|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Specialist Teaching and Learning Service:**  **Learning Behaviours and overlapping characteristics checklist** | | | | | |
| **Learning behaviours** | **Not at all** | **Rarely** | **Some**  **times** | **Fairly often** | **Always** |
| Indiscriminately affectionate, over-familiar or inappropriate with strangers |  |  |  |  |  |
| Lack of eye contact |  |  |  |  |  |
| Not cuddly |  |  |  |  |  |
| Finds it difficult to make, manage or maintain friendships |  |  |  |  |  |
| Problems with social interactions |  |  |  |  |  |
| Guess at what “normal” is |  |  |  |  |  |
| Easily distracted by noises, smells, sights |  |  |  |  |  |
| Difficulty knowing when they are too hot or too cold |  |  |  |  |  |
| Over/under-responsive to stimuli |  |  |  |  |  |
| Feels different from other children |  |  |  |  |  |
| Appears anxious |  |  |  |  |  |
| Has poor self-esteem or low confidence |  |  |  |  |  |
| Developmental immaturity |  |  |  |  |  |
| Self-harms |  |  |  |  |  |
| Cannot work independently |  |  |  |  |  |
| Does not follow through on instructions |  |  |  |  |  |
| Difficulty organizing tasks & activities |  |  |  |  |  |
| Difficulty changing for PE |  |  |  |  |  |
| Difficulty initiating, following through |  |  |  |  |  |
| Manages time poorly/lack of comprehension of time |  |  |  |  |  |
| Is unable to wait their turn |  |  |  |  |  |
| Interrupts conversations /intrudes |  |  |  |  |  |
| Makes careless mistakes |  |  |  |  |  |
| Constantly changes activity or task |  |  |  |  |  |
| Short attention span |  |  |  |  |  |
| Is unable to concentrate on tasks |  |  |  |  |  |
| Sleep disturbance |  |  |  |  |  |
| Constantly fidgets |  |  |  |  |  |
| Is unable to sit still especially in calm or quiet surroundings |  |  |  |  |  |
| Excessive physical movement |  |  |  |  |  |
| Lies about the obvious or when it would be easy to tell the truth |  |  |  |  |  |
| Difficulty organising tasks |  |  |  |  |  |
| Is unable to stick at tasks that appear tedious or time consuming |  |  |  |  |  |
| Does not consider possible consequences of actions – acts without thinking |  |  |  |  |  |
| Takes risks |  |  |  |  |  |
| Little or no sense of danger |  |  |  |  |  |
| Poor impulse controls, acts hyperactive |  |  |  |  |  |
| Increased startle response |  |  |  |  |  |
| Emotionally volatile, exhibits wide mood swings |  |  |  |  |  |
| Shuts down/withdraws |  |  |  |  |  |
| Often argues with adults |  |  |  |  |  |
| Often actively defies or refuses to comply |  |  |  |  |  |
| Often blames others for his or her mistakes |  |  |  |  |  |
| Inflexibility and rigidity of thinking |  |  |  |  |  |
| Poor pretend play skills |  |  |  |  |  |
| Is easily distracted |  |  |  |  |  |
| Abnormal speech patterns |  |  |  |  |  |
| Excessive talking |  |  |  |  |  |
| Information processing difficulties |  |  |  |  |  |
| Poor receptive/expressive language |  |  |  |  |  |
| Appears unable to listen to or carry out instructions |  |  |  |  |  |
| Is excited by learning |  |  |  |  |  |
| Exceptional abilities in one area |  |  |  |  |  |
| Learning lags: “Won’t learn, some can’t learn” |  |  |  |  |  |

Julia Cox/STLS/14/04/2016.