

Appendix

Student Behavior Checklist

Below is a list of items that describe some children's behavior in school. Please consider the behavior of the child named above over the last 2–3 months. For each item, circle the number that indicates how true that description is of the child. The meaning of the numbers is as follows:

1	2	3	4	5
not true		somewhat or sometimes true		very true

Please read the items carefully, as they ask about several different aspects of the child's behavior.

1. Prefers to do easy problems rather than hard ones.
2. Expresses enthusiasm about his/her work.
3. When s/he encounters an obstacle in his/her work, s/he works to overcome it.
4. Takes little independent initiative; you must help him/her to get started and keep going on an assignment.
5. In general, s/he expects to do well on schoolwork (rather than expecting to do poorly and expressing surprise at each success).
6. When s/he fails one part of a task, s/he looks discouraged—says s/he is certain to fail at the entire task.
7. Tries to finish assignments, even when they are difficult.
8. Makes negative or degrading comments about his/her ability when s/he performs poorly.
9. Gives up when you correct him/her or find a mistake in his/her work.
10. In general, attempts to do his/her work thoroughly and well, rather than just trying to get by.
11. If asked why s/he received a poor grade, s/he is likely to say something about trying harder (e.g., "I didn't concentrate enough that time").
12. After failing a few problems on an academic task, s/he continues to do poorly on remaining problems even though they are within his/her ability range.
13. Prefers new and challenging problems over easy problems.
14. Asks for help from aides, other students, or yourself on academic tasks more than is necessary.
15. When you point out a mistake s/he "takes it in stride," tries to correct the error, and continues to work.
16. Can see that s/he is proud when s/he receives a good grade or when his/her work is praised.
17. When s/he begins a difficult problem, his/her attempts are half-hearted.
18. Does not respond with enthusiasm and pride when asked how s/he is doing on an academic task.

19. When s/he does badly on one part of a task, s/he still expects to perform well on the rest of the task.
20. Says things like "I can't do it" when s/he has trouble with his/her work.
21. When given a good grade, s/he does not believe s/he really *can* do that subject—says, for example, that you were being nice, the problems were just easy, or s/he was lucky.
22. When experiencing difficulty s/he persists for a while before asking for help.
23. When s/he encounters an obstacle in schoolwork s/he gets discouraged and stops trying. S/he is easily frustrated.
24. When s/he receives a poor grade, says s/he will try harder in that subject the next time.

NOTE.—Learned helplessness items: 1, 4, 6, 8, 9, 12, 14, 17, 18, 20, 21, 23. Mastery-oriented items: 2, 3, 5, 7, 10, 11, 13, 15, 16, 19, 22, 24.