Behavioral Observation Checklist: use to organize the behavior observations section of report into 2 paragraphs

I. General Observations - not specific to the test - follows the structure of the mental status exam (MSE) (you don’t have to include every aspect, just give an overview of significant features)
   A. Appearance (overall description)
      1. Height, weight, hair color, length, distinguishing physical characteristics
      2. Glasses (should wear for testing unless nearsighted)
      3. Physical impairments - vision, hearing
      4. Grooming - clothing, hair, neatness, cleanliness
      5. Alertness
      6. General demeanor (e.g., friendly, apprehensive, fearful, shy, outgoing)
   B. Motor Behavior
      1. Gait (difficulty walking)
      2. Activity level
      3. Impulse control (in session)
      4. Movement disorders
      5. Handedness (L or R handed)
   C. Speech (manner not content)
      1. Speed - rapid, slow
      2. Pronunciation difficulties
      3. Accents
      4. Use of language (e.g., complexity of sentences, vocabulary)
      5. Quantity of speech (talkative, minimal speech, brief responses)
   D. Emotion - especially anxiety and depression
      1. Mood - overall emotional state
      2. Affect - fluctuations in emotion
      3. Appropriateness of emotion expressed
   E. Thought Processes (will mostly be within normal limits)
      1. Concrete thinking
      2. Idiosyncratic thinking
      3. Loose associations
      4. Unusual content - delusions
   F. Perception (mostly within normal limits) - hallucinations
   G. Attention - crucial for intelligence testing
      1. Overall level of attention (e.g., alert, attentive, distractible)
      2. Fluctuations and changes over time (usually reduced attention later in the test session)

II. Test-specific Behaviors - observations during testing
   A. Personality variables
      1. Cooperation with testing procedures
      2. Motivation to perform well - overall level and fluctuations - internal vs external (needed encouragement)
      3. Alertness, attentiveness and need for redirection to tasks
      4. Persistence on tasks
   B. Comprehension: understanding of directions; need to repeat or explain instructions
   C. Motor behaviors specific to tasks (e.g., dropped the blocks, used one hand, worked quickly)
   D. Strategies on specific tasks (e.g., double-checked work, counted on fingers)
   E. Response to success and failure (e.g., became discouraged when couldn’t solve an item)
   F. Response to praise
   G. Other notable aspects of person’s behavior