



# Longford Park School

Believe • Belong • Become

## 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

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

## Self Management of Behaviour

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

Can accept discipline without argument or sulking

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

Can arrive and settle down quietly and appropriately

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

Does not leave the room without permission

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

Can accept changes to plans or disappointment with an even temper

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

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
---	---	---	---

Can ask for help

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

**Score: /24**

## Self and Others

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

Can behave appropriately in the classroom

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

Can accept that teacher time needs to be shared

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

Can ask a question and *wait* for the answer and *take turns* in question and answer situations

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

Has appropriate communication skills: talking, asking questions, listening

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

Is able to work in a team

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

Can speak to people without resorting to rudeness

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

Can work in a group situation

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

**Score: /28**

## Self Organisation

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

Can work alone without constant attention

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

Can listen to explanations and instructions and attempts to act on advice given

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

Understands the teacher's role within a mainstream school

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

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
---	---	---	---

Can constructively use unstructured time in the classroom

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

Can organise self and possessions

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

Can organise him/herself if help is not available

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

Good timekeeping, e.g. prompt arrival at lessons

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

**Score: /32**

## Attitude

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

Is prepared to work in lessons

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

Uses appropriate language and gestures

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

Is courteous and shows positive attitudes towards staff

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

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
---	---	---	---

**Score: /24**

## Learning Skills

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

Reading and numeracy up to a level that can be coped with in mainstream, given some support

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

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

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

Does not get up and wander around

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

Needs a mainstream curriculum

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

Does not get impatient if help is not immediately forthcoming

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

Will try to start a task on his/her own

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

Is willing to try on his/her own

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

Generally cares about the work being done

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

Pays attention to class discussions and instructions

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

Can read sufficiently well to read the basic instructions needed for the completion of the lesson

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

Is willing to spend time working out the instructions

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

**Score: /44**

## Social Interaction at Unstructured Times, i.e. Playtimes and Lunch

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

Responds to adult instruction

1	2	3	4
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Can he/she make/maintain peer relationship?

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

Is he/she popular among peers?

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

Does he/she respond to playground rules/routines?

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

Does he/she enjoy unstructured times?

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

Does he/she cope well with unstructured times?

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

Does he/she respond appropriately in group play/activities?

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

**Score: /28**

