

EBP: [REDACTED]
Date of birth: [REDACTED]
Gender: [REDACTED]
Assessment date: [REDACTED]
Age at assessment: [REDACTED]

Name: [REDACTED]
Nurturing Structure: [REDACTED]
Assessment context: [REDACTED]
Assessor: [REDACTED]
Known the child for: [REDACTED]

Organisation of experience

She/he is purposeful and self-motivated, is capable of coherent and sustained thinking and relates events to each other, appropriately for his/her age.

She/he has an alert interest in events, is sufficiently secure and interested to respond positively to new experiences; is aware of the feelings and attitudes of others; shows the empathy and trust necessary for positive social behaviour.

The child may be developmentally immature, inattentive, lack concentration and be unlikely to follow simple requests or instructions. She/he may demonstrate a lack of independence in basic skills, e.g. personal organisation. There may be a reluctance to take an active part in group work or games. She/he may have difficulty understanding the expectations of the school or setting, and in predicting adult responses to behaviour.

She/he is likely to function alongside, rather than with others. He or she may intrude unduly and may try to take over. They may be egocentric and show little or no interest in things or activities around them. The child is unlikely to make relevant comments or ask questions.

She/he is likely to demonstrate difficulties whilst working and interacting with other young people.

Internalisation of controls

The child is secure and self accepting, has a sense of self-worth, trusts others and is secure in their regard.

She/he has internalised constraints; it implies considerable personal organisation and self-control.

She/he lacks trust in adults and cannot predict what is going to happen next. May not understand that if an activity stops he or she can do it again at a different time.

She/he may not feel in a secure position at home; may not have experienced pleasure with others; may not have had enough time, attention and/or care.

She/he finds social situations and group work hard. They cannot respond constructively to others or offer help.

Self-limiting features

The child has an insecure, fragile self-image and self defeating attitudes. She/he is unusually sensitive about his/her worth, perhaps because of high expectations in the home combined with too little support in meeting them; or the home provides inconsistent care and support and chaotic experience; or there has been sudden loss of support after an earlier good and constructive relationship; or perhaps identification with a depressed mother; or constitutional factors that make the child more vulnerable. Such children have a need for warm attachment but a severe lack of self-worth makes it difficult for them to seek this.

Undeveloped behaviour

She/he is seeking attachment and needs a close and consistently supportive relationship. There is deep insecurity about personal worth and adult regard.

Unsupported development

She/he has an uncertain and ambivalent attitude to self; s/he has internalised profound insecurity. Here again, trust is slow to be gained.

She/he is oversensitive to real or imagined slight or threat. This shows itself in defensive and resentful behaviour or in anger directed at others. Trust must first be established and the child's need for warmth and approval may then become evident; she/he becomes attached and is open to learning. However, without early and effective intervention the prognosis is likely to be poor because she/he has developed a well organised way of being that increasingly brings satisfaction and power. Giving up these immediate, primitive and powerful benefits to gain the approval of an adult who initially means nothing to her/him is a long arduous process, both for the child and the adult. Behaviour which begins as a defence becomes an entrenched pattern, the longer it is allowed to persist.

Particularly when associated with raised scores on the other sub-clusters in Unsupported Development, suggests that this disregard of the needs of others is aggressive in nature, is motivated by anger and has the intention of depriving others. By contrast a high score here in association with low scores on Section I, Internalisation of Controls, suggests that this is the greedy, grabbing behaviour of a younger developmental level.

Developmental

Organisation of experience

A Gives purposeful attention	2022.11.08		16
B Participates constructively	2022.11.08		9
C Connects up experiences	2022.11.08		11
D Shows insightful involvement	2022.11.08		17
E Engages cognitively with peers	2022.11.08		6

Internalisation of controls

F Is emotionally secure	2022.11.08		11
G Is biddable and accepts constraints	2022.11.08		12
H Accommodates to others	2022.11.08		13
I Responds constructively to others	2022.11.08		5
J Maintains internalised standards	2022.11.08		7

Diagnostic

Self-limiting features

Q Disengaged	2022.11.08		1
R Self-negating	2022.11.08		4

Undeveloped behaviour

S Makes undifferentiated attachments	2022.11.08		0
T Shows inconsequential behaviour	2022.11.08		0
U Craves attachment, reassurance	2022.11.08		3

Unsupported development

V Avoids/rejects attachment	2022.11.08		0
W Has undeveloped/insecure sense of self	2022.11.08		3
X Shows negativism towards self	2022.11.08		0
Y Shows negativism towards others	2022.11.08		2
Z Wants, grabs, disregarding others	2022.11.08		6

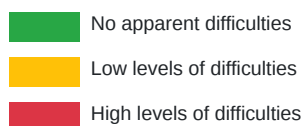
Total Developmental Score

2022.11.08



Total Diagnostic Score

2022.11.08



Individual Factors