Personal education plan toolkit–

needs analysis tool

**Use this toolkit to support the summary of needs that are causing a barrier to learning**

Information from the education health and care plan (EHCP) should be used when identifying needs.

Consider the following questions in relation to behaviours, actions, cognitions, skills and emotions the child demonstrates.

Note: The following are to be used just as a guide. The following areas of need are not necessarily fixed and they may change depending on factors such as mood, the nature and quality of the relationship the child is in and whether the child

is in a situation they find particularly challenging or anxiety provoking. **Many young children will present with behaviours identified below as part of typical development.** Practitioners looking at the needs analysis should consider whether the child demonstrates behaviour that is significantly different to what might be typical for a child at a given age.

It may be useful when considering these questions, to contemplate in what situations these behaviours do not occur, as these can be just as powerful when designing support and intervention.

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| **Does the child** | Never | Rarely | Sometimes | Frequently | Almost always |
| Deny the need for support from the adult? |  |  |  |  |  |
| Appear sensitive to the proximity of the adult? |  |  |  |  |  |
| Need consistency from the adult or they become unsettled? |  |  |  |  |  |
| Show hostility to the adult if directed? |  |  |  |  |  |
| Appear sensitive to tone of voice, body language, perceived warmth of the adult? |  |  |  |  |  |
| Have a constant need for adult attention? |  |  |  |  |  |
| Show dependence on the adult? |  |  |  |  |  |
| Direct hostility to the adult when frustrated? |  |  |  |  |  |
| Have difficulties showing trust to adults? |  |  |  |  |  |
| Show controlling tendencies especially when directed by an adult? |  |  |  |  |  |
| Sometimes seek/respond to affectionate contact and reject it at other times? |  |  |  |  |  |
| Engage in regressive behaviours with the adult (i.e. acting in a baby-like manner)? |  |  |  |  |  |
| Crave affection/approval of adults but remain insecure when reassurance is given? |  |  |  |  |  |
| Resent the adult giving approval/affection to other children? |  |  |  |  |  |

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| **Does the child** | Never | Rarely | Sometimes | Frequently | Almost always |
| Have difficulties with peer relationships (maybe physically aggressive to others)? |  |  |  |  |  |
| Have difficulties with co-operative play? |  |  |  |  |  |
| Have difficulties abiding by the rules of the group at any time? |  |  |  |  |  |
| Have difficulties accommodating other children when they play/socialise? |  |  |  |  |  |
| Lack interest in their peers (may be more focused on adult attention and be hostile to peers if they think this is being taken away)? |  |  |  |  |  |

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| **Does the child have marked difficulties with** | Never | Rarely | Sometimes | Frequently | Almost always |
| **Inhibiting their behaviour** – this is the ability to stop one’s behaviour at the appropriate time and not acting on one’s immediate impulse. These children appear out of control in the early years setting and may show particular difficulties in non-structured periods and activities and need the presence of an external regulator to assist them in managing their impulses. |  |  |  |  |  |
| **Shifting** – this is the ability to move from one activity to another and make smooth transitions within any problem-solving activity. Children with difficulties in these areas tend: to be inflexible in their approach and can find it difficult to switch from one activity to another; to become disoriented by change; to not be able to move on from a playtime dispute. |  |  |  |  |  |
| **Working memory** – the ability to use working memory involves the ability to hold information in one’s mind in order to complete a task. |  |  |  |  |  |
| **Impulsivity and attention control** – does the child:  l appear impulsive  l require immediate gratification  l have difficulty in sustaining attention in tasks  l tend to be easily distracted  l fidget with hands/squirm in seat  l call out answers to questions before they are completed  l have difficulty waiting for their turn  l have a tendency to interrupt others? |  |  |  |  |  |

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| **Does the child** | Never | Rarely | Sometimes | Frequently | Almost always |
| Have difficulties calming themselves down after an altercation? What is the approximate time taken to calm down? |  |  |  |  |  |
| Have uncontrolled/unpredictable emotional outbursts (e.g. to release/relieve pent-up anger/aggression/anxiety)? |  |  |  |  |  |
| Have difficulties in controlling reactions when they do not get immediate attention (poor frustration tolerance)? |  |  |  |  |  |
| Overreact to affection or attention (e.g. may become overexcited, loud, boisterous)? |  |  |  |  |  |

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| **Does the child have difficulties** | Never | Rarely | Sometimes | Frequently | Almost always |
| Making efforts to improve? |  |  |  |  |  |
| Working towards tangible rewards? |  |  |  |  |  |
| Responding to positive social reinforcement (e.g. a smile/verbal praise)? |  |  |  |  |  |
| Accepting feedback? |  |  |  |  |  |
| Maintaining confidence when learning new skills? |  |  |  |  |  |
| Readily answering questions? |  |  |  |  |  |
| Enjoying responsibilities? |  |  |  |  |  |
| Enjoying the process of learning through play? |  |  |  |  |  |
| Enjoying the times when they are given a choice in what to play and learn? |  |  |  |  |  |
| Believing they can succeed? |  |  |  |  |  |
| Persevering with challenging tasks? |  |  |  |  |  |

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| **Does the child** | Never | Rarely | Sometimes | Frequently | Almost always |
| Explode into temper/rage/violence when thwarted/ frustrated/criticised? |  |  |  |  |  |
| React hypersensitively to the criticism of others? |  |  |  |  |  |
| Spoil, or show negativity, to the achievements of others? |  |  |  |  |  |
| React defensively when there is a perceived threat (this can be related to play and learning activities)? |  |  |  |  |  |
| Appear self-denigrating/self-demeaning? |  |  |  |  |  |
| Do they have difficulty accepting compliments? |  |  |  |  |  |
| Appear listless/work only with direct support? |  |  |  |  |  |
| Find it difficult to accept when disapproval is shown or when attention is withdrawn? |  |  |  |  |  |

Reflect on the responses to the questions and look at where the frequency of ticks occur for each section. Correspond with the colour coded table below to help you identify the underlying needs of the CiC. You can then refer to the relevant pages in the handbook to gain further insight and knowledge about these needs and decide on possible suitable interventions; there are also useful suggestions and strategies to help practitioners to support the children. This needs identification can be photocopied for each child with whom it is to be used.

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| Identified need of CiC | Refer to the chapter on page |
| Relationships | 15 |
| Executive functioning | 21 |
| Self-regulation | 24 |
| Motivation and locus of control | 28 |
| Sense of self | 32 |
| Language development | 36 |

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| **For their age, does the child have difficulties in their first language with** | Never | Rarely | Sometimes | Frequently | Almost always |
| Receptive language? |  |  |  |  |  |
| Expressive language? |  |  |  |  |  |
| Intelligibility of speech sounds? |  |  |  |  |  |
| Expressive grammar skills? |  |  |  |  |  |
| Narrative organisation skills? |  |  |  |  |  |
| Expressing age appropriate vocabulary? |  |  |  |  |  |
| Age appropriate thinking and problem-solving skills, such as visual-spatial tasks and practical skills that do not involve language? |  |  |  |  |  |

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| **Does the child** | Never | Rarely | Sometimes | Frequently | Almost always |
| Have a negative body image? |  |  |  |  |  |
| Display a high level of anxiety in the setting (maybe demonstrated by controlling behaviour)? |  |  |  |  |  |
| Have difficulties accepting not knowing things and asking for help from others? |  |  |  |  |  |