**Instructions:**

* **Please proofread the paragraphs below and return to** [**andrea.anguera@potentialplusuk.org**](mailto:andrea.anguera@potentialplusuk.org) **together with your application form.**
* **You can proof it electronically with track changes and comments or print it to complete it by pen.**

**This is from the observations section of a recent assessment report. For context, the child is 5 years and 3 months old.**

Oscar was happily playing with his parents upon meeting the assessor. He was able to seperate from them and join the assessor in the assessment room wearing a smile; there he moved around the whole space touching all furniture and pacing while chatting informally to the assessor.

When the first formal test was going to start (and at different points during the assessment), he was asked whether he wanted to stand up or sit down. He initially chose to sit down but he moved constantly throughout the day. Oscar, neeled on the chair, sat on its edge, stood up, paced, pulled and pushed all drawers and tables, fidgeted with the table’s cable-hole cover, and rocked his chair while standing up (which resulted twice in the chair falling to the floor). Oscar was allowed these behaviours as they could result from sensory differences and because he was unable to remain still.

Oscar needed closed questions to be able to respond to the assessor when talking about his interests, home and school experience as he will otherwise talk about unrelated themes. The assessor tried to explore some of these themes and comments, but Oscar wood not engage in two-way conversations. In fact he would talk at the assessor rather to the assessor.

All instructions needed being broken down and repeated. Practise had to be extended for all the IQ tests and all the memory tests to ensure Oscar followed them. His compliance seem to be related to a number of issues, not listening due to distractions, being too impulsive to control his response, an forgetting what he was doing. For example Oscar started tasks or gave a response before listening to question; he immediately gave a verbal answer or point to a response without thinking – only to correct himself if the assessor remained quiet and didn’t acknowledge his first (usually wrong) answer (this self-correction, however, was not possible on some of the computer tasks, where only the first response is taken.)

Despite these behaviours, Oscar was happy to participate and was always curious about the tasks, wanting to know what they where. He smiled throughout and was friendly to the assessor. Despite his lack of eloquence, Oscar talked about is teachers, school and what he enjoys doing.

Oscar was able to come back to the assessment room after breaks without difficulties, and asked for a well deserved sticker at the end of the day.