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| --- | --- |
| **Childcare Setting/School Name** |  |
| **Childs Initials** |  |

**Complete by circling or highlighting the appropriate statement**

|  |  |  |  |
| --- | --- | --- | --- |
| **Appendix E - Attention, Motivation and Engagement** | | | |
| Universal Needs | Additional Needs | Complex Needs | Severe Needs |
| Is able to listen and attend to instructions / activities in all contexts appropriate to their level of development / age.  Can listen and filter out distractions.  Is able to wait for things, for their turn and can control their impulses in order to think about the consequences of their actions before doing something.  Motivated and achieving age appropriate levels of engagement and achievement.  On the whole the young person takes part in and enjoys school life and a wide range of different activities. | Is able to listen and attend to tasks in small group activities.  Displays some difficulty maintaining attention / concentration.  Needs support and encouragement to ignore distractions.  Needs reminding that they may have to wait for something and to think about their actions before doing something.  Progress and participation towards appropriate levels.  Needs encouragement to participate in some activities.  Some difficulties in organising themselves for activities.  Takes part in some aspects of school life. | Needs adult support to sit, listen and attend to tasks / activities.  Finds it very difficult to stay on task and therefore very little evidence of completed independent work.  The young person needs continuous prompting from an adult in order to take part in activities. This could be for a number of reasons. For example, confidence, attention and organisation etc.  Finds it difficult to wait for things and tends to act in an impulsive way, needed reminding to think about what they are going to do.  Not engaged in school / educational activities.  Needs an adult present in order to engage in activities.  Engages in a limited way with school life / activities. | Is not able to sit still, attend to instructions or maintain attention to tasks in any context.  Therefore needs very high level of adult support in order to attend, concentrate and organise themselves and the equipment necessary to take part and complete curriculum or other activities.  Seeks constant high levels of attention from others.  Cannot wait for things and acts upon impulse – showing no ability to restrain themselves from acting in a way that is detrimental to themselves and others.  No motivation to change their situation or engage in any educational activities despite high levels of adult encouragement support.  Does not take part in school life / activities. |