

Attention & Focus Observation Checklist

Name: _____ Date: _____

Tick what you see over about two weeks. This is an observation record to bring to an appointment — not a test, and there is no score.

Staying with a task	Often	Sometimes	Not yet
Loses interest in a task before it is finished, even one they chose	☐	☐	☐
Moves between activities every few minutes	☐	☐	☐
Needs an adult beside them to keep going	☐	☐	☐
Can concentrate for a long time on something they love	☐	☐	☐
Avoids or refuses tasks that need sustained effort	☐	☐	☐

Listening and instructions	Often	Sometimes	Not yet
Seems not to listen when spoken to directly	☐	☐	☐
Follows the first step of an instruction but not the rest	☐	☐	☐
Needs instructions repeated several times	☐	☐	☐
Misses details and makes careless slips in familiar work	☐	☐	☐

Movement and impulse	Often	Sometimes	Not yet
Fidgets, taps or squirms when expected to sit	☐	☐	☐
Leaves their seat at times when sitting is expected	☐	☐	☐
Answers before the question is finished	☐	☐	☐
Finds waiting for a turn very hard	☐	☐	☐
Interrupts conversations or games	☐	☐	☐

Organising and remembering	Often	Sometimes	Not yet
Loses things needed for school or play	☐	☐	☐
Forgets everyday routines even after months of practice	☐	☐	☐
Is easily pulled off task by noise or movement nearby	☐	☐	☐

The rest of the picture	Often	Sometimes	Not yet
Sleeps poorly, or is hard to settle at night	☐	☐	☐
Seems worried, tearful or on edge	☐	☐	☐
Struggles to follow longer sentences or explanations	☐	☐	☐
Difficulty shows at school as well as at home	☐	☐	☐

Notes — what had just happened, what time of day, which setting:



How to use this

Print one sheet and keep it somewhere you pass often — the fridge, a kitchen drawer, your bag.

Fill it in across about two weeks rather than in one sitting. Attention changes with tiredness, hunger and the time of day, and a single afternoon tells you very little.

Tick what you genuinely see, not what you fear. “Not yet” is as useful to a clinician as “often”.

Ask your child’s teacher to complete a second copy. Behaviour that shows up in only one setting points somewhere quite different from behaviour that shows up everywhere.

Use the notes lines for the specifics — which lesson, which time of day, what had just happened.

Examples are worth more than ticks.

Bring both copies to your appointment. It saves a great deal of guesswork and helps us ask better questions.

Pairs with our free **attention & focus home program** at inclusivetherapycentre.com/home-programs