

# Section I

## DEVELOPMENTAL STRANDS

**Enter scores for Section I items in the appropriate column of Section I histogram**

Score each item in turn according to the Key below

- 4 Yes, or usually
- 3 At times
- 2 To some extent
- 1 Not really, or virtually never
- 0 Does not arise, not relevant.

(Refer to page 9, 2nd bullet point, of Handbook for discussion).

	Score	column
<b>1</b> Listens with interest when the teacher explains something to the class		A
<b>2</b> Takes appropriate care of something s/he has made or work s/he has done <i>investment of feeling in his/her achievement is implied, and self esteem</i>		F
<b>3</b> Appreciates a joke or is amused by an incongruous statement or situation <i>disregard lack of appreciation of a joke which is at his/her expense disregard amusement that is clearly inappropriate</i>		D
<b>4</b> Begins to clear up or bring to a close an enjoyable work or play activity when the teacher, with adequate warning, makes a general request to the group <i>score 2 if a personal and specific request is needed</i>		G
<b>5</b> Makes and accepts normal physical contact with others <i>e.g. when holding hands in a game</i>		H
<b>6</b> Makes appropriate and purposeful use of the materials/equipment/toys provided by the teacher without the need for continuing direct support <i>disregard repetitive activity which does not progress</i>		A
<b>7</b> Maintains acceptable behaviour and functions adequately when the routine of the day is disturbed <i>e.g. when there are visitors in his/her class, or the class is taken by a teacher s/he does not know well</i>		H
<b>8</b> Makes an appropriate verbal request to another child who is in his/her way or has something s/he needs <i>disregard situations of provocation</i>		H
<b>9</b> Complies with specific verbal prohibitions on his/her personal use of classroom equipment <i>score 2 if s/he complies but often protests or sulks</i>		G
<b>10</b> Abides by the rules of an organised group game in the playground or school hall <i>interacts and co-operates and continues to take part for the duration of the game</i>		J
<b>11</b> Accommodates to other children when they show friendly and constructive interest in joining his/her play or game		H
<b>12</b> Listens, attends and does what is required when the teacher addresses a simple positive request specifically to him/her <i>e.g. to get out his/her work book</i>		A
<b>13</b> Works or plays alongside a child who is independently occupied, without interfering or causing disturbance		G
<b>14</b> Shows awareness of happenings in the natural world, is interested and curious, and genuinely seeks explanations		B
<b>15</b> Of his/her own accord returns to and completes a satisfying activity that has been interrupted <i>e.g. s/he finishes a painting or carries on with a written story later in the day or the following day</i>		C
<b>16</b> Is adequately competent and self-reliant in managing his/her basic personal needs <i>i.e. clothes, toilet, food</i>		A

17	In freely developing activities involving other children s/he constructively adapts to their ideas and suggestions	I
18	Turns to his/her teacher for help, reassurance or acknowledgement, in the expectation that support will be forthcoming <i>disregard occasional normal negativism</i>	F
19	Accepts disappointments <i>e.g. if an outing is cancelled because it is raining, or s/he is not chosen for favourite activity s/he does no more than complain or briefly moan</i>	J
20	Takes part in a teacher centred group activity <i>e.g. number or language work, or finger games</i> score 2 if s/he does no more than try to follow	A
21	Shows genuine interest in another child's activity or news; looks or listens and gains from experience <i>does not intrude unduly; does not take over</i>	B
22	Shows genuine concern and thoughtfulness for other people; is sympathetic and offers help	I
23	Recalls information of relevance to something s/he reads or hears about and makes a constructive link	C
24	Makes constructive and reciprocal friendships which provide companionship score 3 if the friendship is with one child only score 2 if no friendship lasts longer than a week score 1 if the association is fleeting, albeit constructive and reciprocal	D
25	Contributes actively to the course of co-operative and developing play with two or more other children and shows some variation in the roles s/he takes <i>e.g. in the Play House, other free play activities, or improvised class drama</i>	E
26	Is reasonably well organised in assembling the materials s/he needs and in clearing away <i>reminders only are needed</i>	B
27	Communicates a simple train of thought with coherence <i>e.g. when telling or writing a story or describing an event</i>	C
28	Responds to stories about animals and people with appropriate feeling; appropriately identifies the characters as good, bad, funny, kind etc. <i>disregard response to nursery rhymes or fairy stories</i>	D
29	Makes pertinent observations about the relationship between two other people; appropriately attributes attitudes and motives to them	D
30	Engages in conversation with another child <i>an interchange of information, ideas or opinions is implied</i>	E
31	Looks up and makes eye contact when the teacher is nearby and addresses him/her by name <i>i.e. heeds the teacher; does not necessarily pay attention</i>	F
32	Sits reasonably still without talking or causing disturbance when the teacher makes a general request to all the children for their attention	G
33	Gives way to another child's legitimate need for the classroom equipment s/he is using by sharing it with him/her, or taking turns <i>no more than a reminder is needed</i>	H
34	Shows curiosity and constructive interest when something out of the ordinary happens <i>is secure enough to accept a change or the introduction of something new, is alert to the possibilities of the event and gains from it</i>	D

Any additional comments to amend or extend the information provided by the Profile?

# Section II

## DIAGNOSTIC PROFILE

**Enter scores for Section II items in the appropriate column of Section II histogram**

Score each item in turn according to the Key below

- 4 Like this to a marked extent
  - 3 Like this at times
  - 2 Like this to some extent
  - 1 Only slightly or occasionally like this
  - 0 Not like this
- (If behaviour may exist but has not been observed leave Score blank.  
Refer to page 9, 2nd bullet point, of Handbook for discussion).

	Score	column
<b>1</b> Abnormal eye contact and gaze		V
<b>2</b> Avoids, rejects or becomes upset when faced with a new and unfamiliar task, or a difficult or competitive situation		R
<b>3</b> Variable in mood; sometimes seeks and responds to affectionate contact with the adult, at other times rejects or avoids		W
<b>4</b> Oblivious of people and events; doesn't relate; is 'out of contact and can't be reached'		Q
<b>5</b> Uncontrolled and unpredictable emotional outburst or eruptions that release and relieve pent-up and endured anger or distress		X
<b>6</b> Inappropriate noises or remarks, or patterns of behaviour, that are bizarre fragments of no obvious relevance		T
<b>7</b> Erupts into temper, rage or violence when thwarted, frustrated, criticised or touched; the 'trigger' is immediate and specific		Y
<b>8</b> Relates and responds to the adult as a baby would; enjoys baby-level pleasures; may happily babble and coo, call out or crawl about, or mirror the others		S
<b>9</b> Always has to be first, or the best, or have the most attention or get immediate attention		Z
<b>10</b> Adopts stratagems to gain and maintain close physical contact with the adult		U
<b>11</b> Lacks trust in the adults' intentions and is wary of what they might do; avoids contact, and readily shows fear		V
<b>12</b> Self-conscious and easily rebuffed, and hypersensitive to disapproval or the regard in which s/he is held by others		R
<b>13</b> Contrary in behaviour; sometimes helpful, co-operative and compliant, at other times stubborn, obstinate and resistive, or unheeding		W
<b>14</b> Repetitively pursues a limited work or play activity which does not progress		Q
<b>15</b> Spoils, destroys, or otherwise negates the achievement or success s/he has worked for and values		X
<b>16</b> Gives uninhibited expression to boisterous and noisy behaviour; is not influenced by normal social constraints and expectations		T
<b>17</b> Reacts defensively even when there is no real threat; is evasive, blames others, finds excuses or denies		Y
<b>18</b> Over-reacts to affection, attention or praise; gets very excited and may become out of control		S
<b>19</b> Desperately craves affection, approval and reassurance, but doubts and questions the regard shown; seeks it repeatedly but remains insecure		U

