

# Observation Checklist

Name of Student		Date of Birth	
Name of Educational Setting.		Start Date	
		Hours attending	
Special Educational Needs?			
Other settings student may attend.			
Name of parents/carers		Language spoken at home	
Address			

## Details of Observations:

Dates of 1 <sup>st</sup> Observation period	Colour used	Key Person	Factors affecting the observation (e.g. student's health, changes in the school, changes at home etc)
Dates of 2 <sup>nd</sup> Observation period (if needed)	Colour used	Key Person	Factors affecting the observation (e.g. student's health, changes in the school, changes at home etc)

# 1. General Behaviour

		Almost always	Sometimes	As student of same age or stage of development	Sometimes	Almost always	
What is student's behaviour like?	Resists boundaries, non-compliant						Overly compliant, accepts boundaries with little fuss
	Difficult behaviour that is overly challenging / risk taking * (please see below to clarify); putting self and/or others at risk						Passive but difficult behaviour that is expressed subtly; may display compulsive behaviours such as stealing or self harm that is concealed
	Emotionally volatile with unpredictable, easily triggered emotional outbursts						Appears very self-contained, too good; rarely displays emotions or if does it is over quickly
Attention, concentration and activity levels?	Loses concentration easily						Concentration can be intense, becomes absorbed in tasks, hard to interrupt
	Impulsive, often acts without thinking						Overly controlled, rarely impulsive
	Restless, highly active						Less active than expected.
Attitude to attendance at education setting/ provision.	Appears engaged in education but as a way of maintaining attention on self						Appears disengaged in education
	Worries and concerns distracts from learning eg peer issues						Will abscond from class or setting, may take others with them
	Does not cope well with school appears immature						Copes well with school, but rather too grown up

Clarification of challenging/risky behaviours including mental health difficulties						
Challenging / Risky Behaviours		Almost always	Sometimes	Hardly ever	Never	Describe
	Sexualised behaviours -language, gestures or body language.					
	Substance Misuse – Drugs, alcohol or other substance misuse.					
	Verbally challenging behaviours – attitude/ tone of voice.					
	Threatening behaviour - verbally / physically					
	Threatening Behaviour – weapon use.					
	Absconding/Self Exclusion					
	Education Refusal					
	Risky use of ICT – Social Media, Games etc.					
Mental Health related difficulties;	Self-Harm					
	Eating Disorders					
	Internalising difficulties eg anxiety, depression					
	Psychotic behaviours, hallucinations, delusions, appears out of touch with reality					
	Trauma symptoms eg flashbacks, memories, easily triggered fight/flight reactions; dissociates, excessive use of fantasy; hearing voices of past perpetrators					

General behavior: Supporting Evidence and Comments

## 2. Classroom related behaviours

		Almost always	Sometimes	As student of same age or stage of development	Sometime s	Almost always	
Behaviour with other students in the classroom / lesson setting.	Possessive about interacting with other students						Not interested in interacting with other students
	Wants to join in whole class sessions but always needs to be centre of attention						Appears disengaged, reluctant to join in. Tries to remain out of view
	Wants to join in with small group sessions but struggles to get on with others.						Does not join in with small group sessions easily. Tends to remain alone appears isolated.
	Overly controlling and bossy when working with other students						When does interact with another student tends to be easily led
Activity related behaviour in classroom / lesson setting.	Struggles to engage in tasks as has obsessive need for attention						Quick to give up and will rubbish or destroy work before teacher sees it
	Finds it difficult to settle to task, lacks self motivation, will constantly seek help, and act more helpless than feels						Tends to get over-involved in task to exclusion of others
	Unable to engage in imaginative activities.						Overly absorbed in imaginary world
	Overly competitive, always wants to be first						Overly timid, reluctant to join in

### Classroom related behaviours: Supporting Evidence and Comments

### 3. Social relationships with peers

		Almost always	Sometimes	As student of same age or stage of development	Sometimes	Almost always	
Behaviour with other students during unstructured times	Overly clingy and needy with peers but struggles to reciprocate and offer support, Can't sustain friendships						Dismissive of need for support from peers, keeps emotional distance
	Wants to join in with peers but emotionally needy and volatile, struggles to get along with others						Uses peer group for shared activities so that activity is more important than friendship
	Wants friends but quickly dissatisfied with the relationship						Tends to remain alone appears isolated. Friendships are unimportant but will relate to peers to join in activities
	Frequently complains to adults about peers						Adults rarely know what is going on with peers
	Can be quite confrontational towards other students. May be seen as bullying						Is often controlled or picked on by other student. Vulnerable to bullying
Social relationships with peers: Supporting Evidence and Comments							

### 3. Attachment behaviours.

		Almost always	Sometimes	As student of same age or stage of development	Sometimes	Almost always	
How does the student behave with familiar adults? E.g. Teacher.	Unusually dependent, always seeking help even when doesn't need it.						Unusually independent. Will actively reject offers of help.
	Always demonstrating vulnerability but frequently dissatisfied with response of others.						Dislikes appearing vulnerable or in need of help
	Craves attention. Stays close to adult(s), uses range of ways to gain attention.						Doesn't want attention. Difficult to relate to, avoids eye-contact
	Very clingy, wants to be with adult(s) all the time; will seek attention from range of adults						Hard to get close to, or false quality to relationship
	Overly demanding and attention-needing; talks a lot						Overly self reliant, undemanding, detached
	Likes to be in control/in charge						Unusually passive; tries too hard to please
How does the student behave with unfamiliar adults?	Overly familiar, gets too physically close						Overly fearful, shy, wary
	Overly demanding and attention-needing						Resists friendly overtures
	Likes to be in control/in charge						Unusually passive; tries too hard to please
	Asks personal questions even though does not mean to be rude						Shows little interest in visitor

How does the student behave when experiencing minor hurts, worries or troubles?	Appears overly distressed with obsessive need to share problems						Acts as if nothing has happened
	Wants lots of comfort or reassurance but always appears dissatisfied						Appears not to need comfort
	Needs lots of soothing and resists being comforted						Appears not to need soothing
<b>Attachment behaviours: Supporting Evidence and Comments</b>							



## 5 Emotional State

		Almost always	Sometimes	As student of same age or stage of development	Sometimes	Almost always	
Current emotional state, considering any current circumstances?	Appears overly anxious, worried or distressed						No anxieties or concerns even when there is cause
	Appears overly cheerful or happy						Appears sad, withdrawn or flat
	Appears very sensitive, easily upset						Appears indifferent, doesn't show feelings
How does the student display feelings?	It is easy to tell how the student is feeling						Tends to hide feelings away. It is difficult to tell how the student is feeling.
	Displays feelings only through angry, challenging or risky behaviour						Tends not to show how he/she is feeling in the way he/she behaves
	Will become abusive or rude if not being attended to, may alternate with charming behaviours						Will become abusive or rude if try to offer help or support.
	Hurts self, obviously and in full view of others to gain attention						Hurts self secretly
	May draw attention to self by humiliating or teasing peers						Tries not to draw attention to self. May hide behind peers
<b>Emotional state: Supporting Evidence and Comments</b>							

**Any Other Comments**

**What works in this environment for this student?**

ACTION PLAN TO SUPPORT Observation CHECKLIST				
Name of Student		DOB		SEN
Dates of Observation				
Involved Professionals				
What works well			Areas for development	
Concern:	Target	How will this be achieved	Resources	Who? Where?
Concern:	Target	How will this be achieved	Resources	Who? Where?
Concern:	Target	How will this be achieved	Resources	Who? Where?
Review Date		Action Plan shared with		