



Teacher observation form

A short, structured way to describe how a student functions in the classroom. Clinicians rely on teacher input because ADHD must show up in **more than one setting**. Please base ratings on the last 2–4 weeks.

STUDENT

GRADE / CLASS

TEACHER & SUBJECT

DATE

Rating scale: 0 = Never/not a concern · 1 = Occasionally · 2 = Often · 3 = Very often, most days

1 Attention & task behaviour

BEHAVIOUR OBSERVED IN CLASS	RATING (0–3)	NOTES / EXAMPLES
Loses focus, easily distracted		
Trouble following multi-step instructions		
Does not finish work / careless mistakes		
Disorganized — loses or forgets materials		
Avoids tasks needing sustained effort		

2 Activity & impulse control

BEHAVIOUR OBSERVED IN CLASS	RATING (0–3)	NOTES / EXAMPLES
Fidgets / leaves seat / can't stay still		
Blurts answers, interrupts, talks excessively		
Difficulty waiting turn		
Acts without thinking of consequences		

3 Social, emotional & academic impact

AREA	RATING (0–3)	NOTES / EXAMPLES
Peer relationships / conflicts		
Frustration, big emotions, low mood		
Performance below apparent ability		

4 Strengths & what already helps

This student's strengths (creativity, kindness, energy, specific subjects...):

Supports/seating/strategies that help in class:

Do these behaviours appear across settings (this class, other classes, playground)? ☐ Yes ☐ Mostly one setting ☐ Not sure

This form is not a diagnosis. It is one piece of information a qualified professional combines with parent reports, history, and assessment. Please share it only with the student's parent/guardian or, with their consent, the evaluating clinician.

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