

Primary Students' Behaviors Worthy of Additional Consideration

<i>Primary Students' Behaviors to Overlook</i>	<i>Primary Students' Behaviors to Look For</i>
<p><i>Family-related Circumstances</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Poor physical appearance (e.g., lacking personal hygiene skills) <input type="checkbox"/> Free/reduced lunch status <input type="checkbox"/> Parents with low expectations, negative school behaviors, little-no involvement in the child's education <input type="checkbox"/> Excessive tardies, absences, relocations <input type="checkbox"/> Sibling performance that may differ from the current student (birth order) <input type="checkbox"/> Lack of eye contact 	<p><i>Socially Adaptive Behaviors</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Quickly navigates varying social situations and/or peer groups <input type="checkbox"/> Ability to negotiate verbally and/or socially to the his/her own advantage <input type="checkbox"/> Demonstrates willingness to try new tasks <input type="checkbox"/> Seeks social contacts for support, is able to be comforted by adults and peers <input type="checkbox"/> Demonstrates low social inhibition <input type="checkbox"/> Demonstrates low negative emotionality (approaches tasks intellectually versus emotionally)
<p><i>School Readiness</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Degree of school readiness (e.g., degree to which child understands procedures, follows directions) <input type="checkbox"/> Current levels of achievement in academic areas <input type="checkbox"/> Acquired math algorithms, extent of vocabulary, reading level, IQ score <input type="checkbox"/> Degree of proficiency with English language <input type="checkbox"/> Non-standard language, syntax, grammar <input type="checkbox"/> No known preschool experiences 	<p><i>Creative Thinking</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Asks unusual questions, makes unusual comments (sees the world in unique ways) <input type="checkbox"/> Uses metaphoric, analogic, symbolic thinking <input type="checkbox"/> Seeks alternative ways to accomplish tasks (e.g., "Could I do this instead?") <input type="checkbox"/> Wants to explore all options for a task before beginning work (e.g., "What if . . .")
<p><i>Masking Behaviors</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Avoids specific work tasks that may be repetitive or predictable <input type="checkbox"/> Non-conformity with expected routines, social conventions, or behavioral expectations <input type="checkbox"/> Behavior that seems like disinterest or boredom 	<p><i>Detail Orientation</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Advanced fine motor skills <input type="checkbox"/> Demonstrates precision with details in academic or social contexts <input type="checkbox"/> Demonstrates heightened memory skills

<p><i>Negative Behaviors</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Behavior that seems like challenging authority <input type="checkbox"/> Defiance <input type="checkbox"/> Physical response to anger or frustration (e.g., tantrums) <input type="checkbox"/> Argumentative <input type="checkbox"/> Does not seek teacher affirmation (may seek negative teacher responses) 	<p><i>Abstract/Global Thinking</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Thoughtful responses beyond the literal, fact-level response to reveal a wider view of the scenario <input type="checkbox"/> Demonstrates ability to put events or emotions into larger context with a high degree of insight <input type="checkbox"/> Seems wise beyond the chronological years
	<p><i>Skills of Inquiry</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Rapid skill acquisition <input type="checkbox"/> Rapidly English language acquisition <input type="checkbox"/> Demonstrated areas of interest (particularly in areas beyond the grade-level academic topics or in non-academic areas) <input type="checkbox"/> Seems to thrive on challenges <input type="checkbox"/> Demonstrates high task commitment and persistence with tasks <input type="checkbox"/> Persistent questioning <input type="checkbox"/> Demonstrates active learning behaviors (rather than passive participation)