Structured Observation Schedule

|  |  |  |
| --- | --- | --- |
| Small Set Building | Yes | No |
| Does the child wait until prompted to begin? |  |  |
| Does the child begin when prompted? |  |  |
| Does the child respond appropriately to requests? |  |  |
| Does the child demonstrate any significant issues with manipulating components? |  |  |
| Does the child request help in completing the set? |  |  |
| Does the child make eye contact or use other appropriate directed non-verbal communication? |  |  |
| Does the child use appropriate directed verbal communication? |  |  |
| Does the child make non-communicative vocalisations? |  |  |
| Does the child follow the visual directions? |  |  |
| Are the directions followed in correct sequence? |  |  |
| Does the child complete the set correctly? |  |  |
| Does the child add to or modify the set? |  |  |
| Does the child complete the task with ease? |  |  |
| Does the child display the completed set to others? |  |  |
| Does the child deconstruct the finished set? |  |  |
|  |
| Freestyle Building | Yes | No |
| Does the child wait before beginning, appearing to be planning? |  |  |
| Does the child request help with ideas? |  |  |
| Does the child dismantle and reconstruct occasionally? |  |  |
| Does the child dismantle and reconstruct frequently? |  |  |
| Does the child request help with construction? |  |  |
| Does the child exhibit any inappropriate behaviour arising from frustration with the task? |  |  |
| Is the final product a recognisable structure? |  |  |
| Is the model limited to using one colour? |  |  |
| Is the model limited to using one block size? |  |  |
| Does the child commentate on their building process? |  |  |
| Does the child name the completed object? |  |  |
| Does the child display the completed set to others? |  |  |
| Does the child appear to seek approbation for their creation? |  |  |
| Does the child transition from the task without issue? |  |  |
|  |
| How long does the child maintain focus on the task? |  |