

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

Child:	Caregiver:		Examiner:		Date:	Diagnosis:	
	1	2	3	4	5	6	7
<p><b>Draw line through To highest level (1-6) child has reached</b></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.
<b>Functional Capacities</b>							
<p><b>I. Self-Regulation And Attention</b></p> <p>Take in sights and sounds and maintain shared attention</p>							
<p><b>II. Engagement And Relating</b></p> <p>Woo another or be wooed, stay engaged through emotions</p>							
<p><b>III. Use Affect to Convey Intent - Two Way Communication</b></p> <p>For requests, emerging back and forth interactions</p>							
<p><b>IV. Behavioral Organization Problem Solving</b></p> <p>Continuous flow of affective interactions with people for shared social problem solving</p>							
<p><b>V. Creates and Elaborates With Symbols</b></p> <p>.Represents ideas and emotional themes .</p>							

<b>VI. Emotional Thinking</b> <b>Logical –Abstract</b> 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

<b>Regulatory Capacities (reactivity)</b>	<b>Motor Planning</b>	<b>Auditory-&gt;Verbal Receptive Processing</b> (in back and forth reciprocal interactions for communication)	<b>Auditory-&gt;Verbal Expressive Processing</b> (in back and forth reciprocal interactions for communication)	<b>Visual Spatial Processing</b>	<b>Praxis - Executive Function - Prefrontal cortex</b> <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><b>Dominant Functional Profile (Describe):</b></p>	<p><i>Can sequence purposeful gestures and actions, to obtain desires, to -</i></p> <ol style="list-style-type: none"> <li>Simple physical actions to indicate desires (gaze, reach)</li> <li>Physically mirror gestures</li> <li>Physically imitate gesture</li> <li>Imitate physical actions with purpose.</li> <li>Obtain desires</li> <li>Problem solve steps with body to move in space to interact with people &amp; objects in environment <ul style="list-style-type: none"> <li>for exploration.</li> <li>for function and purposeful use of toys</li> <li>for self help</li> <li>for back and forth interactions with family and peers.</li> </ul> </li> </ol> <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"> <li>Orient to the auditory source in the environment (auditory figure ground).</li> <li>Attune to key tones in another's vocalizations.</li> <li>Respond to key gestures in another interaction.</li> <li>Respond to key words in another interaction.</li> <li>Switch auditory attention back and forth between self and others (self monitor, other monitor &amp; integration)</li> <li>Follow directions (record # ___).</li> <li>Understand questions (how, who, what, where, when, what if, if then).</li> <li>Engage in conversations with abstract ideas.</li> </ol>	<p><i>Expressive language contributes to the child's capacity to communicate. The child uses -</i></p> <ol style="list-style-type: none"> <li>Mirroring gestures with intention to communicate.</li> <li>Mirror vocalizations with the intention to communicate.</li> <li>Intentional use of unique non-verbal gestures to convey intentions.</li> <li>Intentional use of affective tones and sounds to convey intentions.</li> <li>Uses single meaningful words to convey intentions, actions and desires.</li> <li>Uses two word phrases meaningfully.</li> <li>Uses sentences meaningfully.</li> <li>Uses phrases and sentences in back and forth exchanges with a logical flow.</li> </ol>	<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"> <li>Observe and focus on desired object</li> <li>Alternate gaze (initiate joint attention visually)</li> <li>Follow another's gaze to determine the object of their attention and their intent. (respond visually)</li> <li>Switch visual attention back and forth between self and other (self monitor, other monitor &amp; integration)</li> <li>Differentiate salient visual stimuli from background stimuli (visual figure ground)</li> <li>Actively search for object she sees hidden</li> <li>Can explore two areas of room and search for desired object</li> <li>Can explore more than two areas with active visual assessment of space, shape and materials.</li> </ol>	<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"> <li>Ideation</li> <li>Planning</li> <li>Sequencing</li> <li>Execution</li> <li>Adaptation</li> </ul> <ol style="list-style-type: none"> <li>Initiates ideas in play with clear goals and purpose.</li> <li>Is able to associate sensory perceptions from the body, visual system, auditory system to develop a plan.</li> <li>Develop the steps of the sequence (# steps - 1, 2,3, 4 .....</li> <li>Execute the steps and persist.</li> <li>Adapt plan if it does not work or is interfered with by another's action.</li> </ol>
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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)