

## Nurturing Approach Planning Sheet – Developmental & diagnostic strands

Name: EXAMPLE			Date Planned
Description	Score	What this shows (a high score)	Recommendations to support development of these skills
A. Gives purposeful attention	14/20	Helps the teacher and is biddable, gives attention, can meet basic requirements and is interested and willing to become involved.	Break instructions down into steps. Clear steps to success (visual). Make tasks short and gradually extend (use of a timer).
B. Participates constructively.	7/12	Some purposeful involvement with people and events and some autonomy of functioning and learning.	Engage activities that involve working with another child and supervise closely prompting him to take turns and share.
C. Connect up experiences	7/12	Self-motivated, capable of coherent and sustained thinking and relates events to each other.	Keep ongoing work in a folder/tray and continue to work on until complete. Take photos of experiences or stages of shared experiences to be discussed.
D. Shows insightful involvement	11/20	Has an alert interest in events can respond positively to new experiences aware of feelings of others shows empathy and trust needed to interact socially.	Encourage friendships with peers and involve in adult conversations and interactions (e.g. during snack)
E. Engages cognitively with peers.	3/8	Adapts flexibly and interacts purposefully and constructively with others.	Put into a small group for activities and games.
F. Emotionally secure	7/12	Is secure and self-accepting, has a sense of worth, trusts others and is secure in their regard.	Make eye contact before giving instructions or making requests. Allow to keep pieces of work/belongings in a safe place for future use.
G. Is biddable and accepts constraints.	10/16	Is able to function and conform in a group has regard for others and accepts organisational constraints.	Give time to stop and tidy up after an activity rewarding for compliance. Praise children who <b>are</b> listening and paying attention when some are not.
H. Accommodates to others	8/20	Can express own needs and accept/accommodate those of others and accept group constraints.	Put into a situation where sharing and turn taking are modelled and enforced (small group activities, circle time etc.)
I. responds constructively to others.	4/8	Can identify with others and become part of their world respects their needs and is considerate and helpful.	Encourage to act as role model/teacher to another child and Assist them in developing play and work activities.
J. Maintains internalised standards.	6/8	Has internalised constraints leading to personal organisation and self-control.	Teach traditional playtime games. Put them into situations where they will inevitably <b>lose</b> at some point (jenga, dominoes and bingo) to allow them to learn how to cope with this.

Beyond the Boxall Profile: <http://nurturegroups.org/publications/essential-boxall/beyond-boxall-profile-strategies-and-resources>

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Description		What this shows (a high score)	Recommendations to support development of these skills
Q. Disengaged.	5/12	Lacks interest and motivation leading to a difficulty in making attachments.	Include proprioception activities as a part of daily sensory diet. Give lots of individual attention in order to build an initial relationship. Keep tasks short and move quickly onto another task if interest is lost.
<b>R. Self –negating</b>	<b>12/12</b>	Insecure, fragile sense of self-image and self –defeating attitudes. Usually sensitive about his/her worth.	<b>Allow time to play in front of /around a mirror alone or with a friend. Play games where they learn to lose sometimes. Give lots of rewards for personal achievements and involve the rest of the class in congratulating.</b>
		Diagnostic Profile– second cluster	: Undeveloped behaviour.
S. Makes undifferentiated attachments.	7/12	Shows no defined awareness of self and indiscriminately seeks any attachment available.	Foster a good relationship with one adult in the room, giving attention when requested, even initiating contact at times (high five), then encouraging extending this to other adults.
<b>T. Shows inconsequential behaviour.</b>	<b>9/16</b>	Impulse driven does not reflect on monitor or direct own behaviour. Personal organisation and identity are undeveloped.	Explain and redirect inappropriate behaviour and stop to point out when mistakes are made. Use times to give a set time to stay on task extending gradually (group / individual)
U. Craves attachment reassurance	7/8	Is seeking attachment and needs a close and supportive relationship. Has deep insecurity about personal worth and adult regard.	Foster a good relationship with one adult in the room. All adults give praise for small achievements and be consistent with rewards and sanctions.
		Diagnostic Profile– third cluster	Unsupported development
V. Avoids/rejects attachments.	13/16	Has a profound lack of trust in others, resists making attachments.	Encourage attachment to an adult and informal interaction with peers whenever possible.
W. Has undeveloped/insecure sense of self	11/16	Has internalised profound insecurity showing an uncertain and ambivalent attitude towards self.	Use every opportunity to praise and reward for efforts in behaviour and working to avoid responding to negative behaviours (reward others instead for appropriate behaviour.)
<b>X. Shows negativism towards self.</b>	<b>14/16</b>	<b>Feels undervalued and is nursing a severely injured sense of self. Expressed in self damaging anger, silent negativism or projected onto others.</b>	<b>Show genuine pleasure in their achievements no matter how small, and give specific praise. Have an achievement and effort display in the classroom.</b>
Y. Shows negativism towards others.	17/20	Oversensitive to real or imagined slight or threat resulting in defensive and resentful behaviour and anger directed at others.	Offer support, affection and approval for effort and talk through problems/outbursts when they have calmed down sufficiently pointing out alternative strategies to try.
Z. wants grabs disregarding others.	4/8	If scores are high above- Has the intention of depriving others through anger and aggression. If scores low in Developmental – Greedy behaviour of undeveloped child.	Assign turn taking and queuing whenever appropriate to do so, assigning places so that everyone has the chance to experience first and last.

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Identified Difficulties OR <b>Desired outcomes</b>			Start Date:	Review Date:
Identified Difficulties OR <b>Desired outcomes</b>	Targets to be achieved. OR <b>By Whom/frequency</b>	Measured by (Success criteria/positive targets) <b>How will we know this has been achieved</b>	Possible activities, Strategies & resources. <b>Actions required</b>	Results/Outcomes <b><u>Progress</u></b>
Follow multi-step instructions with visual support.	School:  Home:	Completes tasks with 2–3 steps using visual prompts with minimal adult prompting.  Increased independence and reduced need for adult redirection during tasks.	Use visual step-by-step instructions for tasks (e.g. “First – Next – Then” boards).  Introduce a timer to help manage task duration and build stamina.  Provide short, achievable tasks and gradually increase length as attention improves.  Plan structured paired activities (e.g. building, drawing, sorting games) with clear roles.  Use positive reinforcement (e.g. stickers, praise) for focused attention and cooperative play.  Model and role-play turn-taking and sharing before activities.  Use social stories or visuals to reinforce expectations for group work.	

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<p>Participate in paired or small group activities, demonstrating turn-taking and shared responsibility.</p>	<p>School:</p>           <p>Home:</p>	<p>Child engages in at least one peer interaction per session with minimal adult prompting.</p> <p>Child takes turns and shares in 2 out of 3 observed group tasks.</p>	<p>Plan regular small group games and tasks (e.g. board games, building challenges, storytelling).</p> <p>Use visual prompts and role-play to model expected behaviours.</p> <p>Assign clear roles within group tasks to support structure and reduce anxiety.</p> <p>Provide positive reinforcement for cooperative behaviour.</p> <p>Use social stories to prepare for group work and reinforce expectations.</p> <p>Rotate group members to encourage flexibility and broaden peer relationships.</p>	
<p>Demonstrate increased emotional security by accepting praise, trusting adults, and showing confidence in routines and transitions.</p>	<p>School:</p>           <p>Home:</p>	<p>Accepts praise without deflecting or withdrawing in at least 3 out of 5 observed instances.</p> <p>Transitions between activities with reduced anxiety or need for reassurance.</p>	<p>Make eye contact and use the child's name before giving instructions or praise to build connection.</p> <p>Allow the child to store special work or belongings in a designated "safe place"</p>	

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		Shows pride in their work and willingly stores or shares it.	<p>(e.g. a personal drawer or folder).</p> <p>Use positive reinforcement and specific praise (e.g. “You worked really hard on that drawing!”).</p> <p>Maintain predictable routines and give advance warnings for changes.</p> <p>Use a feelings check-in at the start and end of the day to help the child reflect on their emotional state.</p> <p>Encourage the child to share achievements with trusted adults or peers.</p>	
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Beyond the Boxall Profile Plan:

<http://nurturegroups.org/publications/essential-boxall/beyond-boxall-profile-strategies-and-resources>

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### Recommended strategies – Child X

Continued use of restorative conversations with peers and adults

Use of wondering aloud to help X verbalise/explore feelings “I wonder if you feel like that because x,y,z ”

Modelling of appropriate responses/alternative consequences through role play with puppets, play and drama

Use of narratives to externalise the issue from X. Using a script discussing something close to what X has done with another child’s name and asking him “What do you think child x could have done”. This could be done using puppets or role play eliciting his help to solve the problem.

Continuation of position of responsibility.

Finding STRENGTHS and INTERESTS. Building on these.

Support for activities that involve working with another child closely supervised using prompting to take turns and share

Time to play in front of /around a mirror alone or with a friend.

Playing games where X is given the opportunity to lose and win and support for him when he loses

Lots of positive feedback for personal achievements and involve the rest of the class/family in congratulating

Support for working memory, simple, concise instructions using X’s name

Organisation charts/checklist/visuals to help X to plan and organise his things

Giving X warnings RE new events/changes to her environment

Preparation for transition to the new teacher/classroom

Use of a visual timetable to help X cope with brief independent times away from adults and peers. If the visual timetable is too difficult for X to use of a now and next board in addition to this with just two activities on to be followed by free choice/motivating activity after completion.

Support understanding of his behaviour and the predictable consequences “When I do this, this happens; when you do this, this happens’

Contained control - limiting choices to choosing between two things and make the choice for X if necessary

Support to develop self-regulation skills through self-regulation scripts (please see scripts enclosure), predictable, repetitive language in use.

Positive feedback diary – writing in the diary three things that X has enjoyed at school/that has went well for him at the end of the day. Evidencing this using visuals when possible (e.g. photographs, drawings)