

# Dimensions of Health and Wellbeing Profile

## Dimensions profile

This is your personalised Dimensions profile based on responses given on 07/08/2024. We **do not** store any profiles, you must **SAVE** the profile to your device (which will save a copy in your download folder). You can then choose to share the profile with someone who is supporting you.

This profile provides a summary of the ratings you have provided, identifying **strengths and areas where further support would be helpful**. The profile includes links to pdf documents which contain signposting to information or services based on your responses. This includes local and national support, apps, video/audio and/or reading.

**Note:** Remember to save or print this profile if you want to look at it again. You have 20 minutes from clicking **finish** to do this.

## How to use this profile

We recommend that you focus on the Dimensions documents in this order.

<b>Orange</b> or <b>Red</b>	Rating Level 5 or 6	Areas further support would be most beneficial
<b>Light Green</b> or <b>Yellow</b>	Rating Level 3 or 4	Areas further support would be helpful
<b>Dark Green</b>	Rating Level 1 or 2	Areas of strength but support may be helpful



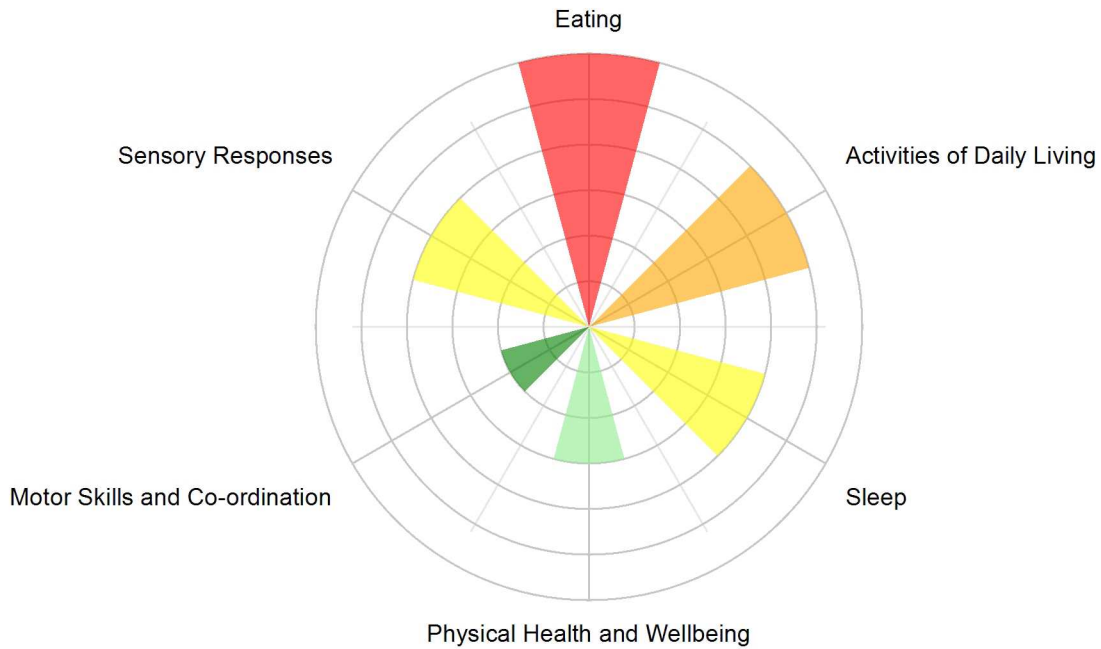
This icon on the profile indicates that there is link to a pdf document which contain signposting to information or services.

## Further Support

If you have any concerns that may not have been captured by the Dimensions tool, we 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 or a health professional such as a GP.

For further support and information about neurodiversity you may want to view the 'Information and Advice Booklet for Neurodivergent People and their Families' by following this link: [dimensions.covwarkpt.nhs.uk/News.aspx?NID=26](https://dimensions.covwarkpt.nhs.uk/News.aspx?NID=26)

## Body and Physical Wellbeing



### Dimensions Ratings:

#### Eating: Level 6

The young person refuses to eat enough food REGULARLY to sustain healthy weight and/or to meet nutritional needs, significant weight reduction noticed recently (past few weeks). This might involve eating very little or losing weight, being on medication, digestive issues, having rigid routines around food, over-eating, excessive exercise, use of laxatives, making themselves sick or having difficulties eating more than a small range of foods and textures of food.

As you have rated highly, we recommend you seek support from one of the support organisations on the flyer below or a healthcare professional (such as a GP).



[Eating Level 4-6 Child Self-care](#)

#### Activities of Daily Living: Level 5

The young person has significant difficulty participating in activities of daily living and this has a SIGNIFICANT impact on them. Sometimes young people can have difficulties in participating/completing activities of everyday life, and this may be due to:; physical differences (e.g. bed wetting, constipation and mobility issues), sensory (e.g. not liking smell or bathroom environment) or emotional (e.g. anxiety and not feeling safe to use toilet alone).

As you have rated highly, 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).



[Activities of Daily Living Level 2-6 Child Self-care](#)

#### Sleep: Level 4

The young person's difficulties with sleep have SOME impact on energy and engagement in activities of everyday living and/or emotional wellbeing through the day which may be noted/raised as a concern

by school staff members or adults. Sleep issues in young people may help to explain daytime sleepiness, changes in mood and behaviour and engagement in learning.



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

### **Physical Health and Wellbeing: Level 3**

The young person has physical health needs that have LITTLE impact on their mental wellbeing and everyday life. This may include long term health (e.g. diabetes, heart conditions, asthma or cancer), neurological (e.g. epilepsy), musculoskeletal (e.g. hypermobility), gastrointestinal conditions (e.g. chronic constipation) and/or the effect of hormones or medication on wellbeing.



[Physical Health and Wellbeing Level 2-6 Child Self-care](#)

### **Motor Skills and Co-ordination: Level 2**

The young person has difficulties with motor skills and/or coordination, but this has a MINIMAL impact on them. Difficulties with motor skills has an impact on a young person's coordination and may present as:; spilling or bumping into things, falling over, having poor posture and balance, and having difficulties with handwriting. Both motor skills and coordination difficulties can have an impact on school/college performance, social engagement, self-care, play, self-esteem, and confidence.



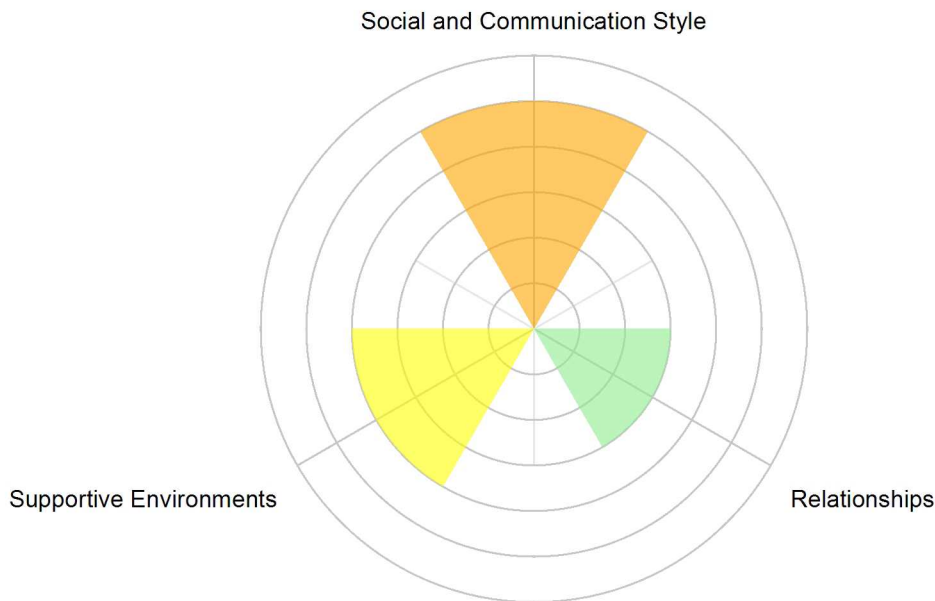
[Motor Skills and Co-ordination Level 2-6 Child Self-care](#)

### **Sensory Responses: Level 4**

The young person has some difficulty with sensory preferences and this has SOME impact on everyday life. Sensory preferences can vary, young people may enjoy specific sensations which help them feel calm (e.g. rocking or chewing). Whereas some sensations (e.g. loud noises) may be overwhelming and the young person may respond with frustration, irritation and/or withdrawing themselves.



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



### Dimensions Ratings:

#### **Social and Communication Style: Level 5**

The young person is RARELY able to express their needs, understand and be understood by others. Differences in communication style may affect a young person's ability to express their needs, understand or be understood by others. For example, a young person who is non-speaking may struggle to express their needs when they are in pain.

As you have rated highly, 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).



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

#### **Relationships: Level 3**

The young person has LITTLE difficulty in forming and/or sustaining relationships with others. Sometimes, it can be difficult for young people to form relationships, understand what typical relationships look like, and/or process these relationships and their boundaries. This may be due to not interpreting social cues, preference for routine or schedules, not knowing how to connect or engage, not knowing what is appropriate to say or how to express their feelings.



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

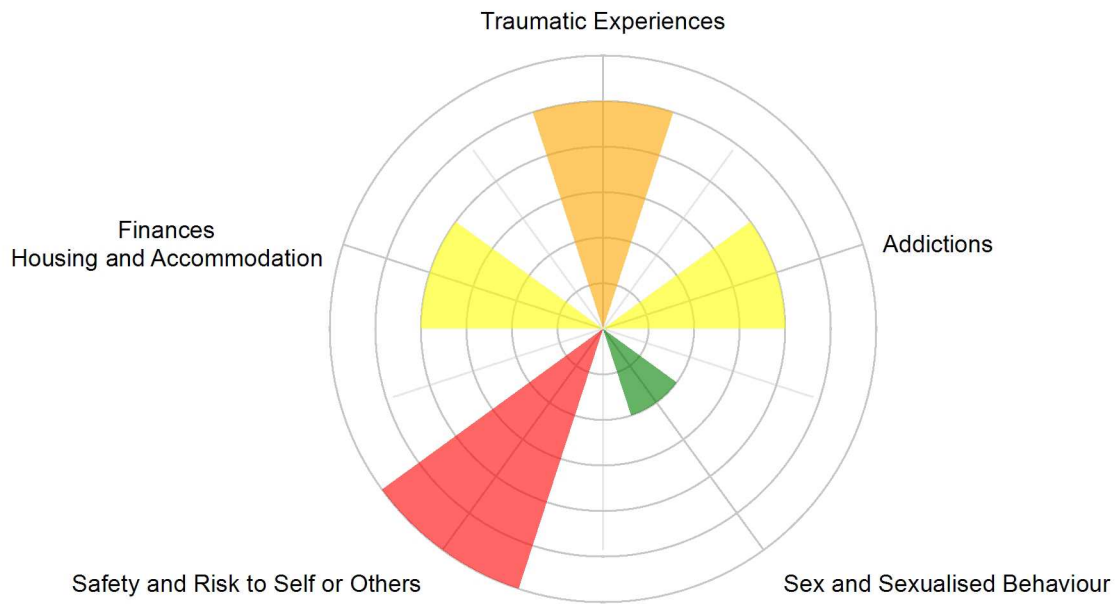
#### **Supportive Environments: Level 4**

The young person's environments are OCCASIONALLY supportive and does not meet their needs. A supportive environment is one that meets a young person's social, physical and emotional needs. An environment that is not supportive or accessible can affect a young person's level of distress and their engagement in everyday life.



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

## Safety and Risk



### Dimensions Ratings:

#### **Traumatic Experiences: Level 5**

The young person has experienced traumatic events, that have a **SIGNIFICANT** impact on distress levels and everyday life. Young people may have experienced one or more events that cause disruption, distress, and suffering. There is no wrong or right way to experience or process trauma and the response may look different for different young people (e.g. crying or difficulties attending school following a traumatic event).

**As you have rated highly, we recommend you seek support from one of the support organisations on the flyer below or a healthcare professional (such as a GP).**

#### **Addictions: Level 4**

The young person has reduced control over their habits, and this has **SOME** impact on their everyday life. Whilst some habits are managed by the young person or supervised by an adult (e.g. limiting time for watching television), other habits can become uncontrollable and lead to addictions (e.g. smoking tobacco). This can be risky and have a negative impact on their wellbeing, social relationships and everyday life.



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

#### **Sex and Sexualised Behaviour: Level 2**

The young person **RARELY** displays and/or engages in sexual behaviours that are harmful and inappropriate for their age/developmental stage. Some young people may struggle to recognise when their sexualised behaviours are inappropriate or harmful towards themselves or others (e.g. exposing or touching themselves in public, viewing or sharing nude/explicit material online and underage sexual relationships).



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

### **Safety and Risk to Self or Others: Level 6**

The young person REGULARLY experiences thoughts of suicide, self-harm or risk to others, has attempted in the past and has active intentions to act on this. Self-injury may include hitting, biting, picking or scratching themselves. Self-harm may be deliberately cutting, burning, hitting or scratching themselves. Some young people may also pose a risk to others which may include physical violence, damage to property and/or criminal behaviour.

As you have rated highly, we recommend you seek support from one of the support organisations on the flyer below or a healthcare professional (such as a GP).



[Safety and Risk to Self or Others Level 2-6 Child Self-care](#)

### **Finances, Housing and Accommodation: Level 4**

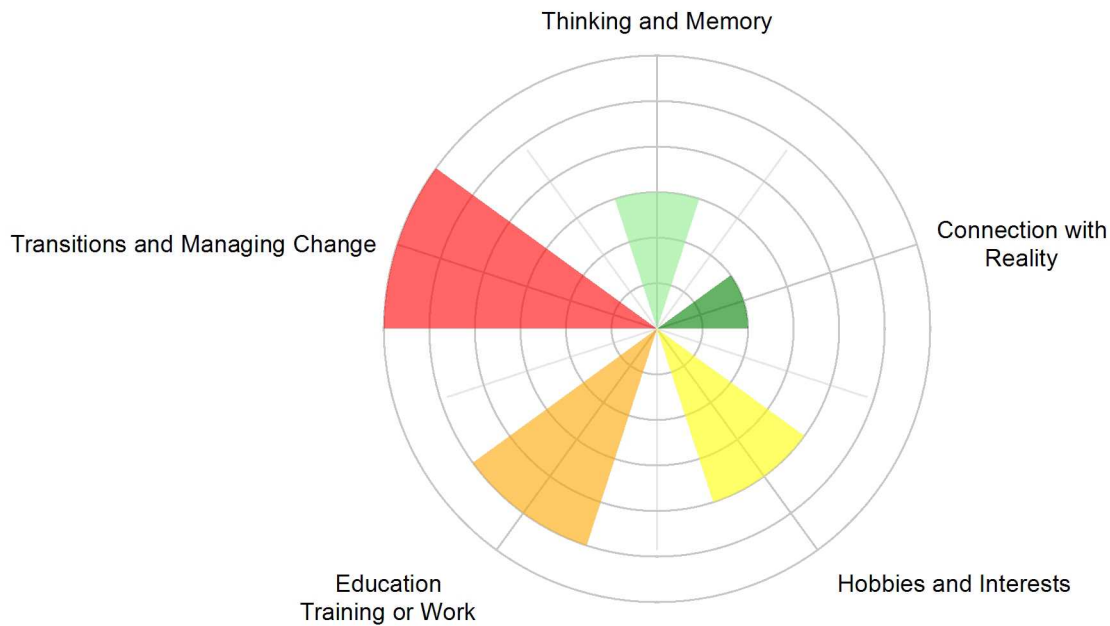
The young person may have some difficulties with the financial and/or housing/accommodation situation and this has SOME impact on physical and/or mental wellbeing. Financial strain may affect children and young people through feeling helpless, deprived or neglected and also difficulties managing their own finances (e.g. pocket money). Poor housing may reduce stability for a young person and affect their physical and mental health and overall wellbeing.



[Finances, Housing and Accommodation Level 2-6 Child Self-care](#)



## Thinking and Learning



### Dimensions Ratings:

#### Thinking and Memory: Level 3

The young person's thinking and memory skills have a LITTLE impact on their everyday life. Children and young people may have difficulty with their thinking and memory skills. This may include difficulties with attention, concentration, memory, processing of new information, decision making, problem solving and planning and organisation of themselves and tasks.



[Thinking and Memory Level 2-6 Child Self-care](#)

#### Connection with Reality: Level 2

The young person experiences a loss of contact with reality, but this RARELY causes them distress or puts them or others at risk. Loss of contact with reality can lead to severe distress. They may be seeing, hearing, tasting or feeling things that do not exist outside of their own mind but can feel very real to them. They may not be able to accept that what they believe is untrue or not shared by others. They may have disturbed, confused and disrupted thoughts.



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

#### Hobbies and Interests: Level 4

The young person has active hobbies and interests that they are OCCASIONALLY able to access. Sometimes, it may be difficult for a young person to access their hobbies and interests or for parent/carers to support them. This could be due to money or time/schedule difficulties and mobility or movement difficulties (e.g. being a wheelchair user may make it difficult to engage in specific sports) amongst other reasons.



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

### **Education, Training or Work: Level 5**

The young person FREQUENTLY struggles to access and/or engage in education, training and/or work. Sometimes, the social environment (e.g. friendship issues or bullying), rigid structure, sensory challenges, academic demands, lack of resources or teaching style at school or training may affect attendance, engagement levels and learning.

As you have rated highly, 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).



[Education, Training or Work Level 2-6 Child Self-care](#)

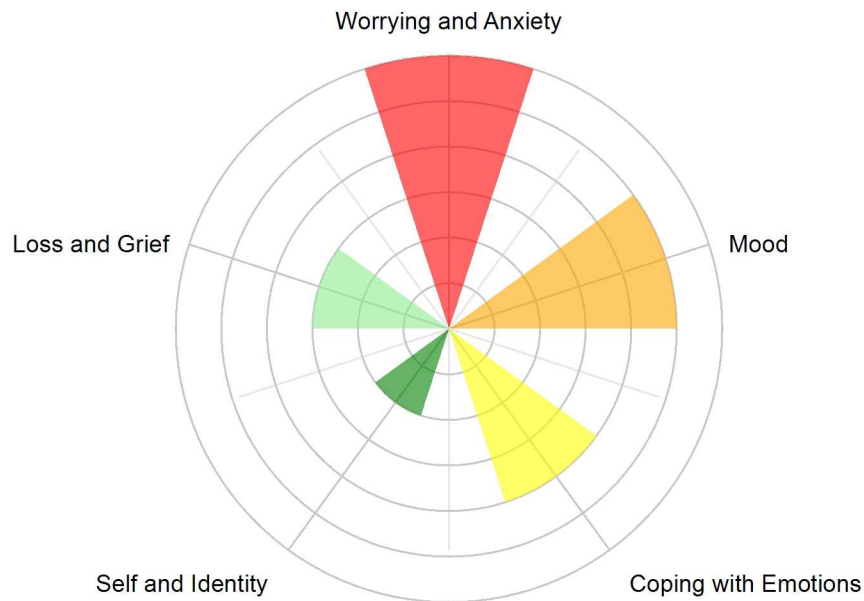
### **Transitions and Managing Change: Level 6**

Change has a SEVERE impact on everyday life and/or young person has no support. Some young people may struggle to cope with change and may respond with anxiety, difficulties adjusting to the new environment/situation or avoidance.

As you have rated highly, 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).



[Transitions and Managing Change Level 2-6 Child Self-care](#)



### Dimensions Ratings:

#### **Worrying and Anxiety: Level 6**

The young person's difficulties with anxiety have a SEVERE impact on daily life, has a diagnosis of an anxiety disorder. Feelings of worry, being scared, afraid and nervous may impact on a young person's attention, socialising, sleep and involvement in daily activities. They may also experience physical feelings such as feeling shaky, being sick, funny feeling in the stomach, heart palpitations or panic attacks.

As you have rated highly, 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 Level 2-6 Child Self-care](#)

#### **Mood: Level 5**

The young person's difficulties with mood have a SIGNIFICANT impact on everyday life. This may be noted/raised as an area of concern by others. Mood changes can have an impact on a young person's everyday life which may explain behaviours such as:; slowing down, getting agitated and/or moving more than usual. Changes with sleeping and eating habits or patterns may be noticed.

As you have rated highly, 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).



[Mood Level 4-6 Child Self-care](#)

#### **Coping with Emotions: Level 4**

The young person OCCASIONALLY has difficulty in coping with their emotions, needs occasional support (from others and/or to use coping strategies themselves). For young people to be able to cope with their emotions they first need to notice and identify their emotions, understand why they feel the

way they do and know that it's ok to feel these emotions. At times young people can select how to respond, other times they can't, and they may react with agitation, outbursts, harm to self or others.



[Coping with Emotions Level 2-6 Child Self-care](#)

**Self and Identity: Level 2**

The young person has a good understanding of who they are, they like who they are, and this may have MINIMAL impact on their confidence and self-esteem levels. Young people may sometimes struggle to understand who they are, their personality, what they like about themselves or alter their behaviours depending on the environment. This may affect a young person's self-esteem, confidence, determination, and a sense of belonging.



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

**Loss and Grief: Level 3**

The young person has an experience of loss, and this has a LITTLE impact on them and/or their everyday life. Grief is a response to loss, and this may look different for different young people such as, sadness and crying. There may be changes in behaviour and you may have difficulty processing the loss, getting out of bed in the morning and engaging with family members or friends



[Loss and Grief Level 2-6 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.

Question:	Response:
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?	Female
Which area do they live in?	Warwickshire

Dimension:	Level (0-6):
Worrying and Anxiety	6
Mood	5
Eating	6

Coping with Emotions	4
Thinking and Memory	3
Connection with Reality	2
Social and Communication Style	5
Self and Identity	2
Activities of Daily Living	5
Sleep	4
Traumatic Experiences	5
Addictions	4
Hobbies and Interests	4
Physical Health and Wellbeing	3
Sex and Sexualised Behaviour	2
Education, Training or Work	5
Safety and Risk to Self or Others	6
Loss and Grief	3
Motor Skills and Co-ordination	2
Relationships	3
Finances, Housing and Accommodation	4
Supportive Environments	4
Transitions and Managing Change	6
Sensory Responses	4