

**Northland Learning Center: Special Education Services**  
**Common Characteristics Checklist**

Name of Student \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_  
 Your Name \_\_\_\_\_ Your Relationship to the student \_\_\_\_\_  
 School/Serving District \_\_\_\_\_

**\*This is primarily used to differentiate behaviors or characteristics of**

- Anxiety-related disorders (e.g., generalized anxiety, selective mutism, social anxiety, etc.)
- Attention Deficit/Hyperactivity Disorder (AD/HD),
- Autism Spectrum Disorder (ASD),
- Developmental Cognitive Disability (DCD), and
- Gifted/Talented

**Please use the following to indicate the frequency of the behavior occurring or not occurring:**

- N/A—this is not applicable to this student
- 0- This skill/behavior does not occur
- 1- This behavior occurs maybe once per week
- 2- This behavior occurs several days per week
- 3- This behavior occurs daily

**Rate the occurrence/non-occurrence of the following behaviors that pertain to your student of concern**

<b>Social Skills</b>	<b>N/A</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
1.a. Verbally expresses an interest in establishing social relationships					
1.b. If non-verbal or primarily non-verbal, expresses through actions, an interest in establishing social relationships					
2.a. Verbally expresses a desire for friends but fails to develop relationships with peers.					
2.b. If non-verbal or primarily non-verbal, expresses through actions, a desire for friends but fails to develop relationships with peers.					
3. Shows an interest in other children’s activities					
4.a. Makes initial eye contact but gaze wanders during conversation					
4.b. Maintains eye contact					
5. Has no friends, but may name people s/he thinks are friends when asked					
6. Exhibits poor social judgment or naive in everyday situations					
7. Displays limited “give and take” in any social interaction, even if s/he seems interested					
8.a. Laughs at inappropriate times					
8.b. Cries at inappropriate times					
9. Is very rigid about social rules					
10. Demonstrates awareness of social rules					
11. Lives in a “world of his/her own”					
12. Has a limited variety of interests or is only interested in one or two topics					

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**Rate the occurrence/non-occurrence of the following behaviors that pertain to your student of concern**

<b>Language/Communication</b>	<b>N/A</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
1. Talks excessively about favorite topics that are not of interest to others					
2. a. Repeats heard phrases immediately (Do you like playing outside? And child immediately says, "Outside") or					
2.b. Repeats scripts (e.g., replays scripts from a movie, song, etc.)					
3.a. Uses formal or unusual language (e.g., advanced vocabulary)					
3.b. Over use of Transitional Phrases (e.g., Actually... , You know... )					
4. Frequently asks inappropriate questions					
5.a. Experiences difficulty in beginning and continuing a conversation					
5.b. Experiences difficulty in beginning and continuing a conversation when it is not regarding their preferred topic(s) of interest					
6.a. Uses little inflection or tone when speaking					
6.b. Uses an upward inflection at the end of the sentence, even when not asking a question					
6. c. Talks really slow					
6. d. Talks really fast					
7. Understands subtle jokes or humor					
8. Difficulty understanding words that have multiple meanings or homophones					
9. Interrupts when someone else is speaking					
10. Responds to their name					
11. Gives "to the point" responses and does not elaborate their response or keep the conversation going					
12.a. Picks up on nonverbal cues (e.g., body language, gestures, facial expressions, etc.)					
12.b. Uses expected nonverbal gestures and facial expressions					

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**Rate the occurrence/non-occurrence of the following behaviors that pertain to your student of concern**

<b>Classroom/Learning Behaviors</b>	<b>N/A</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
1. Insists on maintaining familiar routines					
2. Has difficulty transitioning from one activity to another					
3. Insists on engaging in preferred activities for a long period of time					
4. Difficulty ending an activity					
5.a. Wanders in the classroom during unstructured time					
5.b. Wanders in the classroom during structured time (e.g., independent seatwork, etc.)					
5.c. Wanders and is not focused on any particular activity or individual					
6. Has difficulty completing simple daily activities (e.g., tying shoes, bringing or finding necessary work materials, zipping clothing, feeding self, drinking, etc.)					
7. Has poor understanding of concepts, especially if/then or cause/effect					
8. Notices and remembers details excessively					
9. Is organized with personal belongings					
10. Insists on organizing or placing things in a specific way					
11. Has a good rote (e.g., verbatim) memory					
12. Responds well to visual teaching methods					
13. Displays peaks and valleys in skill development (e.g., savant skill areas)					
14. Learns a new skill in one setting and does not generalize the skills to a new setting					
15. Self-critical with high standards (e.g, perfectionistic)					

**\*Any other concerning information about this student that has not already been addressed above?**