

Element	Possible Questions
<p>Interests</p> <p>All humans have unique preferences and interests. It might not always be immediately obvious or have a visible purpose, but that doesn't mean intrinsically, it doesn't hold meaning.</p>	<ul style="list-style-type: none"> ● What is the child interested in? Do they have any particular fascinations, passions or motivations? ● Where do they like to spend time? ● Do they have any particular preferences for people or objects? ● In what ways do they play? And in what locations? ● Do they have an affinity with the indoors or outdoors? ● Do they have any special objects or comforters? ● Do they engage in any repetitive behaviours or actions?
<p>Strengths</p> <p>All children have unique strengths that should be acknowledged and celebrated.</p> <p>Compliance to neuronormative expectations is not a strength.</p>	<ul style="list-style-type: none"> ● What actions or behaviours appear to provide intrinsic motivation? ● What would they “say” they are good at? ● What would you say they are good at? What would those close to them say they are good at? ● Do they show pride in any particular areas? ● Is there anything they do that shows skill, determination or autonomy?

<p>Traits</p> <p>There is often a focus on symptoms but neurotypes also have traits. Consider both but be mindful of traits being confused with symptoms i.e. stimming as a trait rather than assumed as a symptom.</p>	<ul style="list-style-type: none"> ● What are they good at? ● What do they like to do? ● Who or what do they like to play with? (people or objects) ● Do they return to a particular area of experience? ● What physical skills do they use? ● What can they do autonomously? ● Who are their favourite people? ● How do they self-advocate?
<p>Differences</p> <p>We should be careful not to assume delays in different neurotypes. In some situations, a delay could be a gateway to a lifelong difference.</p>	<ul style="list-style-type: none"> ● How do they do things differently? ● What communication preferences do they have? ● What social preferences do they have? ● What physical preferences do they have? ● Do they use alternative learning methods, for example, visuals or Makaton? ● How they emotionally regulate?
<p>Needs</p> <p>All children have individual needs that will need supports, scaffolding and adaptive practices.</p>	<p>What are their primary and secondary areas of need:</p> <ul style="list-style-type: none"> ● Communication and interaction ● Social, emotional and/or mental health ● Cognition and learning ● Physical and/or sensory

Of these areas, consider if the child has:

- High support needs
- Medium support needs
- Low support needs

Also consider whether these support needs can be met:

- Within setting and home at a universal level
- With targeted support
- With specialist input