

## Practitioner Observational Tool - Accessible (POT-A)

The purpose of this tool is to understand the child or young person’s socio-emotional behaviour from what you have observed of them. This is an accessible form of the POT designed to be used when young people have additional needs or are of a younger age. If the young person has also completed a YPS-A, use this version of the POT so the ratings match. You will complete a set of ratings for each child or young person, according to your organisation’s evaluation schedule.

Date:	
Activity name:	
Practitioner name:	
Young person’s name or identified:	

### Instructions

Please read each question and think about how it applies to the behaviour of the child or young person in the past two weeks (or at least four hours of provision).

Mark the box that best describes how often you saw that behaviour from that child or young person.

If you want to change any of your ratings, please mark an “X” through the old response and fill in the new one.

Please do not skip any items.

Please note that higher scores are not better or worse – all people will have a mix of high and low scores, and we want to know your view of this young person’s unique behaviour.

When you are not sure, just pick the response option that is closest to what you have observed the child or young person doing and keep moving.

Thank you!

**A: How long have you known this young person?**

Less than 1 month	1 to 6 months	7 to 12 months	Over 12 months
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**B: About how many hours have you observed this young person in your provision?**

Less than 4 hours	4 to 8 hours	9 to 13 hours	14 to 18 hours	More than 19 hours
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**C: About the Child or Young Person**

		Never	Rarely	Occasionally	Most of the time	All of the time
<b>Broaden and Build Schemas</b>						
1	How often did the child or young person easily manage both positive and negative feelings (e.g. didn't lash out at others when feeling bad; didn't brag or gloat when feeling good)?					
2	How often did the child or young person respond constructively when frustrated by challenging tasks, minor setbacks, disagreements, or critical feedback (e.g. didn't blame others or give up; thought about it and tried again or sought help)?					
3	How often did the child or young person take the initiative (e.g. volunteer for a challenging task; quick to raise hand in response to a question put to the group)?					
<b>Narrow and Constrain Schemas</b>						
4	How often did the child or young person get frustrated easily (e.g. challenging tasks, minor setbacks, disagreements, or critical feedback cause more frustration than expected for a successful provision experience)?					
5	How often did the young person disrupt or withdraw from participation (e.g. stopped paying attention; stopped participating in an activity)?					
6	How often did the child or young person act impulsively?					
<b>Awareness</b>						

7	How often did the child or young person stay focused and on-task despite distractions?					
8	How often did the child or young person push through during a challenging task?					
9	How often did the child or young person evaluate alternative plans for reaching a specific goal?					