	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			
Pail 2	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			
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	al interaction	1	2	3
•	y to use gesture, body posture, facial expression and eye-to-eye in 1:1 situation.			
•	y to use gesture, body posture, facial expression and eye-to-eye in group interaction.			
c) abilit	y to follow social cues in 1:1 – with adults.			
d) abilit	y to follow social cues in 1:1 – with other children.			
e) abilit	y to follow social cues in group interaction.			
f) abilit	y to share an activity with other children.			
g) abilit	y to share an activity with an adult.			
h) abilit	y to develop peer friendships.			
i) abilit	y to seek comfort/affection when upset.			
j) abilit	y to offer comfort/affection to others.			
k) abili	y to share in others' enjoyment/pleasure.			
l) abilit	y to imitate other children.			ļ
m) abili	y to imitate adults.			
-	y to show different responses to different people in different tions.			
o) abili	y to respond appropriately to social praise.			
	y to respond appropriately to criticism.		1	T

2. Social communication	1	2	3	4	5
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.					
i) ability to appropriately change the volume and tone of voice.					
n) ability to recognise and respond to non-verbal cues, eg: a frown.					
n) ability to understand implied meanings.				_	1
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o) ability to tell or write an imaginative story.			1	,	1
ability to tell or write an imaginative story. p) ability to relate a sequence of events.	•	-	-		igg
p) ability to relate a sequence of events. q) ability to give a simple sequence of instructions. Comments					
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
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p) ability to relate a sequence of events. q) ability to give a simple sequence of instructions. Comments 3. Social imagination and flexible thinking 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.	1	2	3	4	5
p) ability to relate a sequence of events. q) ability to give a simple sequence of instructions. Comments 3. Social imagination and flexible thinking a) ability to have varied interests. b) ability to share interests. c) ability to change behaviour according to the situation. d) ability to play imaginatively when alone.	1	2	3	4	5
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1. Motor and organisational skills	1	2	3	4	5
a) ability to find his way around the classroom.					
o) ability to find his way around the school.					
c) ability to sit still.					
d) ability to sit amongst a small group.					
a) 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.					
n) ability to get changed without help, eg: for PE.		<u> </u>	. :		
i) ability to organise his movements in PE and Games.		•			
Comments		; .			
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Note the settings in which the child shows anxiety, stress or frustration of the Hall / at transition times / sitting amongst a large group.				,	
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EG: PE in the Hall / at transition times / sitting amongst a large group.					
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