

# NEURODEVELOPMENTAL PROFILE WHEEL

<b>Child's Name</b>	Sam		
<b>Date of birth:</b>	06/03/2010	<b>Date of completion:</b>	06/09/2022
<b>Completed by:</b>	Rachael Geddes , Shona McPherson, Jennifer Holt, Claire Stimpson		

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

Sam had a reasonably successful journey throughout primary school. Sam was given an Autism and ADHD diagnosis in 2020/ P6. Sam has always had significant sensory needs, and needs to move a great deal in order to regulate himself. Sam has been able to form friendships, unfortunately his closest friend moved during the summer holidays. P7 transition seemed to have gone well. Sam loves dragons, likes to watch films and draw.

## PRESENTATION: What do you see?

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

Sam enjoys Science class.

In the first 2 weeks of secondary school, Sam appeared to settle well.

Sam appears to be overloaded now he has settled in.

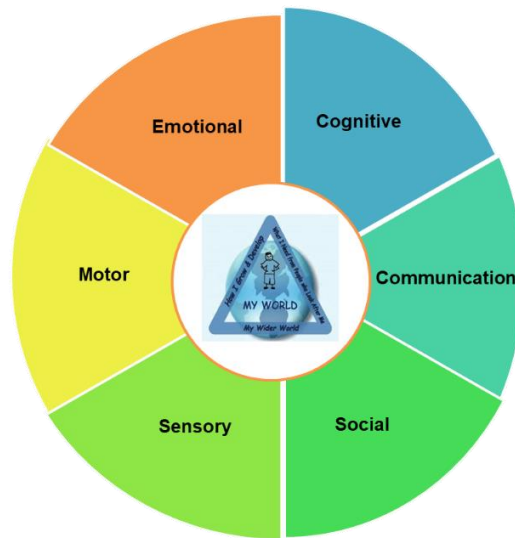
Sam is struggling to form and maintain friendships.

Sam is masking at school but struggling when he gets home, which is having an impact on his younger brother and mum is struggling.

Over the last week Sam has refused to attend school.

## 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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Sam will take himself to a quiet area when stressed - Staff would pick up on this as sign of stress - can't tell you what he is stressed about

Has been able to maintain friendships in the past.

Still uses his behaviour to demonstrate upset at home but manages to contain this at school - is he masking ?

Copes better with structure and routine - understands expectations

Dragons are a great love so this could form a good way of engaging him

If you know sam well you can pick up in his body language and facial expression that he is becoming unsettled

May need additional time to process what is being said

## 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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Relationship with his brother is affected (brother locks himself away in his room).

Best friend has moved away, Sam has become isolated and socially is in a new environment (Does Sam still have contact with the small contact group?)

Sam masks his social anxiety and it comes out when he gets home (e.g. will remove himself to a quiet area at school).

Socially withdrawn at home because he spends his day on his iPad.

During PE, Sam appears to struggle (changes in his body?)

## 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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Concentration has always been a specific issue for Sam.

Structured timetable and routine works well.

Sam particularly enjoys science (is this because it is practical?)

Sam does not attend Art (is this due to accessibility, i.e. does he find stairs uncomfortable, could we use Dragons as a way to engage him?)

## 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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Are movement breaks as accessible for Sam as they were in primary school

Previously had an exercise ball, how could we replicate this?

Sam struggles with the stairs, is this sensory or motor?

Could Sam use headphones during certain classes to aid concentration?

What is it that Sam enjoys about Science class, is it a quieter environment, with more opportunities to move?

Are there any sensory elements in PE that Sam struggles with?

## 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 is tripping over his shoelaces, is he able to tie them, can we give him an alternative (i.e. velcro straps)

Is Sam getting the opportunity to have a weighted cushion on his knee.

Does Sam have motor issues with the stairs?

Is Sam's reluctance to do PE due to motor, sensory or social?

Very sedantary at home, is this lack of exercise affecting his sleep?

## 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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Has any work been done with Sam to explain his diagnosis?

Still using aggression to express himself.

Does Sam have a behavioural support plan?

Emotionally Sam may be grieving for the loss of his friend Ellie.

Has puberty affected Sam's emotions?

Is there currently enough structure?

Sam isn't sleeping well which will impact his emotion regulation or vice versa.

Anxiety has built up over first 4 weeks of term, and Sam is now refusing to attend school.

## PLAN: How can I support?

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

In primary school, Sam had regular sensory breaks, use of equipment and a work station which all worked well for him. Sam also had a close friend in primary school which provided him with emotional support and company.  
Sam enjoyed music and headphones.

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

Could we consider buddying Sam up with an older pupil for emotional support.  
What is the current level of contact with Ellie?  
Identify other children that Sam did have a relationship with at primary.  
Would Sam benefit from time in the learning support base or a reduced timetable/ soft start? A discussion to be held with Sam to see what subjects he would feel comfortable returning to.  
How can we build sensory breaks into Sam's timetable?(Would a heavy backpack help him as he transitions between classes?)  
Can Sam be encouraged to use his headphones when walking around the school and stairwells?  
Put supports in place around his understanding of puberty, his own diagnosis, and how to communicate his anxiety.  
Use of a 5 point scale to monitor anxiety levels.  
Access to lunch clubs to fill in unstructured time, and give appropriate friends, i.e. same interests.  
Access online OT resources around fine motor control around lace tying.  
Talking mats board about how Sam copes around school, i.e. to identify specific difficulties.

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

Put mum in contact with Thriving Families and The Pines training supports (Anxiety, Neurodevelopmental Conditions).  
Refer to CSW for support for brother.  
Access OT resources online regarding motor.  
Ring Just Ask to speak with Physio or OT for clarification

Who can support me to make these changes?

Thriving Families

The Pines training team

CSW

Support for learning base

Ed Psych