 Barriers to Learning Checklist

Name………………………………………………………………. Date………………………………………………………………….

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Always | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Never |

|  |  |  |  |
| --- | --- | --- | --- |
| **1a** | **Arrives on time for lessons** |  |  |
| 1b | Enters and exits the classroom quietly and calmly |  |  |
| 1c | Follows school dress code |  |  |
| 1d | Remains in seat when appropriate |  |  |
| 1e | Sits properly on chair |  |  |
| 1f | Conforms to staff requests |  |  |
| 1g | Remains in the classroom unless given permission to leave |  |  |
| 1h | Gains adult attention appropriately |  |  |
|  | RULES AND ROUTINES TOTAL |  |

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| --- | --- | --- | --- |
| 2a | Shows determination if tasks are difficult |  |  |
| 2b | Expresses feelings appropriately  |  |  |
| 2c | Waits patiently for help |  |  |
| 2d | Responds appropriately to praise |  |  |
| 2e | Shows pride in achievement |  |  |
| 2f | Recognises own wrong doings |  |  |
| 2g | Uses eye contact appropriately |  |  |
| 2h | Is able to make a genuine apology |  |  |
|  | SELF ESTEEM TOTAL |  |

|  |  |  |  |
| --- | --- | --- | --- |
| 3a | Has correct equipment and books |  |  |
| 3b | Will re-do or correct work if asked |  |  |
| 3c | Treats equipment and property with respect |  |  |
| 3d | Keeps focused on work (doesn’t get involved in off-task behaviour) |  |  |
| 3e | Can work well independently |  |  |
| 3f | Presents work tidily (neat handwriting/underlines title and date) |  |  |
| 3g | Settles to work quickly |  |  |
| 3h | Completes and hands in homework on time |  |  |
|  | LEARNING SKILLS TOTAL |  |

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| --- | --- | --- | --- |
| 4a | Listens to teacher, or friends, when spoken to individually |  |  |
| 4b | Listens when an adult talks to the whole class |  |  |
| 4c | Accepts decisions/consequences from adults or friends |  |  |
| 4d | Uses polite language (doesn’t swear) |  |  |
| 4e | Respects other people’s personal safety (is not physically aggressive – even as a joke) |  |  |
| 4f | Uses appropriate volume/tone of voice (doesn’t talk loudly or shout) |  |  |
| 4g | Respects other’s right to a quiet working environment (doesn’t tap, hum, make noises etc.) |  |  |
| 4h | Is sensitive to other peoples’ feelings (doesn’t make unwanted personal comments) |  |  |
|  | RESPECT FOR OTHERS TOTAL |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Always | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Never |

|  |  |  |  |
| --- | --- | --- | --- |
| 5a | Can take turns |  |  |
| 5b | Co-operates in group work |  |  |
| 5c | Offers to help/makes positive comments to others |  |  |
| 5d | Is socially accepted by peers |  |  |
| 5e | Is confident to greet and talk to adults  |  |  |
| 5f | Tells the truth when required |  |  |
| 5g | Stands up for self appropriately |  |  |
| 5h | Can disagree with someone without having an argument |  |  |
|  | RELATIONSHIPS TOTAL |  |

|  |  |  |
| --- | --- | --- |
|  |  | MAIN AREA OF CONCERN |
| SECTION 1 TOTAL |  |  |
| SECTION 2 TOTAL |  |
| SECTION 3 TOTAL |  |
| SECTION 4 TOTAL |  |
| SECTION 5 TOTAL |  |

|  |  |
| --- | --- |
| TARGET1 |  |
| TARGET 2 |  |
| TARGET 3 |  |
| TARGET 4 |  |
| TARGET 5 |  |