

---

# Dimensions Tool Report



**Report Generated On:** 28/09/2021 10:13

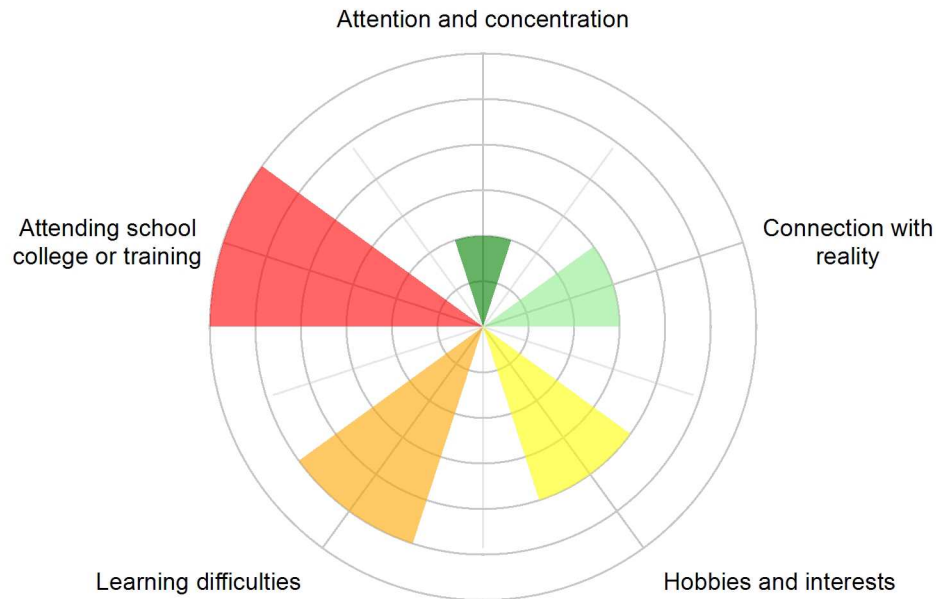
---

This report provides a summary of the ratings you have provided, showing this person's strengths and difficulties. To see the selfcare flyers, click on the links on the report. We recommend that you focus first on the areas showing orange or red on the charts because you rated those at 5 or 6. We also suggest that you talk to a professional about these, so they can make sure you are getting the help you need. That could be a support worker, a teacher/SENCO, a social worker, a health professional such as a GP.

**Remember to save or print your report if you want to look at it again.**

---

## Thinking and Learning



### Dimensions Ratings:

#### Attention and concentration: Level 2

Needs to be prompted to pay attention and to return to tasks. Very clear instructions and structured tasks help the young person.



[Attention and Concentration Level 2-3 Child Self-care](#)

#### Connection with reality: Level 3

Has a view of some things which does not fit with what most people think (e.g. thinks that there are terrorists driving regular buses, wants to marry an animal or object).



[Connection with Reality Level 2-4 Child Self-care](#)

#### Hobbies and interests: Level 4

Has a couple of hobbies or interests which can only be shared with very few people and not with other young people (e.g. the Danish royal family, steam engines, collecting milk jugs).



[Hobbies and Interests Level 2-6 Child Self-care](#)

#### Learning difficulties: Level 5

Has moderate learning disability that was diagnosed in the health service OR severe learning difficulty that was diagnosed in education services.

As you have rated this Dimension at level 5 or 6, we recommend that you discuss your concerns with a professional in education (such as a teacher or SENCO) or a healthcare professional (such as a GP).



[Learning Difficulties Level 2-6 Child Self-care](#)

**Attending school, college or training: Level 6**

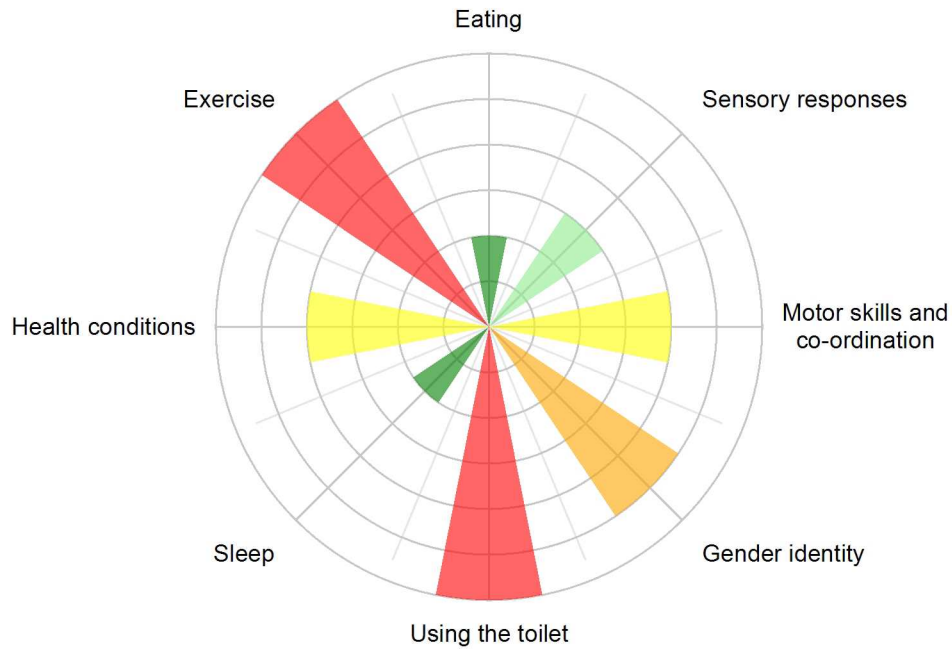
Is not attending any education or training OR is being educated at home because they previously could not manage school OR has no school place.

As you have rated this Dimension at level 5 or 6, we recommend that you discuss your concerns with a professional in education (such as a teacher or SENCO) or a healthcare professional (such as a GP).



[Attending School College or Training Level 2-6 Child Self-care](#)

## Body and Health



### Dimensions Ratings:

#### **Eating: Level 2**

Eats a healthy diet but with a slight preoccupation with food AND/OR concerns about body weight and shape.



[Eating Level 2-3 Child Self-care](#)

#### **Sensory responses: Level 3**

Has difficulties in staying calm and ready for action. Reactions to sensations (sound, sight, smells, taste, touch, movement) are unusual - either too big or the young person does not notice them. Can show increased/decreased activity levels but rarely increased anxiety. Is frequently able to cope with these sensory experiences when given support to use strategies.



[Sensory Responses Level 2-6 Child Self-care](#)

#### **Motor skills and co-ordination: Level 4**

Has clear problems with coordination of their body AND hands, including difficulties with handwriting. Poor posture and balance, FREQUENTLY trips/falls. Problems with learning new movements or activities. Difficulties with short-term memory and problem solving. The difficulties affect the young person's school/college performance, self-care and play/leisure. The young person needs more help than is usual for their age.



[Motor Skills and Coordination Level 4-6 Child Self-care](#)

#### **Gender identity: Level 5**

The child or young person displays and/or talks about not identifying as the gender that they were

assigned at birth. Moderate distress is caused when the individual feels that they are not recognised as the gender that they identify as. This may impede their ability to attend school or to socialise. The young person may have contemplated self-harm or suicide in relation to feelings of despair and hopelessness associated with their rejection of their birth gender.

As you have rated this Dimension at level 5 or 6, we recommend that you discuss your concerns with a professional in education (such as a teacher or SENCO) or a healthcare professional (such as a GP).



[Gender Identity Level 2-6 Child Self-care](#)

### **Using the toilet: Level 6**

Poos in clothing most days (and may wee in clothing) OR will not sit on the toilet in the usual way (e.g. uses a nappy or potty past the usual age) OR wees or poos in unusual places (e.g. wees in a bottle; poos in the corner of their bedroom). Does not admit it and hides dirty clothing or poo.

As you have rated this Dimension at level 5 or 6, we recommend that you discuss your concerns with a professional in education (such as a teacher or SENCO) or a healthcare professional (such as a GP).



[Using the Toilet Level 2-6 Child Self-care](#)

### **Sleep: Level 2**

Occasionally has difficulty settling to sleep.



[Sleep Level 2-4 Child Self-care](#)

### **Health conditions: Level 4**

Has one or more health problems and needs regular treatments (e.g. examinations, blood tests, injections, medication) but does not want to have them and will refuse at first. Adults are able to make sure the young person does have their treatment but it can be difficult.



[Health Conditions Level 2-6 Child Self-care](#)

### **Exercise: Level 6**

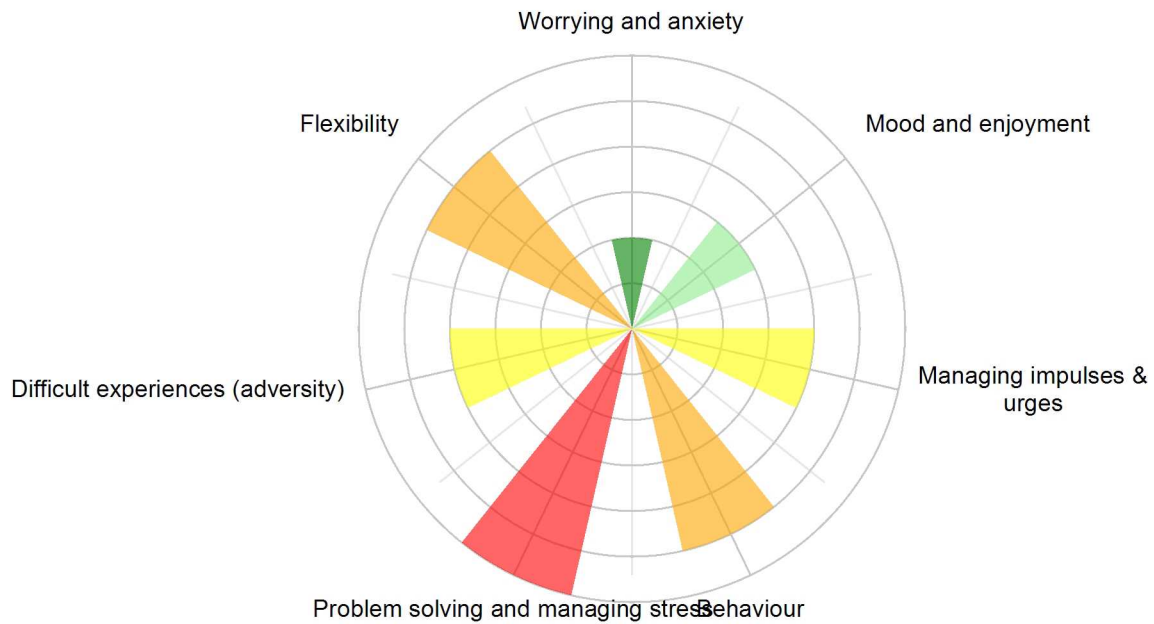
Is almost always sitting or lying down at home and does not do PE lessons OR exercises obsessively in secret and not exercising causes a lot of distress.

As you have rated this Dimension at level 5 or 6, we recommend that you discuss your concerns with a professional in education (such as a teacher or SENCO) or a healthcare professional (such as a GP).



[Exercise Level 2-6 Child Self-care](#)

## Feelings and Self control



### Dimensions Ratings:

#### **Worrying and anxiety: Level 2**

Gets anxious easily but is able to use strategies to face things that would make him or her feel worried.



[Worrying and Anxiety Level 2-6 Child Self-care](#)

#### **Mood and enjoyment: Level 3**

Mood is sometimes rather miserable, negative or down at times but can be helped to cheer up or be more positive. These 'down' times last less than two weeks.



[Mood and Enjoyment Level 2-3 Child Self-care](#)

#### **Managing impulses & urges: Level 4**

Has difficulty managing feelings associated with the effort of controlling impulses and urges in relation to distress (e.g. tics, drug use, aggression, self-harm, self-injury, intense arguing). May be very distressed and self-critical after the problem has happened (eg describes self as stupid or bad) OR may not seem to care about the impact of their behaviour.



[Managing Impulses and Urges Anger Level 4-6 Child Self-care](#)



[Managing Impulses and Urges Self-Harm Level 4-6 Child Self-care](#)



[Managing Impulses and Urges Tics Level 4-6 Child Self-care](#)



[My calming poster](#)

#### **Behaviour: Level 5**

Often shows behaviour that other people find very challenging. With adult support, the young person can behave better for short periods. Behaviour management strategies do not solve the problem completely and there is some risk to the safety of self and other people. Has been excluded from school (or sent home) in the last 3 months because of risky behaviour.

As you have rated this Dimension at level 5 or 6, we recommend that you discuss your concerns with a professional in education (such as a teacher or SENCO) or a healthcare professional (such as a GP).



[Behaviour Level 2-6 Child Self-care](#)

### **Problem solving and managing stress: Level 6**

Avoids school, family activities and going out because they are too stressful. Often feels or is physically ill (sickness/tummy ache/diarrhoea/aches and pains/severe sleep problems). If adults try to get them to do things, the young person gets extremely upset (screaming/shouting/crying) about their situation and threatens to harm self or others (e.g. to run away, to jump out of the window). May say bad things about themselves at the time or afterwards (e.g. I am stupid/weird/crazy).

As you have rated this Dimension at level 5 or 6, we recommend that you discuss your concerns with a professional in education (such as a teacher or SENCO) or a healthcare professional (such as a GP).



[Problem Solving and Managing Stress Level 2-6 Child Self-care](#)

### **Difficult experiences (adversity): Level 4**

Has had a number of difficult experiences or one experience repeatedly (e.g. seeing domestic abuse and violence, sexual abuse, rape, bullying, emotional abuse by parents/carers) BUT has some support in the family, community and school to encourage development.



[Difficult Experiences Bullying Level 2-6 Child Self-care](#)

### **Flexibility: Level 5**

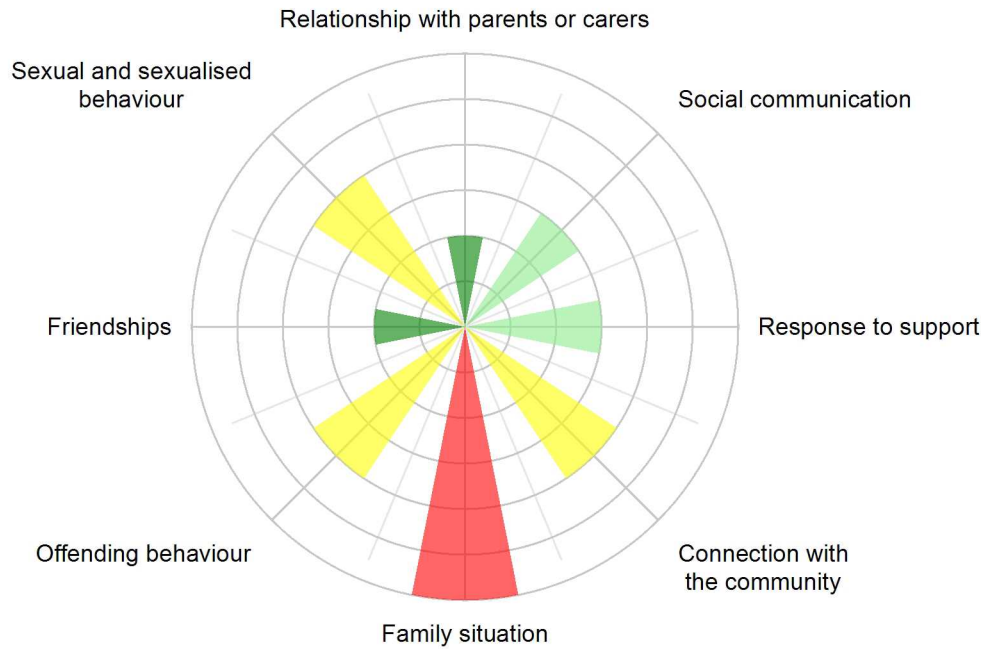
Significant problems coping with normal day-to-day changes to routines and situations. Avoids new experiences but with adult support does attend school and healthcare appointments. School attendance requires careful support plans and liaison with family. Takes weeks to adjust to new experiences and routines.

As you have rated this Dimension at level 5 or 6, we recommend that you discuss your concerns with a professional in education (such as a teacher or SENCO) or a healthcare professional (such as a GP).



[Flexibility Level 2-6 Child Self-care](#)

## Relating to people



### Dimensions Ratings:

#### Relationship with parents or carers: Level 2

Some anxiety about separation that is known to carers and seen rarely by others OR makes connections with unfamiliar adults or children a bit too easily (e.g. approaches others to invite them to play or talk).



[Relationships with Parent or Carers Level 2-6 Child Self-care](#)

#### Social communication: Level 3

Has difficulties talking to people, understanding what they mean and understanding their facial expressions and body language. Other people can find it hard to tell how the young person is feeling.



[Social Communication Level 2-6 Child Self-care](#)



[Warwickshire CAVA - Autism Support](#)



[Social Communication - Typical Difficulties of Children on the Autism Spectrum Level 3-6 Child Self-care](#)



[Social communication - ASD and ADHD Level 2-6 Child Self-care](#)

#### Response to support: Level 3

Difficulty accepting or using support or intervention without careful explanations and persuasion OR requests adult support at home/school for things that are manageable without help. OR reacts to authority figures with negative responses (e.g. delaying following instructions, complaining to or about adults, occasionally refusing to do as asked).





## [Response to Adults and Accepting Support Level 2-6 Child Self-care](#)

### **Connection with the community: Level 4**

Has a limited connection with any group or their school community (does not mix much, does not want to go to activities and clubs) OR the young person's connection is only with other socially isolated young people.



## [Connection with the Community Level 2-6 Child Self-care](#)

### **Family situation: Level 6**

Known severely difficult family problems (e.g. current domestic abuse & violence, emotional/physical/sexual abuse OR parent/carer have significant and long term physical or mental ill health OR homeless/living in a hostel OR living in residential care OR child is on the edge of being taken into care. There may be a Child Protection Plan.

As you have rated this Dimension at level 5 or 6, we recommend that you discuss your concerns with a professional in education (such as a teacher or SENCO) or a healthcare professional (such as a GP).



## [Family Situation Level 2-6 Child Self-care](#)

### **Offending behaviour: Level 4**

Known to have caused harm to another person or animal (physically or via the internet) OR known to have caused physical damage to property repeatedly. The police have been involved but the young person has not been charged with an offence.



## [Offending Behaviour Level 2-6 Child Self-care](#)

### **Friendships: Level 2**

Has some friends and plays/spends time with them but mixes less than average OR falls out with them more than average.



## [Friendships Level 2-6 Child Self-care](#)

### **Sexual and sexualised behaviour: Level 4**

Is sexually active with young people of similar age at a younger age than expected or with more partners OR has been showing inappropriate sexual behaviour for some time (e.g. has touched the private parts of other people of similar age without their proper agreement, has shown sexual behaviour in school, has been tricked into sexual behaviour, threatens to rape or abuse someone when he/she is angry with that person).



## [Sexual and Sexualised Behaviour Level 2-4 Child Self-care](#)

If no flyers are presented, then it does not appear that this person has difficulties related to their health and well-being. However, if you have any concerns about this or the problems they have are not captured by Dimensions, it would be helpful to talk to a professional in education or health about your

worries.

| <b>Question:</b>   | <b>Response:</b>  |
|--|-------------------|
| Who are you looking for help for?  | Someone I support |
| What is the person's age group?  | 5-12              |
| What is the person's gender?   | Male              |
| Which area do they live in?  | Warwickshire      |
| Does the person have a diagnosed learning disability (Global Development Delay)? | No                |

| <b>Dimension:</b>                   | <b>Level (0-6):</b> |
|-------------------------------------|---------------------|
| Worrying and anxiety                | 2                   |
| Mood and enjoyment                  | 3                   |
| Eating                              | 2                   |
| Managing impulses & urges           | 4                   |
| Behaviour                           | 5                   |
| Sensory responses                   | 3                   |
| Motor skills and co-ordination      | 4                   |
| Attention and concentration         | 2                   |
| Relationship with parents or carers | 2                   |
| Social communication                | 3                   |
| Connection with reality             | 3                   |
| Problem solving and managing stress | 6                   |
| Gender identity                     | 5                   |
| Using the toilet                    | 6                   |
| Sleep                               | 2                   |
| Response to support                 | 3                   |

|                                       |   |
|---------------------------------------|---|
| Connection with the community         | 4 |
| Difficult experiences (adversity)     | 4 |
| Hobbies and interests                 | 4 |
| Family situation                      | 6 |
| Offending behaviour                   | 4 |
| Health conditions                     | 4 |
| Exercise                              | 6 |
| Learning difficulties                 | 5 |
| Friendships                           | 2 |
| Flexibility                           | 5 |
| Sexual and sexualised behaviour       | 4 |
| Attending school, college or training | 6 |