

### Check 3 for Communication and Behaviours - highlight any that fit for your child

Name \_\_\_\_\_ Date \_\_\_\_\_

- eye contact wavers
- difficulty with developing/ maintaining friendship
- good superficial sociability
- sensory difficulties – hyper-sensitive – easily over-stimulated
- echolalia (repeating what others say rather than creating own sentences/ language)
- temper tantrums (these always stem from shock, fear or distress)
- young, delayed, unusual, little imagination
- inappropriate behaviour for age group
- no typical empathy but feels what others are feeling to an enhanced extent
- process information in a different way – may see detail but not the whole
- can't extract overall meaning from conversation/ situations, visually/ orally
- can't predict future events, imagine what it will be like, recognise similarities from past events
- therefore doesn't like change/ can't change quickly – can't change picture in mind
- can't process quickly what is being said to them, therefore may ignore
- take everything literally – 'in a minute' – so feels like people often lie
- hate sarcasm and teasing – it really distresses them
- better with factual instructions – they can make a picture of these and then carry out
- can't not do a negative – 'don't run' can give them a compulsion to run as it gives them a picture
- may appear sociable and chatty, but often this is a learnt response rather than their own
- language is learnt by rote rather than mixing and matching to make their own
- the meaning behind what others say is lost
- words retain the same meaning, rather than being adapted to tone of voice or circumstances
- emotive language is limited (how others think/ feel)
- make socially inappropriate comments, using what they have heard, in the wrong context
- more interested in themselves than other people
- often talk about things that interest them rather than other person
- socially delayed – but this may not be initially obvious
- can't see signs of boredom/ assume common knowledge, even when person could not possibly know
- can't discuss and negotiate

***These criteria are collected from various sources and validated by my daily experiences working with children over many years, as a teacher, learning support teacher, SENCO and deputy head of a hospital school, and latterly running NatureKids with those who couldn't cope in school/ home.***

***If you highlight many of these aspects, these criteria are linked to Speech and Language development, especially Semantic Pragmatic type difficulties. These are neurological, not low ability, and the right natural therapies and support can bring about rapid improvement and often very good communication.***