

## Can [P] engage in lessons quietly when appropriate?

### If 'no':

*(What does [P] do?)*

*(Does s/he shout or talk very loudly?)*

*(Does this cause problems in the classroom?)*

*(How severe are the problems?)*

*(Are you able to calm [P] down?)*

*(How often does it happen?)*

### Item 40: Difficulty engaging in lessons quietly

- Is sometimes noisy due to high energy, but much of the time [P] is reasonably quiet when it is appropriate to be so
- Vocalisations due to high energy are a clear feature of [P's] classroom behaviour, but sometimes s/he is sufficiently absorbed to be quiet
- Constant noisy vocalisations due to high energy

This item relates specifically to vocalisations that [P] makes due to high energy. It is a vocal form of restlessness, and includes calling out to others, humming or singing loudly and talking to self.

This item may be very difficult to rate with children who have severe or profound ID, because these individuals may frequently make vocalisations for reasons that are unclear.

Do not rate unless you are confident that the behaviour is the result of high energy.

## Is [P] able to wait for his/her turn when required?

*(Does s/he get very impatient or find it difficult to wait?)*

*(Is this very common?)*

*(Can you give me an example?)*

### Item 41: Difficulty waiting turn

- Sometimes occurs, but most of the time [P] is reasonably well in control
- Failing to wait turn is a distinct feature of [P's] typical behaviour at school
- Finds it almost impossible to restrain him/herself from jumping in when waiting turn

Before making a positive rating, ensure that [P] understands the concept of waiting their turn. Only rate positive if the failure to wait is due to overactivity and impatience.