

OBSERVATION SHEET

"Count it before you call it challenging"

Code: A-N1 • **Module:** 1-2 • **For:** teacher • **Stage:** all stages of education • **Toolkit:** 1.2, 2.1

 **Data protection.** Use initials or a code instead of full personal details.
This sheet supports observation and planning of support, not evaluation of the child.
Store it in line with your school's or setting's policy and share it only with people working with the child.

WHY THIS SHEET

Before you call a behaviour "challenging", check whether it repeats and under what conditions. Challenging behaviour is a recurring pattern, not a single incident. It may appear in different situations, but sometimes it repeats only in one specific context.

WHAT I AM OBSERVING

Child (initials/code):

Behaviour observed (observable description, without interpretation):

Observation period from: **to:**

EVENT COUNT

Date	Time of day / lesson	What happened just before	Place / who was present	Duration	Intensity 1-5

Use the same scale for each record: 1 – mild, 3 – clear, 5 – very intense (as in the ABC sheet A-N2).

SUMMARY

Number of events over the whole period:

Average per week (if it can be calculated):

Conditions in which it occurs most often:

- ☐ it repeats in similar conditions or in one specific context
- ☐ it repeats in different situations or environments
- ☐ so far it has been a single event
- ☐ I do not have enough data yet

Recurring conditions or possible triggers:

If you can see a recurring pattern, move on to the ABC sheet (A-N2) to explore the possible function of the behaviour.

 **A support and observation tool – not a diagnostic tool.** Observe over a longer period and make notes right after each event.