

Observation profile

Part 1 Give a brief 'word picture' of the child within the class, noting positive points as well as difficulties.

Part 2 OBSERVED BEHAVIOURS

- Key: 1 No cause for concern
 2 Mild cause for concern
 3 Moderate cause for concern
 4 Serious cause for concern
 5 Great cause for concern

1. Social interaction

1 2 3 4 5

a) ability to use gesture, body posture, facial expression and eye-to-eye gaze in 1:1 situation.					
b) ability to use gesture, body posture, facial expression and eye-to-eye gaze in group interaction.					
c) ability to follow social cues in 1:1 – with adults.					
d) ability to follow social cues in 1:1 – with other children.					
e) ability to follow social cues in group interaction.					
f) ability to share an activity with other children.					
g) ability to share an activity with an adult.					
h) ability to develop peer friendships.					
i) ability to seek comfort/affection when upset.					
j) ability to offer comfort/affection to others.					
k) ability to share in others' enjoyment/pleasure.					
l) ability to imitate other children.					
m) ability to imitate adults.					
n) ability to show different responses to different people in different situations.					
o) ability to respond appropriately to social praise.					
p) ability to respond appropriately to criticism.					

Comments

2. Social communication	1	2	3	4	5
a) ability to respond when called by name.					
b) ability to follow verbal instructions in 1:1 setting.					
c) ability to follow verbal instructions in a small group setting.					
d) ability to follow verbal instructions in a whole class setting.					
e) ability to take turns in conversations.					
f) ability to initiate conversation.					
g) ability to change topic of conversation.					
h) ability to maintain an appropriate conversation.					
i) ability to show awareness of the listener's needs.					
j) ability to give appropriate non-verbal signals as a listener.					
k) ability to change the topic or style of a conversation to suit the listener.					
l) ability to appropriately change the volume and tone of voice.					
m) ability to recognise and respond to non-verbal cues, eg: a frown.					
n) ability to understand implied meanings.					
o) ability to tell or write an imaginative story.					
p) ability to relate a sequence of events.					
q) ability to give a simple sequence of instructions.					
Comments					
3. Social imagination and flexible thinking	1	2	3	4	5
a) ability to have varied interests.					
b) ability to share interests.					
c) ability to change behaviour according to the situation.					
d) ability to accept changes in rules, routines or procedures.					
e) ability to play imaginatively when alone.					
f) ability to play imaginatively together with others.					
g) ability to accept others' points of view.					
h) ability to generalise learning.					
i) ability to transfer skills across the curriculum.					
j) ability to plan an event or a task.					
k) ability to suggest possible explanations for events.					
l) ability to use inference and deduction.					
Comments					

4. Motor and organisational skills	1	2	3	4	5
a) ability to find his way around the classroom.					
b) ability to find his way around the school.					
c) ability to sit still.					
d) ability to sit amongst a small group.					
e) ability to sit amongst a large group, eg: in assembly.					
f) ability to find and organise the equipment he needs for a given task.					
g) ability to write legibly and draw accurately.					
h) ability to get changed without help, eg: for PE.					
i) ability to organise his movements in PE and Games.					
Comments					
<p>Note the settings in which the child shows anxiety, stress or frustration. <i>EG: PE in the Hall / at transition times / sitting amongst a large group.</i></p>					
Prioritise the 3 difficulties which cause you the greatest concern					
<p>1</p> <p>2</p> <p>3</p>					