**Child Profile**

**Identifying Barriers to Learning**

*Please make a comment against each indicator – there are some examples in brackets, but this is not meant to be an exhaustive list, they are there to help direct your thinking. Often learners present with many difficulties, and it is hard to pinpoint one significant difficulty. Sectioning difficulties can however highlight a pattern or an area that you may want to try and address and sometimes a small change can have a big impact)*

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| **Speech, language, and Communication**   * **Speech** *(articulation, clarity, fluency)* * **Receptive Language** *(understanding of instructions- how do you know?)* * **Language Processing** *(Does the learner take longer to respond than others generally do?)* * **Expressive Language** *(word finding, word ordering, sentence structure etc.)* * **Communication** *(verbal or non-verbal – gesture, facial expressions, signing, behaviour)* |
| **Social Interaction**   * **Friendships** *(superficial, meaningful, only if following own agenda)* * **Co-operation** *(playing games, turn-taking, following rules)* * **Appropriateness** *(age groups, personal space, over affectionate, fear)* * **Desire** *(does the learner prefer to play alone?)* |
| **Attention, Concentration and Memory**   * **Sitting** *(for how long and behaviour and position whilst sitting)* * **Looking and Listening** *(does the learner react to sounds and activity nearby)* * **Task focus** *(Are there any obvious distractions?)* * **Completion of tasks** *(practical vs written, time, prompts, pride)* * **Auditory memory** *(retention of verbal information)* * **Visual memory** *(retention of visual information)* |
| **Planning and Organisation** *(This should include how the learnerr makes decisions () and their level of independence (e.g. safety awareness, independent travel independence and skills such as managing money, telling the time).*   * **Personal organisation** *(Equipment, resources, space, place)* * **Making choices / decisions***(How many choices are given to the learner?) Can they make simple decisions such as deciding between two options or more complex decisions such as deciding which clothes to wear, how to spend pocket money or how to keep themselves safe?)* * **Self-help skills** *(prompts, understanding)* |
| **Motor Skills**   * **Fine motor** *(handwriting, cutting, shoelaces, buttons, typing)* * **Gross motor** *(gait,**running, walking, climbing, spatial awareness, tripping)* * **Ability to sit still, negotiating space** *(position, pathway, obstructions, surrounding environment)* * **Avoidances** *(finding own way, physical difficulties or restrictions, fears, sensory)* |
| **Behaviour** *(Does the learner present differently in different areas? Include parents in your discussion – how does the learner behave when they visit the cinema, the park or the swimming baths? Think about what the behaviour looks like – is it aggressive, passive, quiet, loud, sensory seeking, challenging, withdrawn, - does the learner seek comfort from others or from enclosed spaces? – Does the learner make small movements or large movements? – are there any obvious signs of anxiety or self-harming)*   * **In class** * **Outdoors** * **Other Areas** |
| **Strengths***(This is the most important section. This section may hold the key to finding out how to address things that have been included earlier in this form.)*   * **Social** * **Academic** * **Interests** * **Other skills** |

**Conclusions** *(This should be a discussion summary of your findings)*

**Main Barrier to Learning \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**