

## NEURODEVELOPMENTAL PROFILE WHEEL

<b>Child's Name</b>	Sam		
<b>Date of birth:</b>	06/03/2010	<b>Date of completion:</b>	12/08/2017
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### **BACKGROUND INFORMATION:** [significant events, diagnoses, previous assessment](#)

Sam is a young boy of seven, who is in primary 3 of a small school. Sam lives at home with his mother, father and younger brother of 5 and a half years. Dad works full time 9-5, and mum has returned to part time working this year.

### **PRESENTATION:** [What do you see?](#)

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

Sam has a good friendship with his friend Ellie.

Sam benefits from positive reinforcement.

Sam concentrates well when he lays on his front.

Sam has understanding of letters and word formation to construct sentences.

Sam works well with one other pupil, but will struggle in larger groups.

Sam seems to have a lot of sensory issues, and is constantly moving around.

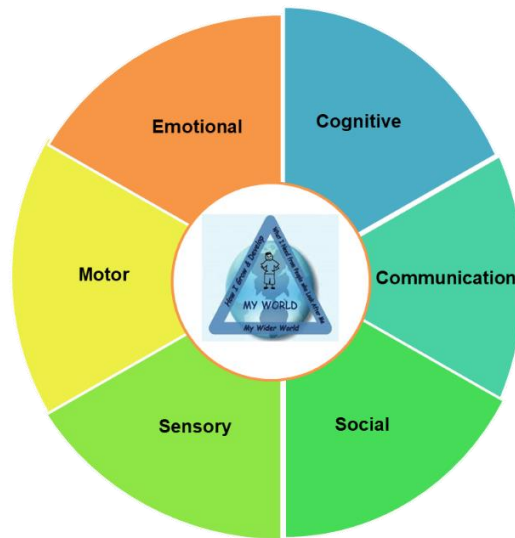
Sam struggles to listen and follow instructions.

Sam uses aggression as a way to communicate.

Sam struggles with fine motor control, handwriting is not always legible.

### **PROFILE:** [Why might this be happening?](#)

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

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Receptive language may be a struggle for Sam as he is easily distracted and often doesn't respond to teachers directions/ instructions - needs name to be used to recognise that he needs to act on the instruction

Works well with one peer but not in a group

Communicates with his behaviour, is this because he cant express himself properly

We can see that with one to one encouragement Sam can complete work

Incentives help him to initiate work

Work needs to be in managable chunks and directed specifically to Sam

Possibly not reading body language etc as he blocks peers paths

Shouts rather than speaks

Likes the visual reward - its tangible ( might benefit from more visuals to support his communication)

May struggle with PE as struggles with noise level and may struggle to hear what teacher is saying to him

## SOCIAL

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### 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?

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Lack of communication with peers

Long term friend who is happy to help him ( does she do too much for him?)

Busy enviroment may be a bit overwhelming for him

Does his behaviour impact on his peers and make them less accepting ( under table, Pushing, shouting etc)

Not following socil rules of waiting his turn

Impulsive and cant manage his behaviour - not aware of other childrens needs/or intentions

Manages better on a 1to1 espicially with Ellie

Donest initiate interaction but can respond when other inititate

Responds well to positive reinforecement i.e. star chart especially when visual and he is manipulating the chart

PE is a very interactive social experience which we know Sam struggles with and is better with a singular exercise, such as gymnastics.

## 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?

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Sam is able to complete written work if the environment is correct and hes given adequate support - This requires teacher involvement with repetition for each question. At other times he really struggles to concentrate and is very easily distracted.

Has too much energy and cannot focus. Requires peaces of work and instructions to be broken down and repeated. Short attention span, requires regular redirection. Can focus and concentrate if sensory needs are being met.

Needs support with organising himself. Is currently unable to problem solve. Very much on own agenda.

May struggle to concentrate in PE. However Sam is motivated in gymnastics which is a singular activity

## 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?

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Sam often contorts himself into unusual positions. Sam struggles to sit still and concentrate. Sam clearly needs a lot of movement. When getting deep pressure through his chest and stomach, Sam is more able to concentrate. Regular access to trampets and gymnastics is very beneficial for him. It would be very interesting to see if Sam's concentration goes up after a gymnastics class?

Can we access a writing slope?

Overstimulation of PE may be overwhelming Sam's sensory systems. Unable to use an inside voice. Sam really benefits from deep pressure sensation (e.g. Sam is rough with his peers which provides him with feedback). Sam is seeking sensory input from this deep pressure.

Trampet and gymnastics are known activities to help Sam.

## 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?

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Sam struggles with fine motor control (i.e. laces on shoes and handwriting). Sam may be getting too much help from Ellie (i.e. help with shoes), therefore needs more opportunities to try things by himself.

Sam appears to have unusual body control when walking.

Movement helps Sam (i.e. act of putting something on a chart and movement of gymnastics). Sam is motivated by gymnastics.

Sam appears to understand instructions when given 1:1.

Could a writing slope and pencil grip be purchased to aid his writing?

Sam struggles to plan.

## 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?

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Sam is struggling to manage own emotions or read those of others. Struggles to follow instructions and transition from one question to another.

Sam can stay on task for short periods of time with continuous support. Sensory environment (especially in PE) appears to be overwhelming.

Does not appear to have strategies to manage big emotions (i.e. hits his peers). Sam has conflict with peers regularly (i.e. toilets).

Sam appears to have a positive relationship with his friend Ellie. Self-esteem could be boosted through small group work.

## PLAN: How can I support?

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

Positive reinforcement works  
Access to the trampoline benefits Sam  
Laying on the floor with folder propped up appears to improve concentration.

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

Move desk away from window so he is not distracted by light.  
Use "lets make a deal".  
Repeat instructions individually.  
Introduce regular movement breaks (e.g. Go Noodle)  
Provide heavy pressure tasks to regulate energy levels.  
Have a work space where Sam can do tasks whilst lying on his front.  
Use positive reinforcement, and make it visual.  
Provide exercise to increase fine motor control.

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

Refer to NDAS, query Autism/ADHD  
Speak to OT for advice on fine motor exercises.  
Query assessment with OT for Dyspraxia, if not already diagnosed.  
Use resources on The Pines website on social activity examples.  
Contact Just Ask to speak to relevant professionals for advice.  
Liaise with Educational Psychology to discuss the best way to support Sam's cognitive function, and helping him develop.

Who can support me to make these changes?

Occupational Therapy and professionals on Just Ask helpine.