	Often
Swearing, uses vulgar language				
Lying to other family members for a period of at least six months				
Serious lying, in and out of the home over a period of at least six months				
Was violent and aggressive, assaulted others, got into fights lasting over a period of at least six months				
Stealing not involving confrontation with the victim over a period of at least six months				

Conduct Disorder, Unsocialized (continued)	Never	Rarely	Sometimes	Often
Violation of important rules at home or at school (drugs, truancy) for a period of at least six months				
Steals or breaks the rules while s/he is closely supervised				
Wants friends, but provokes them to anger				

Negative Affect	Never	Rarely	Sometimes	Often
Depressed, sad, down in the dumps				
Cries for the slightest reason				
Is pessimistic, thinks things will go badly				
Has a poor self-image, feels worthless				
Wants friends, but is rejected or avoided by other children				
Feelings hurt easily by children				

Late State	Never	Rarely	Sometimes	Often
Awakening during the night				
Nightmares				
Rocking in crib or bed				
Frequent or prolonged crying				

Instructions: The following is a list of characteristics of speech. Indicate the frequency that these were true between 2½ and 5 years of age.

Language (between 2½ and 5 years of age)	Never	Rarely	Sometimes	Often
Hesitated or stopped mid-sentence				
Seemed to understand, but had trouble getting the words out				
Had difficulty finding the right words				
Confused the order of words, such as "Ball, I hit."				
Confused words that sound alike, such as "hem" and "hen"				
Unable to tell about what happened to him/her, such as about his/her day				
Had trouble pronouncing words				