Behavioral Observations of Classroom Executive Functioning (BOCEF)

Student ID:	Observer:	Date: _____ / _____ / _____
School:		**Start Time:** _____ : _____ **End Time:** _____ : _____
Subject:	**Teacher:**	**Class: General Ed / Special Ed**

Observed activities	**Transition + Select one of the following:** Seatwork Group work Lecture Test/quiz Whole class activity Other:

For each behavior listed below, mark whether the behavior was present (YES) or absent (NO) during the period being observed.

Student	**NO**	**YES**
Reciprocity Demonstrates reciprocal behavior and conversation when appropriate (to go back and forth in play, conversation, or planning with peers or adults) ☐ **N/A: Student is doing test or individualized work the entire time**		
Follows Rules Follows <u>all</u> rules set by the instructor, classroom or school		
Transitions Transitions from one activity to another <u>every time</u> without protest or need for individualized prompting (moving from receiving directions to working independently, starting next task, putting work or supplies away, getting up to sharpen pencil, go to the bathroom, etc.)		
Stuck <u>One or more</u> examples of getting stuck on a specific idea, plan, etc. (won't change topics, keeps coming back to the same idea, repetitive questions)		
Negativity/Overwhelmed Expresses <u>any</u> anger, frustration, sadness, anxiety, or difficulty coping, or behavior demonstrates feeling overloaded, frustrated or anxious (e.g. trouble expressing thoughts, withdrawal, etc.)		
Participates Demonstrates active and sustained participation in learning, completing tasks, group work at least as much as peers (e.g., contributes ideas, answers questions, volunteers during activities, etc) ☐ **Child was not engaged during observation**		

Teacher	NO	YES
Praise-to-correction ratio (more praise or rewards than corrections or commands)		
Priming Gives warnings for changes to routine and transitions every time when needed (e.g. "In 5 minutes, we will close our books and get ready for math)		
Flexible Models flexible behavior (e.g., implicitly demonstrates or explicitly labels flexible behavior)		
Planning/Organizing Appears to have a clear plan or is organized; models planning/organizing skills (e.g., implicitly demonstrates or explicitly labels planning/organizing behaviors)		
Provides clear instructions/expectations Communicates clear behavioral expectations more than vague instructions (e.g., "Sit down and read your book" = clear vs. "Stop it" = vague).		
Active use of visual supports Refers to visual supports (e.g., smart board, white board, visual schedule, role playing) in any interactions with student		
References classroom rules or classroom procedures Directs student to classroom rules (e.g., "Safe hands/feet") and/or classroom procedures (e.g., "Everyday, you are to pack your backpack at the first dismissal bell"); reviews rules; role-play of rules		
Uses behavioral reward system Active and correct use of a behavioral reward system for individual student and/or the entire class (e.g., behavior chart, daily report card, token economy, marbles in a jar, rewards for participation, etc.)		

Other notes: