

NDRC – NEURO-DEVELOPMENTAL DISORDERS OF RELATING & COMMUNICATION - FUNCTIONAL EMOTIONAL DEVELOPMENTAL LEVELS

Child:	Caregiver:		Examiner:		Date:	Diagnosis:	
	1	2	3	4	5	6	7
<p>Draw line through To highest level (1-6) child has reached</p> <p>The more robust and qualitative, the higher the rating.</p>	Not reached	Barely even with support-very intermittent (very in and out)	With persistent and/or predictable support has islands of this capacity	With structure and scaffolding, given high affect, gestural, language, sensorimotor support can expand	Not at age-expected level, immature-fragmented; may be cyclical but comes back for more	Age-appropriate level but vulnerable to stress and/or with constricted range of affects	Age-appropriate level with full range of affect states.
Functional Capacities							
<p>I. Self-Regulation And Attention</p> <p>Take in sights and sounds and maintain shared attention</p>							
<p>II. Engagement And Relating</p> <p>Woo another or be wooed, stay engaged through emotions</p>							
<p>III. Use Affect to Convey Intent - Two Way Communication</p> <p>For requests, emerging back and forth interactions</p>							
<p>IV. Behavioral Organization Problem Solving</p> <p>Continuous flow of affective interactions with people for shared social problem solving</p>							
<p>V. Creates and Elaborates With Symbols</p> <p>.Represents ideas and emotional themes .</p>							

VI. Emotional Thinking Logical –Abstract Bridges ideas, elaborates and can reflect on actions, motives, aware of time and space							
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1 -> 4: Child requires caregiver support; 5 -> 6: Child attains developmental level independently but constricted; 7: Age appropriate

INDIVIDUAL DIFFERENCES

Regulatory Capacities (reactivity)	Motor Planning	Auditory->Verbal Receptive Processing (in back and forth reciprocal interactions for communication)	Auditory->Verbal Expressive Processing (in back and forth reciprocal interactions for communication)	Visual Spatial Processing	Praxis - Executive Function - Prefrontal cortex <i>orchestrating information for function.</i> Praxis is the moment from which one faces the future with the resources gained from the past experiences.

<p><i>Indicate +1 = hyper -1 = hypo ± = both</i></p> <p><i>responsivity in each sensory domain</i></p> <p>___ auditory ___ visual ___ tactile ___ vestibular ___ proprioceptive ___ tastes ___ odors</p> <p>Dominant Functional Profile (Describe):</p>	<p><i>Can sequence purposeful gestures and actions, to obtain desires, to -</i></p> <ol style="list-style-type: none"> 1. Simple physical actions to indicate desires (gaze, reach) 2. Physically mirror gestures 3. Physically imitate gesture 4. Imitate physical actions with purpose. 5. Obtain desires 6. Problem solve steps with body to move in space to interact with people & objects in environment <ul style="list-style-type: none"> - for exploration. - for function and purposeful use of toys - for self help - for back and forth interactions with family and peers. <p>(# ___steps recorded)</p>	<p><i>Auditory processing and discrimination contributes to the child's ability to attune and orient auditory environment, to comprehend words (w) (with benefit of signs/gestures (s) and/or visual (v) strategies. This enables the child to -</i></p> <ol style="list-style-type: none"> 1. Orient to the auditory source in the environment (auditory figure ground). 2. Attune to key tones in another's vocalizations. 3. Respond to key gestures in another interaction. 4. Respond to key words in another interaction. 5. Switch auditory attention back and forth between self and others (self monitor, other monitor & integration) 6. Follow directions (record # ___). 7. Understand questions (how, who, what, where, when, what if, if then). 8. Engage in conversations with abstract ideas. 	<p><i>Expressive language contributes to the child's capacity to communicate. The child uses -</i></p> <ol style="list-style-type: none"> 1. Mirroring gestures with intention to communicate. 2. Mirror vocalizations with the intention to communicate. 2. Intentional use of unique non-verbal gestures to convey intentions. 3. Intentional use of affective tones and sounds to convey intentions. 4. Uses single meaningful words to convey intentions, actions and desires. 5. Uses two word phrases meaningfully. 6. Uses sentences meaningfully. 7. Uses phrases and sentences in back and forth exchanges with a logical flow. 	<p><i>Visual processing enables the child to use visual spatial strategies systematically to explore and discriminate desired objects. The child can -</i></p> <ol style="list-style-type: none"> 1. Observe and focus on desired object 2. Alternate gaze (initiate joint attention visually) 3. Follow another's gaze to determine the object of their attention and their intent. (respond visually) 3. Switch visual attention back and forth between self and other (self monitor, other monitor & integration) 4. Differentiate salient visual stimuli from background stimuli (visual figure ground) 5. Actively search for object she sees hidden 6. Can explore two areas of room and search for desired object 7. Can explore more than two areas with active visual assessment of space, shape and materials. 	<p><i>Praxis encompasses all of these individual processing differences as it depends on the child's -</i></p> <ul style="list-style-type: none"> - Ideation - Planning - Sequencing - Execution - Adaptation <ol style="list-style-type: none"> 1. Initiates ideas in play with clear goals and purpose. 2. Is able to associate sensory perceptions from the body, visual system, auditory system to develop a plan. 3. Develop the steps of the sequence (# steps - 1, 2,3, 4 4. Execute the steps and persist. 5. Adapt plan if it does not work or is interfered with by another's action.
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Instructions: Identify child's functional capacities based on observations (o) and parent reports using operational criteria. Match operational criteria with "algorithms" for each NDRC subtype I-IV. (validate with FEAS)