

# Observation Checklist

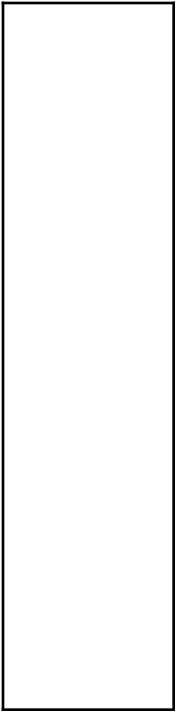
Name of Student		Date of Birth	
Name of Educational Setting.		Start Date	
		Hours attending	
Special Educational Needs?			
Other settings student may attend.			
Name of parents/carers		Language spoken at home	
Address			

## 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. Behaviour

		Almost always	Sometimes	As student of same age or stage of development	Sometimes	Almost always	
What is Child's behaviour like?	Resists boundaries, non-compliant						Overly compliant, accepts boundaries with little fuss
	Difficult behaviour that is overly challenging						Passive but difficult behaviour that is expressed subtly
	Unpredictable, easily triggered emotional outbursts						Appears very self-contained, too good;
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.
Supporting Evidence and Comments							



## 2. Play and task-related behaviours and relationships with peers

		Almost always	Sometimes	As student of same age or stage of development	Sometime s	Almost always	
Behaviour with other children	Possessive about playing with other children						Not interested in playing with other children
	Wants to join in but struggles to get along with others						Tends to play alone, appears isolated
	Overly controlling and bossy with other children						When does interact with another child, tends to be easily led
	Can be quite boisterous and rough towards other children. May be seen as bullying						Is often controlled or picked on by other children. Vulnerable to bullying
Play and task related behaviour.	Reluctant to engage in new or play tasks						Overly enthusiastic about new play or tasks
	Finds it difficult to settle to task,						Tends to get over-involved in task to exclusion of others
	Unable to play imaginatively						Overly absorbed in imaginary world
	Overly competitive, always wants to be first						Overly timid, reluctant to join in

### Supporting Evidence and Comments

### 3. Attachment behaviours.

		Almost always	Sometimes	As student of same age or stage of development	Sometimes	Almost always	
How is the child upon separation and reunion with the caregiver?	Very clingy, does not want to leave caregiver						Doesn't look back, takes little notice of caregiver
	Angry or overly distressed when caregiver returns						Actively ignores and avoids caregiver
	Cries, hard to soothe. Appears not comforted						Never cries or shows emotion
How does the child behave with familiar adults?	Usually dependent						Usually independent
	Stays close to adult, tries to gain attention, talks a lot						Difficult to relate to, avoids eye-contact
	Very clingy, want to be with adult all the time						Hard to get close to or false quality to affection given
	Overly demanding and attention needing						Overly self-reliant, undemanding, detached
	Likes to be in control/ in charge						Unusually passive; tries too hard to please
How does the child behave with unfamiliar adults?	Overly affectionate, 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 child behave when experiencing minor hurts?	Appears overly distressed						Acts as if nothing has happened
	Wants lots of comfort						Appears not to need comfort
	Needs lots of soothing and resists being comforted						Appears not to need soothing
Supporting Evidence and Comments							

## 4 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 child display feelings?	It is easy to tell how the child is feeling						Tends to hide feelings away. It is difficult to tell how the child is feeling.
	Displays feelings only through angry, challenging behavior						Tends not to show how he/she is feeling in the way he/she behaves
	Tends to hurt others						Tends to hurt self
<b>Emotional state: Supporting Evidence and Comments</b>							

## 5 Attitude to attendance at school

		Almost always	Sometimes	As student of same age or stage of development	Sometimes	Almost always	
Attitude to attendance at school	Overly enthusiastic about attending						Overly reluctant to attend
	Does not cope well with school, appears immature						Copes well with school, but rather too grown up
	Can become very disruptive or oppositional when directed by adults						Passive but non-compliant when directed by adults

<b>Any Other Comments</b>	
<b>What works in this environment for this student?</b>	



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		