

# NEURODEVELOPMENTAL PROFILE WHEEL

<b>Child's Name</b>	Sam		
<b>Date of birth:</b>	06/03/2010	<b>Date of completion:</b>	<b>26/08/2013</b>
<b>Completed by:</b>	Rachael Geddes , Shona McPherson, Jennifer Holt, Claire Stimpson		

## BACKGROUND INFORMATION: significant events, diagnoses, previous assessment

Sam is a young boy of three who attends nursery , he lives in a comfortable home with his parents and younger brother aged 18 months. Dad works full time 9-5 and mum is currently on a career break

Sam started nursery August 2013 and seemed to transition well initially

## PRESENTATION: What do you see?

What is going well? What is not going so well?

Sam plays in Parallel when he should be able to show basic interactive play.

He struggles to share and has bitten other pupils. He gets fixated on certain children and cannot maintain appropriate social boundaries. He cannot sit for snack or circle time.

Is he not being given enough opportunity to use his words - are staff anticipating too much for him i.e. shes removal and music choices

He still needs support from adults. He only does parallel play.

Only using single words where peers are talking in short phrases or full sentences.

Sam loves music and will dance to familiar tunes. He has some stimming behaviour i.e. rocking.

He finds the trampoline really calming/regulating. He becomes easily frustrated. He has poor listening skills.

Sam is unable to take his own shoes or coat off.

He has an unusual pencil grip. He is quite clumsy.

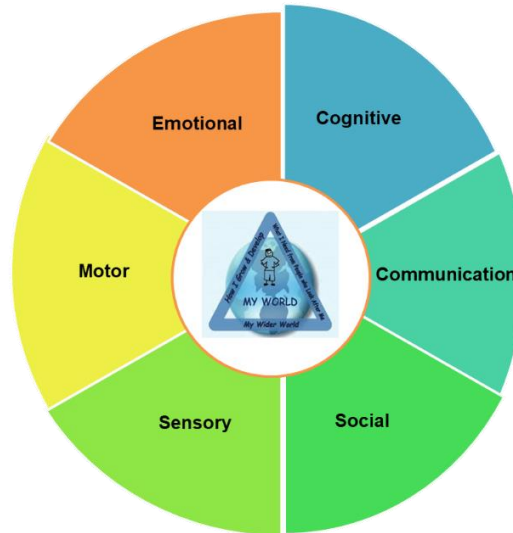
When upset he has bitten other children

Seems to struggle with transition ( is this due to lack of understanding or a communication issue/ Can he hear you?)

## PROFILE: Why might this be happening?

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Right click and 'open link' on the area of development to go to that section.



## COMMUNICATION

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### Profile - Why might this be happening?

Questions to ask:

Did the child/young person understand what was expected?

Does the child/young person understand non-literal language?

Does the child/young person understand non-verbal communication (gestures, facial expressions, body language)?

Did the child/young person have enough time to process what was being said?

Is the child/young person able to express themselves verbally? If not, why not?

Is there another means whereby they could communicate- writing, visuals, gesture, typing/online

[Return to wheel](#)

Sam plays in Parallel when he should be able to show basic interactive play.

He struggles to share and has bitten other pupils. He gets fixated on certain children and cannot maintain appropriate social boundaries.

Is missing communication cues (verbal) are you using his name/ getting down to his level

He cannot sit for snack or circle time.

He seems really frustrated and anxious and this leads to aggression sometimes

### Profile -Why might this be happening?

Questions to ask:

Does the child/young person have difficulties with language and communication?

To what extent does the child/young person understand social rules and how to use them in the correct context?

Is the child/young person able to take the perspective of another?

Can the child/young person regulate their own behaviours/impulses?

Can the child/young person infer the intentions of others?

Is the child/young person able to adapt their behaviour to varying contexts?

Can the child/young person regulate their emotions?

Is the child/young person motivated to interact with others?

Can the child/young person pay attention to an activity with others?

Is the child/young person anxious about eating in social situations?

[Return to wheel](#)

Sam plays in Parallel with his peers when he should have some basic interactive play by 4.

He struggles to share and has bitten other pupils. He gets fixated on certain children and cannot maintain appropriate social boundaries. He cannot sit for snack or circle time.

## COGNITIVE

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### Profile - Why might this be happening?

Questions to ask:

Can the child/young person hold and manipulate information in their heads for a short period of time?

Is the child/young person able to organise themselves and their equipment?

Can the child/young person use a range of strategies to problem solve?

Can the child/young person show flexibility of thought and behaviour?

Can the child/young person control inappropriate impulses?

Can the child/young person attain, maintain or switch attention as required?

[Return to wheel](#)

Sam appears to have some chronological delay.

He cannot express himself verbally so does so physically. He becomes easily frustrated. He has limited concentration. He follows his own agenda due to poor executive functioning (inability to plan and organise)

## SENSORY

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### Profile - Why might this be happening?

Questions to ask:

How long can the child/young person focus for?

Is the child/young person distracted by things going on around them?

Is the child/young person able to deal with all the "sensations" associated with the activity?

Is the child/young person seeking sensory input (touch/taste/visual/auditory/movement)

Is this the first time the child/young person has attempted this activity, or do they have previous experience (positive or negative)?

Is the activity too long/complex for the child/young person?

[Return to wheel](#)

He becomes easily frustrated. He has poor listening skills. He has limited concentration. He has under-developed motor skills( shoe fasteneing)

Seeks sensory input on the trampoline, constant fidget, rocks, loves music / whiteboard , loves to be outside

## MOTOR

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### Profile - Why might this be happening?

Questions to ask

Does the child want to learn the activity?

Do they understand what they are being asked to do?

Do they have enough regular opportunities to practice the skill in a suitable environment?

Is the child struggling with: planning, doing, evaluating, or repeating the activity?

What stops them practicing more – can you change this?

Are they improving with practice, are they making the same mistakes repeatedly?

Could you adapt the activity for them or use equipment to make it easier?

Is the child tired or sore - does this need a medical review?

[Return to wheel](#)

He becomes easily frustrated. He has under-developed motor skills. Clumsy bumping into people

Poor pencil grip

## EMOTIONAL

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### Profile – why might this be happening?

Questions to ask

Does the child/young person recognise emotions in themselves and others?

Does the child/young person have good strategies to manage big emotions?

Does the child/young person have good social understanding?

Does the child/young person fully understand the social or task expectations?

Can the child/young person follow the instructions?

Can the child/young person cope with unexpected change or lack of predictability?

Is the child/young person able to stay focused on task?

Is the sensory environment overwhelming?

Is the child/young person well rested and eating well?

[Return to wheel](#)

He cannot express himself verbally so does so physically. He struggles to make friends. He becomes easily frustrated. He has poor listening skills. He has limited concentration. He follows his own agenda due to poor executive functioning He becomes easily frustrated. . He has limited concentration. He has under-developed motor skills. Struggles with snack time in nursery so may be having blood sugar dips, does he have a school lunch

## PLAN: How can I support?

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What has already been tried? What worked and didn't work?

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What else can I do to support the child? Think about interactions, activities and environment.

### Communication

Has Word Up Key messages been used , how successful was it , could it be revisited ? especially "face to face" to engage him and "Copy and Add" to get him to expand on his single words

Has he been given an opportunity to use Objects of reference, Makaton, Visuals , PODD etc

Use action songs and song boards for turn taking and waiting

First then boards

### Social

Positive supported interaction with peers using his interests such as music

Small groups with children he resonates with and have similar interests ( white board/turntaking)

Use social stories / visual strips / now and next to support his understanding

Use positive reinforcement and praise

Could 'Backward Chaining, to help him with Functional skills such as shoes

### Sensory

Could he have music when he is expected to sit i.e. snack time (could we have a specific tune that initiates different activities such as "The tidy up song")

Could we use trampoline/deep pressure activities prior to sitting activities and the use of a wobble cushion ( use now and next board) if this works it would be worth looking into hourly deep pressure exercises to help him to regulate - active breaks/go noodle etc (inside trampet)

Could he have a sitting mat or hoop to show him where his space on the carpet is

Have an area for downtime if he gets easily overwhelmed by sensory information / or access to music

#### Motor

Backward training to help him with shoes and jacket etc use social stories / songs

Pencil grips , chunky crayons , using white board pens/fingers . Use finger movement to draw shapes in sand etc Offer more opportunities for involvement don't do things for him / have you considered he may be left handed

#### Emotional

Praise and acknowledge when things go well , basic emotional/visual check in to help him to start recognising, label emotions for him when he expresses them and tell him why ? ! I can see you are happy because you are laughing "

Use Trampoline and music proactively to support his wellbeing and reactively if you can see him getting upset ( divert and deescalate) Reinforce with visual cues such as now and next, visual timetables and routines

What can others (for example family, school, other agencies etc) do to support the child?

Who can support me to make these changes?

Click or tap here to enter text.