

## RATING OF MOOD, TOLERANCE, AND PROGRAM PARTICIPATION

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Time	Activity	<u>tolerance and participation</u>					<u>Mood</u>		
		5	4	3	2	1	3	2	1
_____	AM Entry Routine	5	4	3	2	1	3	2	1
_____	_____	5	4	3	2	1	3	2	1
_____	_____	5	4	3	2	1	3	2	1
_____	Lunch/Recess	5	4	3	2	1	3	2	1

Time	Activity	<u>tolerance and participation</u>					<u>Mood</u>		
		5	4	3	2	1	3	2	1
_____	_____	5	4	3	2	1	3	2	1
_____	_____	5	4	3	2	1	3	2	1
_____	Dismissal Routine	5	4	3	2	1	3	2	1

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**Tolerance Scale:**

- 5** level of tolerance and participation is excellent, response time is quick and on task, cooperation without protest, responsive to redirection, settled, engaged with staff and/or students
- 4** level of tolerance and participation is good
- 3** level of tolerance and participation is fair, response time is slow or misdirected, but redirection is possible with frequent verbal and visual prompts, occasional verbal and physical protests, stops before task is complete, needs more frequent breaks
- 2** level of tolerance and participation is minimal, completes very little of what is asked, protests most staff requests, all transitions are difficult, satisfactorily completes less than 20% of the activity or assignment, finds it difficult to settle
- 1** level of tolerance and participation is poor to none, unable to engage in any of the activity

**Mood Scale:**

- 3** mood is even or upbeat, shows enthusiasm, smiles often, talks freely, occasionally expresses optimism, looking forward to some activities
- 2** mood is fair, gets discouraged on difficult tasks, complains about some of the work, becomes somewhat impatient, displays nervous mannerisms, (e.g., pulls at his shirt), expresses occasional irritation, withdraws from an occasional activity, periodically expresses concerns about his abilities
- 1** Mood is poor, often very discouraged, chronic upset, complains about the noise and interference from other children, doesn't want to talk or interact, head down on the desk, cries, shouts or yells at others, kicks the desk, slams materials, runs to another part of the room, obstinate, rigid or inflexible response to requests, threatens to rip up his work, destroys his work or materials

**Unsafe Behavior** (record the frequency here and describe the episode on the other side):