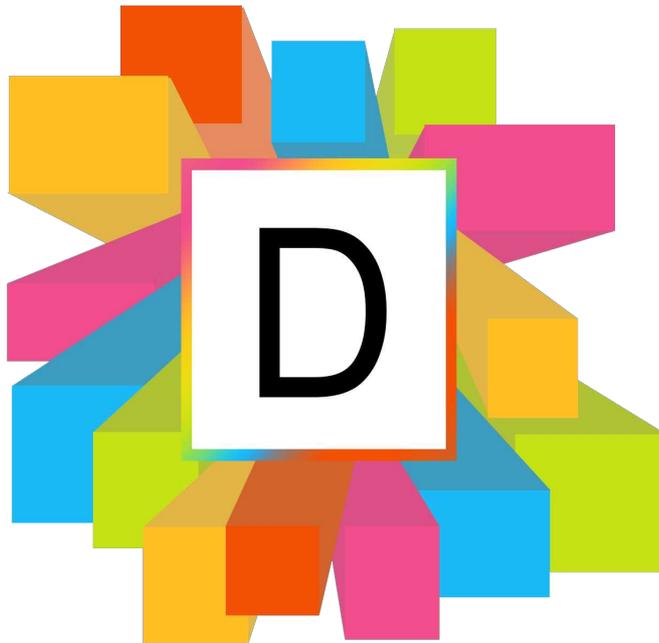


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# Dimensions Tool Report



**Report Generated On:** 07/01/2020 03:59

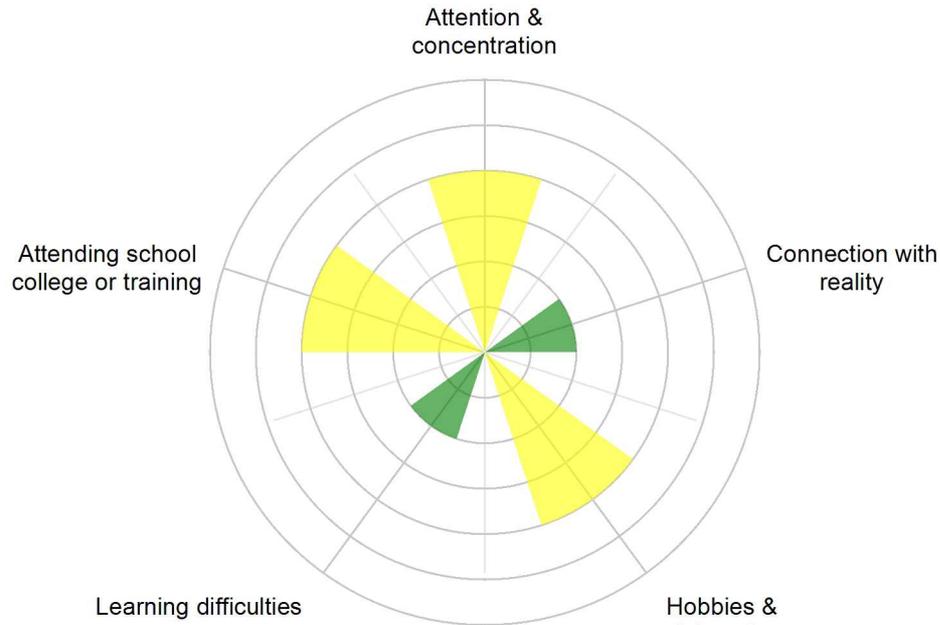
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This report provides a summary of the ratings you have provided, showing this person's strengths and difficulties. To see the selfcare flyers, click on the links on the report. We recommend that you focus first on the areas showing orange or red on 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.**

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## Thinking & Learning



### Dimensions Ratings:

#### **Attention & concentration: Level 4**

Can pay attention and concentrate for specific periods of time when trying hard. The young person needs adults to remind them to keep their focus on what they are doing and to complete tasks. When the young person tries less hard, their concentration drifts and they need adults to redirect them.

[☐ Attention and concentration selfcare L4-6](#)

#### **Connection with reality: Level 2**

Finds it hard to understand the difference between fantasy and reality in a way which is more typical of a younger child (e.g. has imaginary friends, thinks Spiderman is real, thinks they will marry a superstar).

[☐ Connection with reality selfcare L2-4](#)

#### **Hobbies & 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 selfcare](#)

#### **Learning difficulties: Level 2**

Some problems with learning (is below expected levels in most subjects in school) or has very poor progress in literacy or maths only.

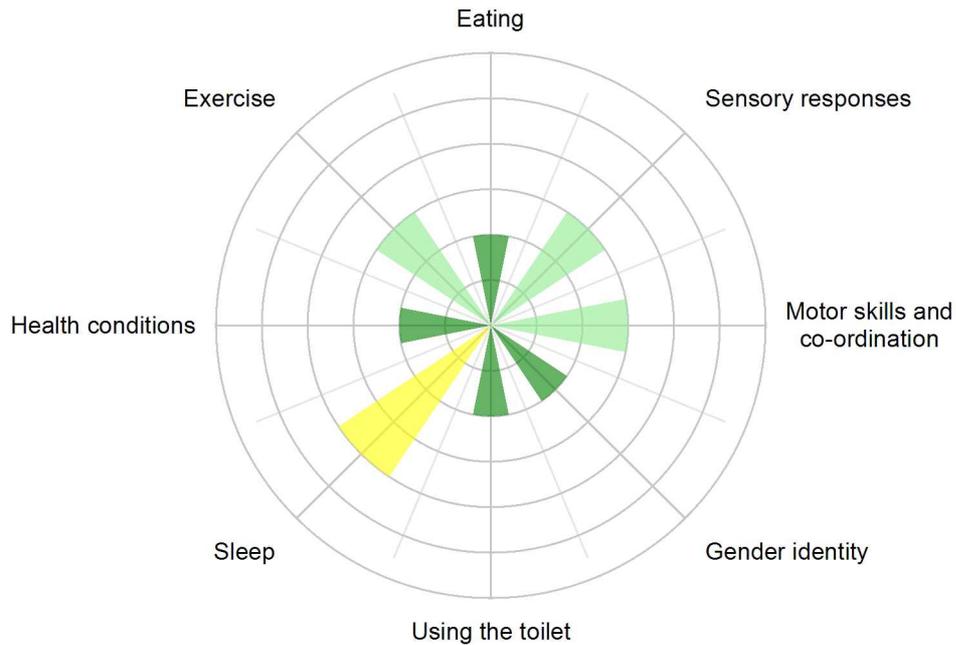
[☐ Learning difficulties selfcare](#)

#### **Attending school, college or training: Level 4**

Attendance is between 75% and 85% (including official and unofficial exclusions OR has an agreed regular pattern of shortened days or missed days OR very frequent illness OR refuses to attend).

[Attending school college or training selfcare](#)

## 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 selfcare L2-3](#)

#### **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 selfcare](#)

#### **Motor skills and co-ordination: Level 3**

Has some problems with coordination of their body and/or hands, including some difficulties with handwriting. Poor posture and balance, OCCASIONALLY trips/falls. Some problems learning new movements or activities. Some 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 selfcare](#)

#### **Gender identity: Level 2**

The child or young person exhibits some behaviour or language that is interpreted as illustrative of a rejection of their birth gender. For example playing with stereotypically female / male toys or dressing in clothes normally worn by the other gender. No distress is apparent.

[□ Gender Identity selfcare](#)

**Using the toilet: Level 2**

Wets the bed OR does not realise when they should wee or poo but will use the toilet when adults tell them to go.

[Using the toilet selfcare](#)

**Sleep: Level 4**

Does not fall asleep until more than three hours after expected time (e.g. 10pm for a 5 year old, 2am for a 14 year old) OR wakes in the night often and sleep is regularly poor. Tired in the daytime but not falling asleep in the day.

[Sleep selfcare L2 to L4](#)

**Health conditions: Level 2**

Has some minor health problems but needs little treatment (e.g. needs regular medical appointments but does not need to have injections, medication, blood tests).

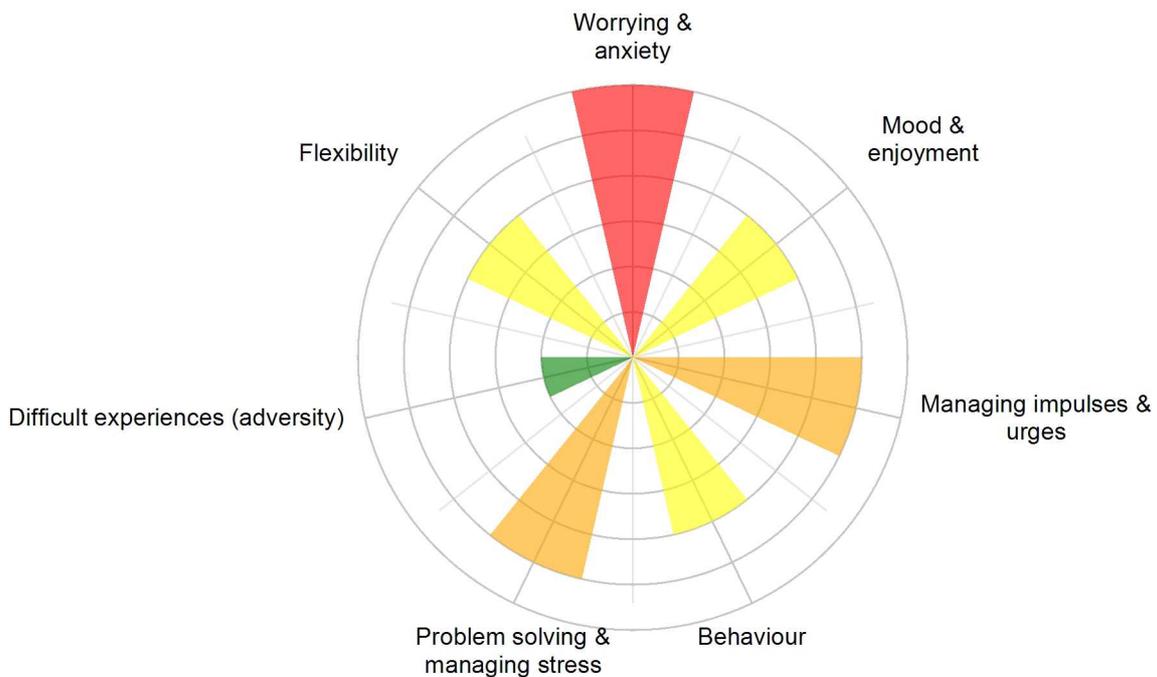
[Health Conditions selfcare](#)

**Exercise: Level 3**

Does school PE lessons but is reluctant to exercise outside school. Can be persuaded to take exercise (e.g. walk, bike ride, swim) and usually enjoys it at the time.

[Exercise selfcare](#)

## Feelings and Self control



### Dimensions Ratings:

#### **Worrying & anxiety : Level 6**

Is anxious for most of the day unless he/she has control over what they do. The young person avoids many ordinary childhood experiences, including school (either many lessons or school itself). He/she stays very close to adults whenever possible and without adult support is very unlikely to join in any sort of activities (e.g. go to the shop, play in a playground, visit a friend). May have physical symptoms which are obvious to other people (e.g. shaking, being sick).

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).

[□ Worrying and anxiety selfcare L2-6](#)

#### **Mood & enjoyment: Level 4**

A change in mood for at least 2 weeks - feeling sad all the time or irritable mood AND unusually tired/lacking in energy or loss of interests or pleasure AND 4 of these problems:; change in sleep habits; difficulty concentrating or making decisions; low self-confidence; a change in appetite; thinking about wanting to die or doing something to hurt him/herself; slowing down or getting agitated and moving more than usual; often blaming self or feeling guilty. May not seem ok for school.

[□ Mood and enjoyment selfcare L4-6](#)

#### **Managing impulses & urges: Level 5**

Has noticeable difficulty with self-control and managing their impulses and urges (e.g. has many tics, drug use, aggression, self-harm, self-injury, screaming and using aggressive language when arguing) but is able to do better when closely supervised and in a good mood. May not seem to care about the impact on other people OR is very aware of the distress it causes and is extremely sorry after the event.

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).

[Managing impulses and urges selfcare L4-6](#)

**Behaviour: Level 4**

Is able to control behaviour for limited periods of time when they are doing a specific activity, especially something the young person is interested in. Behaviour can be difficult sometimes but management strategies are helpful to the young person.

[Behaviour selfcare](#)

**Problem solving & managing stress: Level 5**

Avoids going to everyday activities such as school and clubs because they are too stressful and spends almost all leisure time with parents/carers. Gets upset when adults insist that they try to manage a situation (e.g. facing an exam, going to a family event) but can manage with adult support and special arrangements. Finds school stressful and takes some time off school feeling ill (sickness/tummy ache/diarrhoea/aches and pains/severe sleep problems).

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 selfcare](#)

**Difficult experiences (adversity): Level 2**

Has had some quite difficult experiences (e.g. early neglect, illness or disability, death in the family, parental physical or mental ill health) BUT has support within the family home, community and school AND psychological skills to move forward (can think positively and find enjoyment in life).

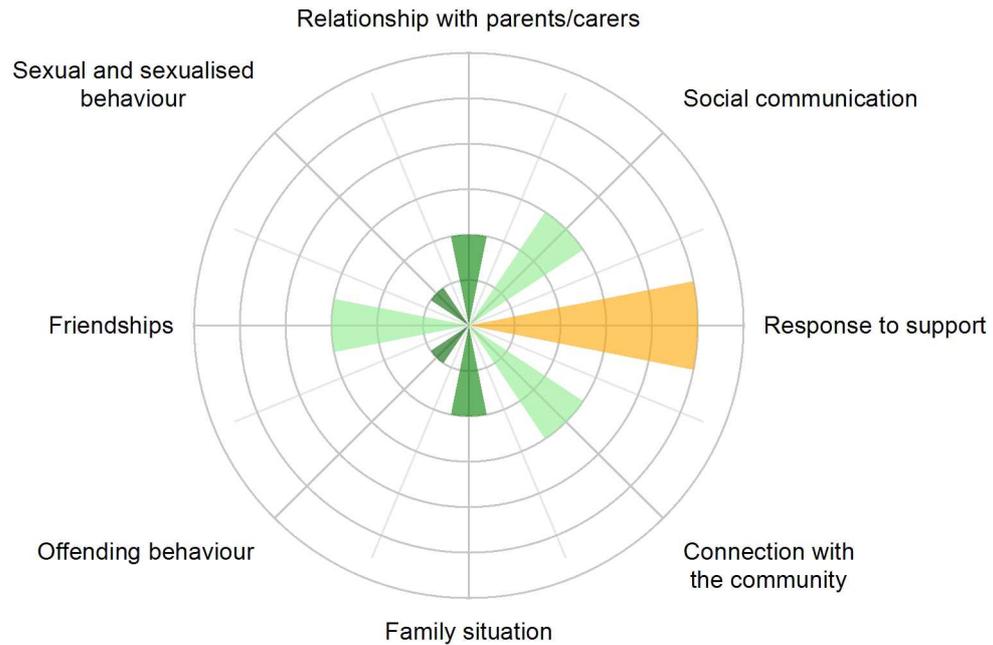
[Difficult experiences selfcare](#)

**Flexibility: Level 4**

Does not cope with changes easily without planning, advance information, explanations and support through the experience. The support can be reduced gradually over time (e.g. going into the support base in school but is then able to join lessons, can attend a club with parent supporting in the few sessions).

[Flexibility selfcare](#)

## Relating to people



### Dimensions Ratings:

#### Relationship with parents/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 selfcare](#)

#### 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 selfcare](#)

[Typical Difficulties of Children on the Autism Spectrum](#)

#### Response to support: Level 5

Prefers not to have any assessment or help or treatment but will agree if a respected adult can explain how and why it will help. The session might still be tense and the young person might need encouragement and support to stay there OR needs support from adults to do almost all tasks OR challenges adults in authority very openly and repeatedly but rarely is threatening.

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).

[Response to adults and accepting support selfcare](#)

#### Connection with the community: Level 3

Has some connections with their school community and does attend groups or clubs but these activities need to be supported by parents/carers for the young person to keep attending.

[Connection with the community selfcare](#)

**Family situation: Level 2**

Family situation is temporarily difficult and upsetting (e.g. short term parental ill health, recent separation of parents).

[Family Situation selfcare](#)

**Offending behaviour: Level 1**

No behaviour that could be a criminal offence.

**Friendships: Level 3**

Finds it hard to make and keep friends but will play/hang out in situations with other young people. May want friends but struggles to manage friendships OR does not really seem that interested in having closer friendships. Needs help from adults with friendship problems and needs some advice for how to manage friendships.

[Friendships selfcare](#)

**Sexual and sexualised behaviour: Level 1**

No unusual sexual behaviour for age.

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?	13-17
What is the person's gender?	Male
Which area do they live in?	Coventry
Does the person have a diagnosed learning disability (Global Development Delay)?	No

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

Sleep	4
Response to support	5
Connection with the community	3
Difficult experiences (adversity)	2
Hobbies & interests	4
Family situation	2
Offending behaviour	1
Health conditions	2
Exercise	3
Learning difficulties	2
Friendships	3
Flexibility	4
Sexual and sexualised behaviour	1
Attending school, college or training	4