# APPENDIX 1

## ASSESSMENT SCHEDULE

| SECTION 1: Are any of the following contributing to behavioural difficulties? If so they need to be addressed in conjunction with difficulties identified in Section 2. | |
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| **Sensory and physical issues** | |
| Ability to hear | Does the student not always understand what is being said? Do they look blank, not respond, do the wrong thing?<br>When was the last hearing test? |
| Ability to see | Does the student misjudge distance, put books close to their face, trip over things?<br>When was the last sight test? |
| Any known medical factors | Are these contributing to behaviour? Ask families about medical history. |
| Physical wellbeing<br>Is there a need to see a medical practitioner/occupational therapist? | Tiredness/lethargy/poor sleep?<br>Indications of malnourishment?<br>Is the student unwell? Feeling ill is not conducive to cooperative behaviour.<br>Difficulties with fine or gross motor skills, e.g. in using writing implements or keyboards, poor eye-hand coordination, lack of confidence in sports? |
| Attention skills | Is the pupil very restless and fragmented in their attention? Sometimes or all the time? When is the student most engaged? |
| **Summary**<br>What do you now know of the student's sensory and physical wellbeing? Is this contributing to the difficulties in school? Do you need to check anything out? | |
| **Language issues**<br>Some children are slow in speaking but can understand quite well. Occasionally it is the other way round. Disordered language includes confusing meaning or not being able to locate words. | |
| Receptive language | Is the student having problems understanding what is being said? Do they appear to rely on copying others? |
| Expressive language | Are there problems communicating with others or articulating what to say?<br>Is the student frustrated because they cannot communicate?<br>Do they avoid asking questions and/or having conversations with peers? |

| History of intervention | Have there been concerns in the past? If the student has seen a speech therapist what interventions took place? Do these need to be revisited? |
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| Second language learners | How much exposure has the student had in the language of instruction in the school?<br>Are expectations appropriate? |
| **Solution-focused questions** | |
| Can the student speak in their first language at an age appropriate level? | |
| In which circumstances does the student communicate most effectively? | |
| What communication strategies are they using? Could some be usefully developed? | |
| How do they respond to visual cues? | |
| **General learning difficulties** | |
| Indicators | Difficulties in many curriculum areas?<br>Learning at a slower pace than their peers?<br>Needs many opportunities to practice new skills to retain them?<br>Difficulty generalising knowledge to new contexts?<br>Behaviour more like that of a younger child? Choosing to interact with younger students?<br>Developmental milestones later than expected? |
| Questions to consider | Are pockets of ability masking a general difficulty?<br>Is a specific difficulty (such as reading) masking overall good ability?<br>Is behaviour challenging in all contexts or just some? |
| **Summary**<br>What do you now know of the student's learning and language skills?<br>What has already been put in place, by whom, for how long and with what success?<br>What else do you need to know to plan intervention? | |

| **SECTION 2:** This will help you to identify areas where students are experiencing difficulty, what is going well and how you might begin to plan an intervention. | |
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| **Settling to work** | |
| In which contexts do difficulties appear? | With all tasks or just some?<br>With all teachers or just some? |
| What are the specific difficulties? | Following/complying with instructions?<br>Remembering what to do?<br>Not having appropriate equipment?<br>Begins but cannot complete tasks without support?<br>Easily distracted by others?<br>Anxious about work being right/perfect? |
| **Solution-focused questions** | |
| When and under what circumstances does the student settle to work well? | |

| What supports their concentration to complete a task? Small steps? Predicting outcomes? Lack of distraction? | |
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| Does the student work better with others, independently, or being directed? Does the student have the prerequisite skills for independent or cooperative work? | |
| Where and when does the student feel they have self-control? What supports this? | |
| How does the student respond when they have achieved something? Do they take responsibility for their success? | |
| *Summary* <br> What do you now know about how best support to the student in settling and completing work? Is this a priority area for intervention? | |
| *General disruptive behaviour/silliness/attention seeking/self-esteem issues* | |
| Observable factors | What does the student actually do that is problematic? |
| Measures | How often do they do this, for how long and with what intensity? |
| Context | What is happening before and after the behaviour? Task expectations/peers/ teacher instructions and response? |
| Connections with learning areas | Does the behaviour only occur in certain situations? What are these? |
| *Solution-focused questions* | |
| When is the student actively engaged? | |
| How often do they do this and for how long? | |
| What are the contextual factors that support this? (See above.) <br> Does the student behave well in lessons that do not threaten their self-esteem? | |
| *Summary* <br> What do you now know about the student's disruptive behaviour, what might be contributing to this and how best to take action to reduce this? Is this a priority area for intervention? | |

| *Social difficulties, making and maintaining positive relationships; being collaborative* | |
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| Student behaviour | Does the student appear to want to connect with others? How do they approach them? <br> Do they make friends but not know how to maintain a positive relationship? <br> What happens when they are asked to work with others? |
| Behaviour of peers | Do peers accept or reject this student? |

| Context | Does the student only have difficulties in certain contexts/ with certain peers? Which is better, structured situations in the classroom or unstructured times outside? |
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| **Solution-focused questions** | |
| What does the student understand by friendly behaviour? | |
| What social skills are evident and in what circumstances? | |
| When does the student work or play well with others? What supports this? | |
| Who do they get on best with? | |
| **Summary** What do you now know about this student and their relationships with peers? What skills does the student need to learn first and how can this best be supported? Is this a priority area for intervention? | |

| **Emotional distress: anger/anxiety/depression** | |
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| Contributing factors | Are there events in the student's life that may have affected their sense of security and psychological wellbeing? Does the student's behaviour appear to stem from perceptions of themselves and/or others that are negative? |
| Contextual issues | Does the student appear unhappy, stressed, or anxious much of the time or only in certain circumstances? Is difficult behaviour getting worse or better? |
| Passivity | Is this student very blank, unresponsive? Are there indications of emotional abuse or neglect? |
| Depression | Is the student self-harming or talking about it? Do they appear to be disengaged with many aspects of school life? Are they behaving in a negative way in most contexts most of the time? |
| **Solution-focused questions** | |
| What helps the pupil to calm down/ settle/be more positive? | |
| Has the student learnt any emotional regulation or coping strategies? | |
| What support is already in place for the student/for the family? | |
| When does the student seem most relaxed or happy? Who and what do they find supportive in school? | |
| **Summary** What do you know now about what is contributing to this student's emotional state and what provides emotional support to them? What are the most helpful responses? Is this an area for priority intervention? Do you need to refer on? | |

| Unusual or highly inappropriate behaviour | |
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| Evidence of trauma/abuse | Does the student behave in sexually inappropriate ways? Are there indications of physical or sexual harm?<br>Is the student scared or hyper vigilant?<br>Do they react strongly to certain stimuli? |
| Autistic behaviours | Are there clusters of autistic behaviours e.g. lack of social awareness, no symbolic paly, obsessive interest, need for routine, etc? |
| Psychosis | Does there appear to be a disconnection with reality?<br>Does the student appear highly stressed much of the time?<br>Do they behave in the same way regardless of audience? |
| **Summary**<br>If you are concerned with any of the above you need to monitor behaviour carefully and seek specialist advice. If there is evidence of abuse you need to follow mandatory reporting procedures. | |