

## Behaviour Profile

## Identifying Behaviour Strengths and Targets

<b>NAME:</b>	<b>CLASS:</b>		<b>YEAR:</b>	
<b>TEACHER:</b>	<b>SEN STAGE:</b>		<b>DATE:</b>	

Code	Never	Rarely	Sometimes	Often	Mostly	Always
Score	0	1	2	3	4	5

DESIRABLE BEHAVIOURS						
<b>Conduct Behaviour</b>						
<b>Shows respect for staff</b> e.g. listens, follows instructions, answers politely, does not interrupt, call out, provoke, refuse, tell lies, argue or answer back	1					
<b>Shows respect for peers</b> e.g. interacts politely, listens, takes turns, shares, does not dominate, provoke, push in, take equipment from others etc	2					
<b>Seeks attention appropriately</b> e.g. does not distract or interfere with others, talk over someone else, call out, deliberately disrupt etc.	3					
<b>Is verbally peaceable</b> e.g. is not verbally aggressive, rarely retaliates, does not bully, tease, call names, racially abuse, swear, intimidate etc	4					
<b>Is physically peaceable</b> e.g. is not physically aggressive, avoids fights, rarely retaliates, does not bully, punch, kick, slap, nip, scratch, spit etc	5					
<b>Shows respect for property</b> e.g. cares for books and equipment, does not steal, damage, destroy, vandalise etc	6					
<b>Emotional Behaviour</b>						
<b>Has empathy</b> e.g. is tolerant of others, shows understanding and sympathy, shares with others, is considerate and caring	7					
<b>Is socially aware</b> e.g. interacts appropriately with others, has a circle of friends, does not appear isolated, a loner, is well liked, popular	8					
<b>Is happy</b> e.g. has fun at appropriate times, joins in, smiles, laughs, is cheerful, does not appear unhappy, tearful, depressed, detached etc	9					
<b>Is confident</b> e.g. has self-esteem, positive self image, relaxed, has a go, outward going, robust, does not fear failure, new things or risk taking	10					
<b>Is emotionally stable</b> e.g. has self control, patience, is not easily annoyed by others, does not suffer mood swings, over react, lose control, runaway etc	11					
<b>Accepts responsibility</b> e.g. will own up when things go wrong, accepts mediation, does not blame others, lie, bear grudges etc	12					
<b>Learning Behaviour/Effort</b>						
<b>Is attentive</b> e.g. shows interest, pays attention, concentrates, stays on task, completes work, is not easily distracted and does not try to distract others	13					
<b>Is organised</b> e.g. works systematically and at a reasonable pace, has necessary equipment, does not avoid or delay, forget or lose equipment etc.	14					
<b>Effective communicator</b> e.g. clear, coherent, audible speech, good eye contact, takes part in class discussion, will read aloud, offer answers and ideas	15					
<b>Effective group worker</b> e.g. takes part in discussion, contributes ideas, listens well, works collaboratively, takes responsibility within a group context	16					
<b>Independent learner</b> e.g. requires minimal support, adult intervention and guidance, remembers targets and works towards achieving them	17					
<b>Level of Risk</b>						
<b>Does not appear to be at risk</b> e.g. appears clean, well groomed, well presented, well fed, alert, no disclosures, appointments kept	18					
<b>Presents no risk to themselves</b> e.g. adheres to rules; does not lose control, self harm, engage in substance abuse, runaway behaviour, truancy etc	19					
<b>Presents no risk to others</b> e.g. does not assault staff or peers, or require on-going supervision, limit setting or physical intervention.	20					
<b>Total:</b>						

Impaired	Unacceptable	Borderline	Acceptable	Good	Excellent
0 - 19	20 - 39	40 - 54	55 - 74	75 - 89	90 - 100