



The Levett School Readiness Scale:
For reintegrating children with social, emotional and behavioural difficulties into mainstream classrooms

(Rebecca Doyle, Norfolk CC - BJSE vol 28, No3 (September 2001))

This quantitative assessment tool will help us to analyse behaviour, measure readiness to reintegrate and highlight specific areas for an individual that need enhanced development.

The profile considers five main areas:

- Self-control and management of behaviour
- Social skills
- Self-awareness and confidence
- Skills for learning
- Approach to learning

The teacher should allocate a score between 1 and 4 to each of the statements, at each review, as follows:

1 = rarely fulfils this criterion

2 = sometimes fulfils this criterion

3 = frequently fulfils this criterion

4 = almost always fulfils this criterion

The numerical score at the end of each section should be totalled (maximum score of 312); an overall score of 250 (80%) or above gives an indication that the pupil may be ready for transition into mainstream.

The profile will indicate areas of relative strength as well as areas for further development. The profile can be used to inform APDR and inform planning for reintegration.

The profile is based on materials developed by Rebecca Doyle (2001) and Jane McSherry (1999).

Record of progress

Pupil Name:

Date of Birth:

Start Date at Levett:

Overview of Scores

	Arrival	Review 1	Review 2	Review 3	Review 4	Review 5	Review 6
Date:							
Score (/312)							
%							

Section1. Self-Control and Management of Behaviour**Name:**

Date:	On arrival	Review 1	Review 2	Review 3	Review 4	Review 5	Review 6
Can accept discipline without argument or sulking							
Can arrive in classroom and settle down quietly and appropriately							
Does not leave the room without permission							
Can accept changes to plans or disappointments with an even temper							
Shows some self-discipline when others try to encourage deviation							
Is aware of normal sound levels and can be reminded of them and respond appropriately							
Does not seek confrontation during unrestricted times e.g. break							
Behaves in socially acceptable manner in public e.g. outings							
Can maintain appropriate levels of behaviour when the classroom routine is disrupted							
Will abide by accepted rules of an organised game							
Goes to and stays in designated areas when requested e.g. playground, hall, etc							
Controls emotions appropriately when faced with difficulties e.g. does not fight, strike out immediately, run away and hide or become excessively withdrawn							
Behaves appropriately in all areas of the school building							
Score / 52							

Section 2. Social Skills**Name:**

Date:	On arrival	Review 1	Review 2	Review 3	Review 4	Review 5	Review 6
Can cope with large numbers of people							
Can accept that teacher time needs to be shared							
Can ask a question and wait for the answer							
Has appropriate communication skills e.g. asking questions and listening							
Can work alongside others in a group situation without disruption							
Interacts and plays in positive ways with peers							
Apologises without reminder							
Asks permission to use objects belonging to another person							
Shows empathy for and comforts playmates in distress							
Chooses own friends and maintains reciprocal friendships							
Makes and accepts normal physical contact with others							
Accommodates other children who ask to join in an activity							
Is self-reliant in managing own hygiene and basic needs							
Shows genuine interest in the news and activities of another child							
Contributes actively to play with two or more children							
Shows variation in the roles undertaken during co-operative play e.g. is not always in the role of dominant character, etc							
Engages in appropriate conversation with another child, exchanging information and using appropriate dialogue							
Addresses adults and children appropriately by name and with eye contact							
Shares legitimately required equipment with another pupil							
Can take turns in question and answer sessions							
Score /80							

Section 3. Self awareness and confidence**Name:**

Date:	On arrival	Review 1	Review 2	Review 3	Review 4	Review 5	Review 6
Willing to ask for help		4	4	4			
Can accept responsibility for actions without denial		3	3	3			
Can acknowledge own problems and is willing to discuss them		3	3	3			
Can risk failure		3	4	3			
States feelings about self, e.g. happy angry, sad, etc		3	4	3			
Maintains appropriate eye contact		3	4	4			
Contributes to class discussions		4	4	4			
Participates in group work, making constructive suggestions and adapting ideas		4	4	4			
Responds appropriately to stories, identifying the characters e.g. funny, kind, scary, bad, etc		4	4	4			
Participates in large class activities e.g. dance, role plays, performances, etc		4	4	4			
Accepts public praise and congratulation appropriately e.g. when good work is shown to peers, etc		4	4	4			
Shows pride in achievements and presentation of work		4	4	4			
Has self-esteem for self		3	3	3			
Score / 52		46	49	47			

Section 4. Skills for Learning

Name:

Date:	On Arrival	Review 1	Review 2	Review 3	Review 4	Review 5	Review 6
Can work alone without constant attention for brief periods							
Can attempt to listen to explanations and instructions and attempt to act on them							
Understands the structure of the day							
Understands the role of the teacher and other adults in the room							
Understands the structure of discipline – what happens if he/she does not complete work, does not conform to playground rules etc							
Understands that there are different places for lessons other than the classroom e.g. library, hall, etc and behaves appropriately							
Can constructively use unstructured time in the classroom							
Can organise him/herself if help is not immediately available							
Responds appropriately to personal request from teacher							
Will work alongside another pupil without attempting any distractions							
Can organise the materials needed for a task and clear them away appropriately							
Shows appropriate levels of curiosity when changes to the room routines are observed							
Reading and numeracy up to level that can be coped with in a mainstream classroom given reasonable support							
Shows a willingness to improve own literacy and numeracy							
Can read sufficiently well to understand basic instructions needed for completion of tasks							
Has developed some self-help strategies (at own level) e.g. using reference materials as word banks							
Does not get up and wander around the classroom without a purpose							
Needs a mainstream curriculum							
Does not get impatient if help is not immediately forthcoming							
Is willing to try complete a task independently							
Pays attentions to class discussion and instructions							
Score / 84							

Section 5. Approach to Learning**Name:** Adam Lambert

Date:	On arrival	Review 1	Review 2	Review 3	Review 4	Review 5	Review 6
Is prepared to work in lessons							
Uses appropriate language and gestures							
Wants to be reintegrated							
Has parental support							
Is courteous, and shows positive attitude towards staff							
Can show an interest in lessons							
Treats school property with care							
Listens with interest to class explanations							
Can accept disappointments e.g. when not chosen to participate in an activity							
Will sit appropriately without causing a disturbance in both class and general school areas on request							
Shows a sense of humour							
Score / 44							

Score total on Arrival

Date:

Section	Score	Section identified for development
Self-control and Management of Behaviour	/52	
Social Skills	/80	
Self-Awareness and Confidence	/52	
Skills for Learning	/84	
Approach to Learning	/44	
Total	/312	
	%	

Score total for Review 1 **Date:**

Section	Score	Section identified for development
Self-control and Management of Behaviour	/52	
Social Skills	/80	
Self-Awareness and Confidence	/52	
Skills for Learning	/84	
Approach to Learning	/44	
Total	/312	
	%	

Score total for Review 2

Date:

Section	Score	Section identified for development
Self-control and Management of Behaviour	/52	
Social Skills	/80	
Self-Awareness and Confidence	/52	
Skills for Learning	/84	
Approach to Learning	/44	
Total	/312	
	%	

Score total for Review 3

Date:

Section	Score	Section identified for development
Self-control and Management of Behaviour	/52	
Social Skills	/80	
Self-Awareness and Confidence	/52	
Skills for Learning	/84	
Approach to Learning	/44	
Total	/312	
	%	

Score total for Review 4

Date:

Section	Score	Section identified for development
Self-control and Management of Behaviour	/52	
Social Skills	/80	
Self-Awareness and Confidence	/52	
Skills for Learning	/84	
Approach to Learning	/44	
Total	/312	
	%	

Score total for Review 5

Date:

Section	Score	Section identified for development
Self-control and Management of Behaviour	/52	
Social Skills	/80	
Self-Awareness and Confidence	/52	
Skills for Learning	/84	
Approach to Learning	/44	
Total	/312	
	%	

Score total for Review 6

Date:

Section	Score	Section identified for development
Self-control and Management of Behaviour	/52	
Social Skills	/80	
Self-Awareness and Confidence	/52	
Skills for Learning	/84	
Approach to Learning	/44	
Total	/312	
	%	