SEBD Screening Checklist

Notes should be made on this sheet at the time of observation or as soon as possible. The results should be discussed with the SENCo and/or Department Leader/Pre-school Leader/Headteacher, etc.

<table>
<thead>
<tr>
<th>OBS1</th>
<th>OBS2</th>
</tr>
</thead>
<tbody>
<tr>
<td>How does the child listen?</td>
<td></td>
</tr>
<tr>
<td>What is the length of the concentration span of the child?</td>
<td></td>
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<tr>
<td>Does the child respond to the adult when spoken to directly?</td>
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<tr>
<td>How does the child interact with his/her peers?</td>
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<tr>
<td>Can the child communicate a simple thought/idea?</td>
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<tr>
<td>How does the child respond when working with other children?</td>
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<tr>
<td>How does the child organise himself/herself?</td>
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<tr>
<td>What is the attitude of the child when listening to another child speak?</td>
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<tr>
<td>Is there acceptable behaviour when the child is subjected to change?</td>
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<tr>
<td>Does the child maintain eye contact when being spoken to?</td>
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<tr>
<td>Does the child take a pride in his/her work?</td>
<td></td>
</tr>
</tbody>
</table>
### SEBD Screening Checklist Sample

<table>
<thead>
<tr>
<th>Question</th>
<th>OBS1</th>
<th>OBS2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the child actively participate in a teacher led activity?</td>
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<tr>
<td>Does the child make positive and reciprocal friendships, which provide companionship?</td>
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<tr>
<td>Can the child work collaboratively, co-operatively and calmly?</td>
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<tr>
<td>Can the child express his/her feelings?</td>
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<tr>
<td>Can the child understand the feelings of others?</td>
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<tr>
<td>Does the child have self-esteem?</td>
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<tr>
<td>Does the child take responsibility for his/her own actions?</td>
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<tr>
<td>Does the child avoid or welcome physical contact with adults?</td>
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<tr>
<td>Does the child demand a great deal of attention?</td>
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<tr>
<td>When, if ever, does the child adhere to the normal social restraints and expectations of the school/classroom?</td>
<td></td>
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<tr>
<td>How would you describe the child’s emotional state, e.g. withdrawn, volatile, disruptive, etc?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any other comment?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>