

BEHAVIOUR CHECKLIST

(A structured assessment of pupils exhibiting challenging behaviour in mainstream schools)

Child's name:

Form completed by:

Date:

Instructions

To use this scale, complete each section. Score every item in every section for each child, using the following scoring system.

- 1. Is never able to fulfil this criterion**
- 2. Rarely fulfils this criterion**
- 3. More often than not fulfils this criterion**
- 4. Almost always fulfils this criterion**

Circle the number that corresponds to your assessment of the pupil on this criterion.

Self Management of Behaviour

Almost always fulfills this criterion
More often than not fulfills this criterion
Rarely fulfills this criterion
Is never able to fulfill this criterion

Can accept discipline without argument or sulking

1	2	3	4
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Can arrive and settle down quietly and appropriately

1	2	3	4
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Does not leave the room without permission

1	2	3	4
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Can accept changes to plans or disappointment with an even temper

1	2	3	4
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Does not normally use loud exhibitionist language. Is aware of normal sound levels and can be reminded of them and respond without backchat.

1	2	3	4
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Can ask for help

1	2	3	4
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Score: /24

Self and Others

Is never able to fulfil this criterion	Rarely fulfills this criterion	More often than not fulfills this criterion	Almost always fulfills this criterion
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Can behave appropriately in the classroom

1	2	3	4
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Can accept that teacher time needs to be shared

1	2	3	4
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Can ask a question and *wait* for the answer and *take turns* in question and answer situations

1	2	3	4
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Has appropriate communication skills: talking, asking questions, Listening

1	2	3	4
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Is able to work in a team

1	2	3	4
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Can speak to people without resorting to rudeness

1	2	3	4
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Can work in a group situation

1	2	3	4
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Score: /28

Self Organisation

Almost always fulfills this criterion
More often than not fulfills this criterion
Rarely fulfills this criterion
Is never able to fulfill this criterion

Can work alone without constant attention

1	2	3	4
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Can listen to explanations and instructions and attempts to act on advice given

1	2	3	4
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Understands the teacher's role within a mainstream school

1	2	3	4
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Understands the structure of discipline within a mainstream School – what happens if he/she is late or does not complete work, homework, etc.

1	2	3	4
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Can constructively use unstructured time in the classroom

1	2	3	4
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Can organise self and possessions

1	2	3	4
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Can organise him/herself if help is not available

1	2	3	4
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Good timekeeping, e.g. prompt arrival at lessons

1	2	3	4
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SCORE: /32

Attitude

Almost always fulfills this criterion
More often than not fulfills this criterion
Rarely fulfills this criterion
Is never able to fulfil this criterion

Is prepared to work in lessons

1	2	3	4
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Uses appropriate language and gestures

1	2	3	4
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Is courteous, and shows positive attitudes towards staff

1	2	3	4
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Can show a positive interest in lessons

1	2	3	4
---	---	---	---

Treats school property with care

1	2	3	4
---	---	---	---

Shows a sense of humour

1	2	3	4
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Score: /24

Learning Skills

Is never able to fulfil this criterion	Rarely fulfils this criterion	More often than not fulfils this criterion	Almost always fulfils this criterion
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Reading and numeracy up to a level that can be coped with
In mainstream, given some support

1	2	3	4
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Has developed learning strategies to be able to ask teachers
or others for advice when experiencing problems (at own level)

1	2	3	4
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Does not get up and wander around

1	2	3	4
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Needs a mainstream curriculum

1	2	3	4
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Does not get impatient if help is not immediately forthcoming

1	2	3	4
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Will try to start a task on his/her own

1	2	3	4
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Is willing to try on his/her own

1	2	3	4
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Generally cares about the work being done

1	2	3	4
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Pays attention to class discussions and instructions

1	2	3	4
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Can read sufficiently well to read the basic instructions needed
for the completion of the lesson

1	2	3	4
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Is willing to spend time working out the instructions

1	2	3	4
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Score: /44

Social Interaction at Unstructured Times. i.e: Playtimes and Lunch

Is never able to fulfill this criterion	Rarely fulfills this criterion	More often than not fulfills this criterion	Almost always fulfills this criterion
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Response to adult instruction

1	2	3	4
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Can He/She make/maintain peer relationships?

1	2	3	4
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Is He/She popular amongs peers?

1	2	3	4
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Does He/She respond to playground rules/routines?

1	2	3	4
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Does He/She enjoy unstructured times?

1	2	3	4
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Does He/She cope well with unstructured times?

1	2	3	4
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Does He/She respond appropriately in group play/Activities?

1	2	3	4
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Score: /28

Score Total

Section	Score
Self Management of Behaviour	/24
Self and Others	/28
Self Organisation	/32
Attitude	/24
Learning Skills	/44
Social Interaction at unstructured times	/28
Total	/180

Any other comments you wish to make:

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