

Identifying pupils areas of difficulty and setting targets using the "Boxall Profile".



How to use the "Boxall profile".

- 1) Answer the questions with a person who knows the child well, scoring from 0 to 4 as explained on the sheet.
- 2) Add together the scores for each letter and put in the "Scores Obtained" box on the graph
- 3) Mark the score on the graph using a coloured pencil.
- 4) Look at the graph and select a strand that has the greatest difference between the "norm" line (already marked on the graph) and your score.
- 5) Tick the corresponding letter on the "Nurture group planning sheet". It is recommended to choose one area from the "Developmental Strands" and one from the "Diagnostic Profile".
- 6) Use the information on the planning sheet to help you set targets for the child's IEP.

Child's Name : _____

Date Planned: _____

The Boxall Profile

For the structured observation of the developmental progress of school-age children

| |
|--|
| Child's Name: |
| School: |
| Date of assessment: |
| Date of birth: |
| Age at assessment: |
| Profile completed by |
| For how many terms have you known this child? |
| Relationship to child, e.g. class teacher, SENCO |

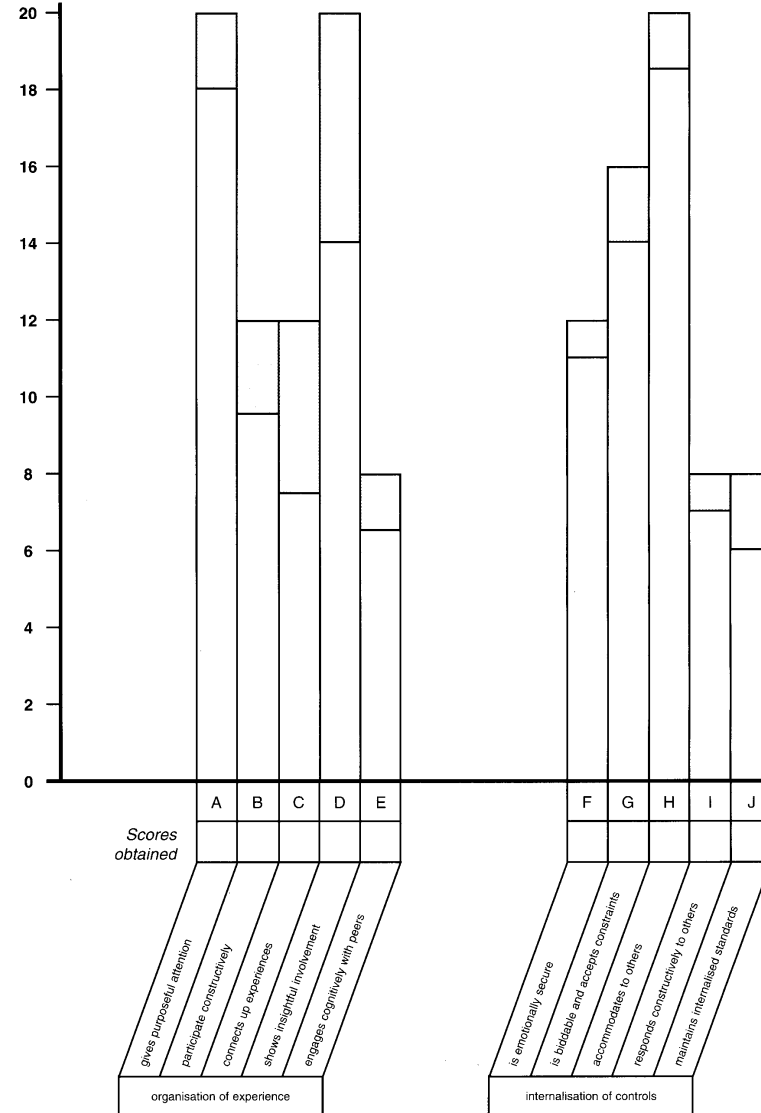
| |
|---|
| Situation in which assessed - please give details, including class or group size |
| Mainstream class |
| Small group or unit within the school |
| Other special provision |

| |
|---|
| Current provision for this child's special educational needs |
| Code of practice level |
| Date of most recent I.E.P. |
| Date of next review |
| Current special provision made - please describe in as much detail as possible |
| Special provision made in the past |
| History of pre-school provision, e.g. nursery or playgroup attendance - please describe |

Section I DEVELOPMENTAL STRANDS

The scores for the items in Section I are entered in the histogram below in the column indicated by the relevant letter (A, B etc ...J). The outline is irregular because the number of items varies from column to column.

The shaded green areas indicate the range of average scores in a sample of competently functioning children in five age groups from 3 years 4 months to 8 years.



Section I

DEVELOPMENTAL STRANDS

Enter scores for Section I items in the appropriate column of Section I histogram

Score each item in turn according to the Key below

4 Yes, or usually

3 At times

2 To some extent

1 Not really, or virtually never

0 Does not arise, not relevant, or cannot be assessed

Score Column

| | | Score | Column |
|----|---|-------|--------|
| 1 | Listens with interest when the teacher explains something to the class | | A |
| 2 | Takes appropriate care of something s/he has made or work s/he has done <i>investment of feeling in his/her achievement is implied, and self esteem</i> | | F |
| 3 | Appreciates a joke or is amused by an incongruous statement or situation <i>disregard lack of appreciation of a joke which is at his/her expense</i> <i>disregard amusement that is clearly inappropriate</i> | | D |
| 4 | Begins to clear up or bring to a close an enjoyable work or play activity when the teacher, with adequate warning, makes a general request to the group score 2 if a personal and specific request is needed | | G |
| 5 | Makes and accepts normal physical contact with others <i>e.g. when holding hands in a game</i> | | H |
| 6 | Makes appropriate and purposeful use of the materials/equipment/toys provided by the teacher without the need for continuing direct support <i>disregard repetitive activity which does not progress</i> | | A |
| 7 | Maintains acceptable behaviour and functions adequately when the routine of the day is disturbed <i>e.g. when there are visitors in his/her class, or the class is taken by a teacher s/he does not know well</i> | | H |
| 8 | Makes an appropriate verbal request to another child who is in his/her way or has something s/he needs <i>disregard situations of provocation</i> | | H |
| 9 | Complies with specific verbal prohibitions on his/her personal use of classroom equipment score 2 if s/he complies but often protests or sulks | | G |
| 10 | Abides by the rules of an organised group game in the playground or school hall <i>interacts and co-operates and continues to take part for the duration of the game</i> | | J |
| 11 | Accommodates to other children when they show friendly and constructive interest in joining his/her play or game | | H |
| 12 | Listens, attends and does what is required when the teacher addresses a simple positive request specifically to him/her <i>e.g. to get out his/her work book</i> | | A |
| 13 | Works or plays alongside a child who is independently occupied, without interfering or causing disturbance | | G |
| 14 | Shows awareness of happenings in the natural world, is interested and curious, and genuinely seeks explanations | | B |
| 15 | Of his/her own accord returns to and completes a satisfying activity that has been interrupted <i>e.g. s/he finishes a painting or carries on with a written story later in the day or the following day</i> | | C |
| 16 | Is adequately competent and self-reliant in managing his/her basic personal needs <i>i.e. clothes; toilet; food</i> | | A |

| | | | |
|----|---|--|---|
| 17 | In freely developing activities involving other children s/he constructively adapts to their ideas and suggestions | | I |
| 18 | Turns to his/her teacher for help, reassurance or acknowledgement, in the expectation that support will be forthcoming <i>disregard occasional normal negativism</i> | | F |
| 19 | Accepts disappointments <i>e.g. if an outing is cancelled because it is raining, or s/he is not chosen for favourite activity, s/he does no more than complain or briefly moan</i> | | J |
| 20 | Takes part in a teacher centred group activity <i>e.g. number or language work, or finger games</i> score 2 if s/he does no more than try to follow | | A |
| 21 | Shows genuine interest in another child's activity or news; looks or listens and gains from experience <i>does not intrude unduly; does not take over</i> | | B |
| 22 | Shows genuine concern and thoughtfulness for other people; is sympathetic and offers help | | I |
| 23 | Recalls information of relevance to something s/he reads or hears about and makes a constructive link | | C |
| 24 | Makes constructive and reciprocal friendships which provide companionship score 3 if the friendship is with one child only score 2 if no friendship lasts longer than a week score 1 if the association is fleeting, albeit constructive and reciprocal | | D |
| 25 | Contributes actively to the course of co-operative and developing play with two or more other children and shows some variation in the roles s/he takes <i>e.g. in the Play House, other free play activities, or improvised class drama</i> | | E |
| 26 | Is reasonably well organised in assembling the materials s/he needs and in clearing away <i>reminders only are needed</i> | | B |
| 27 | Communicates a simple train of thought with coherence <i>e.g. when telling or writing a story, or describing an event</i> | | C |
| 28 | Responds to stories about animals and people with appropriate feeling; appropriately identifies the characters as good, bad, funny, kind etc. <i>disregard response to nursery rhymes or fairy stories</i> | | D |
| 29 | Makes pertinent observations about the relationship between two other people; appropriately attributes attitudes and motives to them | | D |
| 30 | Engages in conversation with another child <i>an interchange of information, ideas or opinions is implied</i> | | E |
| 31 | Looks up and makes eye contact when the teacher is nearby and addresses him/her by name <i>i.e. heads the teacher; does not necessarily pay attention</i> | | F |
| 32 | Sits reasonably still without talking or causing disturbance when the teacher makes a general request to all the children for their attention | | G |
| 33 | Gives way to another child's legitimate need for the classroom equipment s/he is using by sharing it with him/her, or taking turns <i>no more than a reminder is needed</i> | | H |
| 34 | Shows curiosity and constructive interest when something out of the ordinary happens <i>is secure enough to accept a change or the introduction of something new, is alert to the possibilities of the event and gains from it</i> | | D |

Any additional comments to amend or extend the information provided by the Profile?

Section II

DIAGNOSTIC PROFILE

The scores for the items in Section II are entered in the histogram below in the column indicated by the relevant letter (Q, R etc ...Z). The outline is irregular because the number of items varies from column to column.

The shaded green areas indicate the range of average scores in a sample of competently functioning children in five age groups from 3 years 4 months to 8 years.

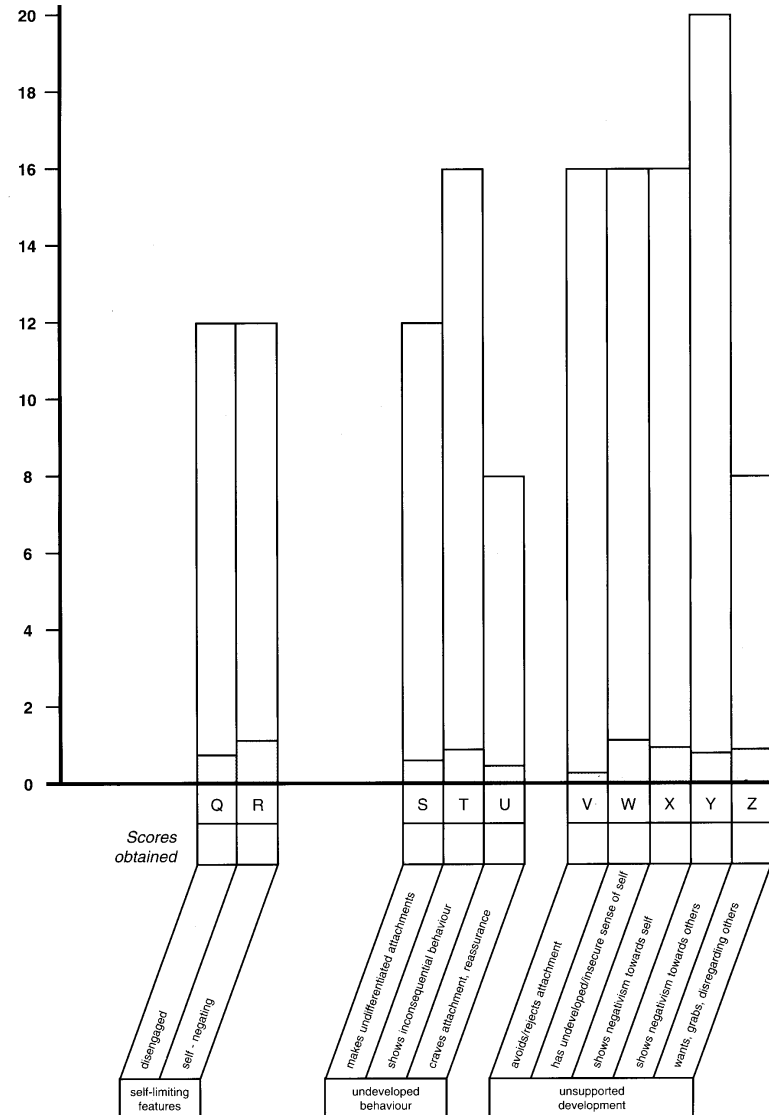
Factors Likely To Affect The Scores Obtained

A number of factors may be affecting the overall development of the child and the extent of his/her participation in school. Please use your judgement to give a score for each factor below, according to the following key;

- 3 = considerable
- 2 = to some extent
- 1 = no, or not evident
- 0 = don't know

| | Score | Additional information / Description of Difficulties |
|---|-------|--|
| Limited understanding or use of language <i>(including English as a Second Language)</i> | | |
| Overall learning difficulties <i>irrespective of cause.</i> | | |
| Speech defects e.g. articulation difficulties | | |
| Visual Impairment | | |
| Hearing Impairment | | |
| Gross or fine motor co-ordination difficulties | | |
| Any medical condition or treatment which is affecting participation in school | | |
| Problem of attendance and / or late arrival in school | | |

Additional notes and observations from the child's teacher;



Section II

DIAGNOSTIC PROFILE

Enter scores for Section II items in the appropriate column of Section II histogram

Score each item in turn according to the Key below

- 4 Like this to a marked extent
- 3 Like this at times
- 2 Like this to some extent
- 1 Only slightly or occasionally like this
- 0 Not like this, not applicable, or not observed

Score Column

| | | | |
|----|---|--|---|
| 1 | Abnormal eye contact and gaze | | V |
| 2 | Avoids, rejects or becomes upset when faced with a new and unfamiliar task, or a difficult or competitive situation | | R |
| 3 | Variable in mood; sometimes seeks and responds to affectionate contact with the adult, at other times rejects or avoids | | W |
| 4 | Oblivious of people and events; doesn't relate; is 'out of contact and can't be reached' | | Q |
| 5 | Uncontrolled and unpredictable emotional outburst or eruptions that release and relieve pent-up and endured anger or distress | | X |
| 6 | Inappropriate noises or remarks, or patterns of behaviour, that are bizarre fragments of no obvious relevance | | T |
| 7 | Erupts into temper, rage or violence when thwarted, frustrated, criticised or touched; the 'trigger' is immediate and specific | | Y |
| 8 | Relates and responds to the adult as a baby would; enjoys baby-level pleasures; may happily babble and coo, call out or crawl about, or mirror the others | | S |
| 9 | Always has to be first, or the best, or have the most attention or get immediate attention | | Z |
| 10 | Adopts stratagems to gain and maintain close physical contact with the adult | | U |
| 11 | Lacks trust in the adults' intentions and is wary of what they might do; avoids contact, and readily shows fear | | V |
| 12 | Self-conscious and easily rebuffed, and hypersensitive to disapproval or the regard in which s/he is held by others | | R |
| 13 | Contrary in behaviour; sometimes helpful, co-operative and compliant, at other times stubborn, obstinate and resistive, or unheeding | | W |
| 14 | Repetitively pursues a limited work or play activity which does not progress | | Q |
| 15 | Spoils, destroys, or otherwise negates the achievement or success s/he has worked for and values | | X |
| 16 | Gives uninhibited expression to boisterous and noisy behaviour; is not influenced by normal social constraints and expectations | | T |
| 17 | Reacts defensively even when there is no real threat; is evasive, blames others, finds excuses or denies | | Y |
| 18 | Over-reacts to affection, attention or praise; gets very excited and may become out of control | | S |
| 19 | Desperately craves affection, approval and reassurance, but doubts and questions the regard shown; seeks it repeatedly but remains insecure | | U |

| | | | |
|----|---|--|---|
| 20 | Can't wait for his/her turn or something s/he wants; plunges in or grabs | | Z |
| 21 | Functions and relates to others minimally, and resists or erupts when attempts are made to engage him/her further | | V |
| 22 | Self-disparaging and self-demeaning | | R |
| 23 | Attention-seeking in a bid for recognition or admiration | | W |
| 24 | Disparaging attitude to other children; is critical and contemptuous | | Y |
| 25 | Listless and aimless; lacks motivation and functions only with direct and continuing support or pressure | | Q |
| 26 | Sulks when disapproval is shown, or when attention is withdrawn, or when thwarted | | X |
| 27 | 'Is into everything'; shows fleeting interest, but doesn't attend to anything for long | | T |
| 28 | Remembers a real or imagined offence, bears a grudge and determinedly takes his/her revenge | | Y |
| 29 | Clings tenaciously to inconsequential objects and resists having them taken away | | S |
| 30 | Sullen, resentful, and negative in general attitude and mood | | V |
| 31 | Can't tolerate even a slight imperfection in his/her work and is upset or angry if s/he can't put it right | | W |
| 32 | Feels persecuted; imagines that others are against him/her, and complains of being 'got at' and left out | | X |
| 33 | Restless and erratic; behaviour is without purposeful sequence, continuity and direction | | T |
| 34 | Determinedly dominates or persecutes by bullying, intimidation, or the use of force | | Y |

Any additional comments to amend or extend the information provided by the Profile?

Nurture group Planning sheet - Developmental Strands

| Description | What this shows (A high score) | Recommendation |
|--|---|--|
| Developmental Strands - First Cluster : Organisation of Experience. | | |
| A: Gives purposeful attention. | Heeds the teacher, is biddable, gives attention, can meet basic requirements and is interested and willing to become involved. | Ensure eye contact and attention then break instructions down into simple steps. Make tasks short and gradually extend (use a timer). |
| B: Participate constructively. | Interested and purposeful involvement with people and events and some autonomy of functioning and learning. | Engineer activities that involve working with another child and supervise closely, prompting to take turns and share. |
| C: Connects up experiences. | Self-motivated, capable of coherent and sustained thinking and relates events to each other. | Keep ongoing work in a folder / tray and continue to work on until complete. Use construction kits and keep models on display, adding components whenever modelling. |
| D: Shows insightful involvement. | Has an alert interest in events, can respond positively to new experiences, aware of feelings of others, shows empathy and trust needed to interact socially. | Encourage friendships with peers and involve in adult conversations and interactions (e.g. during breakfast). |
| E: Engages cognitively with peers. | Adapts flexibly and interacts purposefully and constructively with others. | Put into a small group for role-play activities and games. Assign roles not normally taken (mother / child etc.) |
| Developmental Strands - Second Cluster : Internalisation Of Controls. | | |
| F: Is emotionally secure. | Is secure and self-accepting, has a sense of worth, trusts others and is secure in their regard. | Make eye contact before giving instructions or making requests. Allow to keep pieces of work / belongings in a safe place for future use. |
| G: Is biddable and accepts constraints. | Is able to function and conform in a group, has regard for others and accepts organisational constraints. | Give time to stop and tidy up after an activity, rewarding for compliance. Give rewards to specific children who are listening and paying attention when some are not. |
| H: Accommodates to others. | Can express own needs and accept / accommodate to those of others, and accept group constraints. | Put into situations where sharing and turn taking are modelled and enforced (small group activities, circle time etc.) |
| I: Responds constructively to others. | Can identify with others and become part of their world, respects their needs and is considerate and helpful. | Encourage to act as role model / teacher to another child and assist them in developing play and work activities. |
| J: Maintains internalised standards. | Has internalised constraints leading to personal organisation and self-control. | Put into situations where they will inevitably lose at some point (Jenga, dominoes, and bingo) to allow them to learn how to cope with this. |

Nurture group Planning sheet - Diagnostic Profile

| Description | What this shows (A high score) | Recommendation |
|--|--|--|
| Diagnostic Profile - First Cluster : Self Limiting Features. | | |
| Q: Disengaged | Lacks interest and motivation leading to a difficulty in making attachments. | Give lots of individual attention in order to build an initial relationship. Keep tasks short and move quickly onto another task if interest is lost. |
| R: Self-negating | Insecure, fragile self-image and self-defeating attitudes. Usually sensitive about his / her worth. | Allow time to play in front of / around a mirror, alone or with a friend. Play games where they learn to lose sometimes. Give lots of rewards for personal achievements and involve the rest of the class in congratulating. |
| Diagnostic Profile - Second Cluster : Undeveloped Behaviour. | | |
| S: Makes undifferentiated attachments. | Shows no defined awareness of self and indiscriminately seeks any attachments available. | Foster a good relationship with one adult in the room, giving attention when requested and even initiating contact at times, then encourage extending this to other adults. |
| T: Shows inconsequential behaviour | Impulse driven, does not reflect on, monitor or direct own behaviour. Personal organisation and identity are undeveloped. | Explain and redirect inappropriate behaviour and stop to point out when mistakes are made. Use timers to give a set time to stay on task, extending gradually (group and individual). |
| U: Craves attachment, reassurance. | Is seeking attachment and needs a close and supportive relationship. Has deep insecurity about personal worth and adult regard. | Foster a good relationship with one adult in the room, all adults give praise for small achievements and be consistent with rewards and sanctions. |
| Diagnostic Profile - Third Cluster : Unsupported Development. | | |
| V: Avoids / rejects attachments | Has a profound lack of trust in others, resisting making attachments. | Encourage attachment to an adult and informal interaction with peers whenever possible. |
| W: Has undeveloped / insecure sense of self. | Has internalised profound insecurity showing an uncertain and ambivalent attitude towards self. | Use every opportunity to praise and reward for efforts in behaviour and working, avoiding responding to negative behaviours (reward others instead for appropriate behaviour). |
| X: Shows negativism towards self. | Feels unvalued and is nursing a severely injured sense of self. Expressed in self-damaging anger, silent negativism or projected onto others. | Show "over the top" pleasure in their efforts and achievements, however small. |
| Y: Shows negativism towards others. | Oversensitive to real or imagined slight or threat, resulting in defensive and resentful behaviour and anger directed at others. | Offer support, affection and approval for effort and talk through problems / outbursts when they have calmed down sufficiently , pointing out alternative strategies to try. |
| Z: Wants, grabs, disregarding others. | If scores are high above:- Has the intention of depriving others through anger and aggression. If scores low in Developmental:- Greedy behaviour of undeveloped child. | Assign turn taking and queuing whenever appropriate to do so, assigning places so that everyone has the chance to experience being first and last. |

Nurture Group - I.E.P

| Identified difficulties | Targets to be achieved | Measured by... <small>(Success criteria / positive targets)</small> | Activities, Strategies & Resources | Results/Outcomes |
|-------------------------|------------------------|--|---------------------------------------|------------------|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |