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
- O Does not arise, not relevant.
 (Refer to page 9, 2nd builet point, of Handbook for discussion).

		Score	column
1	Listens with interest when the teacher explains something to the class		Α
33	Takes appropriate care of something s/he has made or work s/he has done investment of feeling in his/her achievement is implied, and self esteem	Terres un e Constante de la Constante de la Constante de la Constante de la Co	F
3 3	Appreciates a joke or is amused by an incongruous statement or situation disregard lack of appreciation of a joke which is at his/her expense disregard amusement that is clearly inappropriate		D
4	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 score 2 if a personal and specific request is needed	養物 (1994) (1994) (1994) (1	G G
5	Makes and accepts normal physical contact with others e.g. when holding hands in a game	Type is the time and the second of the secon	H
6	Makes appropriate and purposeful use of the materials/equipment/toys provided by the teacher without the need for continuing direct support disregard repetitive activity which does not progress		A
7	Maintains acceptable behaviour and functions adequately when the routine of the day is disturbed e.g. when there are visitors in his/her class, or the class is taken by a teacher s/he does not know well		H
8	Makes an appropriate verbal request to another child who is in his/her way or has something s/he needs disregard situations of provocation		H
9	Complies with specific verbal prohibitions on his/her personal use of classroom equipment score 2 if s/he complies but often protests or sulks	Tan in in in in	G
10	Abides by the rules of an organised group game in the playground or school hall interacts and co-operates and continues to take part for the duration of the game	ing Kalundan Kanangan	de la tempo pare 1.
if.	Accommodates to other children when they show friendly and constructive interest in joining his/her play or game		H
12	Listens, attends and does what is required when the teacher addresses a simple positive request specifically to him/her e.g. to get out his/her work book		Α
13	Works or plays alongside a child who is independently occupied, without interfering or causing disturbance		G
14	Shows awareness of happenings in the natural world, is interested and curious, and genuinely seeks explanations		В
15	Of his/her own accord returns to and completes a satisfying activity that has been interrupted e.g. s/he finishes a painting or carries on with a written story later in the day or the following day		C
16	Is adequately competent and self-reliant in managing his/her basic personal needs i.e. clothes, toilet, food		Α

17	In freely developing activities involving other children s/he constructively adapts to their ideas and suggestions		
18	Turns to his/her teacher for help, reassurance or acknowledgement, in the expectation that support will be forthcoming disregard occasional normal negativism		F
19	Accepts disappointments 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		J
20	Takes part in a teacher centred group activity e.g. number or language work, or finger games 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 does not intrude unduly; does not take over		В
22	Shows genuine concern and thoughtfulness for other people; is sympathetic and offers help	Aug Adams Ar	i I
23	Recalls information of relevance to something s/he reads or hears about and makes a constructive link	Sold process of the control of the c	· 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 e.g. in the Play House, other free play activities, or improvised class drama		E
. 26	Is reasonably well organised in assembling the materials s/he needs and in clearing away reminders only are needed		В
27	Communicates a simple train of thought with coherence e.g. when telling or writing a story or describing an event		С
28	Responds to stories about animals and people with appropriate feeling; appropriately identifies the characters as good, bad, funny, kind etc. disregard response to nursery rhymes or fairy stories		, 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		E
31	Looks up and makes eye contact when the teacher is nearby and addresses him/her by name i.e. heeds the teacher; does not necessarily pay attention	.	F
32	i.e. heeds the teacher; does not necessarily pay attention Sits reasonably still without talking or causing disturbance when the teacher makes a general request to all the children for their attention	*	G
ક્ષ	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 no more than a reminder is needed	ediction parameters	H
34	Shows curiosity and constructive interest when something out of the ordinary happens 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		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
- 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
1	Abnormal eye contact and gaze		V
2	Avoids, rejects or becomes upset when faced with a new and unfamiliar task, or a difficult or competitive situation	tensi Alia	R
3	Variable in mood; sometimes seeks and responds to affectionate contact with the adult, at other times rejects or avoids	et were of the	W
4	Oblivious of people and events; doesn't relate; is 'out of contact and can't be reached'	Mat. News Co. 1	- Q
5	Uncontrolled and unpredictable emotional outburst or eruptions that release and relieve pent-up and endured anger or distress	Marina in na Marina	The same treatment of
6	Inappropriate noises or remarks, or patterns of behaviour, that are bizarre fragments of no obvious relevance	enteralliste	1 T
7	Erupts into temper, rage or violence when thwarted, frustrated, criticised or touched; the 'trigger' is immediate and specific		Y
8	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
g	Always has to be first, or the best, or have the most attention or get immediate attention	period telep	7 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 -
70	Adopts stratagems to gain and maintain close physical contact with the adult	yr a gae	er settem total
71	Lacks trust in the adults' intentions and is wary of what they might do; avoids contact, and readily shows fear	Array Salah	V
12	Self-conscious and easily rebuffed, and hypersensitive to disapproval or the regard in which s/he is held by others		R
116	Contrary in behaviour; sometimes helpful, co-operative and compliant, at other times stubborn, obstinate and resistive, or unheeding		W
74	Repetitively pursues a limited work or play activity which does not progress		Q
75	Spoils, destroys, or otherwise negates the achievement or success s/he has worked for and values		X
16	Gives uninhibited expression to boisterous and noisy behaviour; is not influenced by normal social constraints and expectations		w.
17	Reacts defensively even when there is no real threat; is evasive, blames others, finds excuses or denies		Υ
18	Over-reacts to affection, attention or praise; gets very excited and may become out of control		S
	Desperately craves affection, approval and reassurance, but doubts and questions the regard shown; seeks it repeatedly but remains insecure		U

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20	Can't wait for his/her turn or something s/he wants; plunges in or grabs	i in pages so consecution	Z	
21	Functions and relates to others minimally, and resists or erupts when attempts are made to engage him/her further	9 1) 1 (16 (9anya 51 26) 1)	V	
22	Self-disparaging and self-demeaning	engewa, mane wasa Ing	R	7.
23	Attention-seeking in a bid for recognition or admiration	ing and the second of the seco	W	egir
24	Disparaging attitude to other children; is critical and contemptuous	en Hans III serviciska (Y	Y S S
25	Listless and aimless; lacks motivation and functions only with direct and continuing support or pressure	•	Q	i i N N
26	Sulks when disapproval is shown, or when attention is withdrawn, or when thwarted	The same of the same	X	
27	'Is into everything'; shows fleeting interest, but doesn't attend to anything for long	t ver i mana	T	
28	Remembers a real or imagined offence, bears a grudge and determinedly takes his/her revenge		Y	i i
29	Clings tenaclously to inconsequential objects and resists having them taken away		8	Geen
30	Sullen, resentful, and negative in general attitude and mood		V	
31	Can't tolerate even a slight imperfection in his/her work and is upset or angry if s/he can't put it right		W	2
32	Feels persecuted; imagines that others are against him/her, and complains of being 'got at' and left out		X	
35	Restless and erratic; behaviour is without purposeful sequence, continuity and direction		, T	
34	Determinedly dominates or persecutes by bullying, intimidation, or the use of force	Objective New N	Y	*** vî.
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