

# the school years toolkit

hope making a difference choice understanding friendly  
 other quality understanding dedication hope enthusiastic specialist compassion  
 personal community people together help care understanding specialist dedication safe local support trust depe  
 equality care choice independence respect community trust together quality b  
 tion hope enthusiastic specialist compassion safe health service local dependable help equality care d

## Difficulties you may see and ideas for what to do

**Please note** - if a child loses a skill they had already developed, this is a cause for concern. You should refer them to their GP and to CYPIT.

### How to use the table:

- Identify your main concern.
- Look through the observations column on the left to find the most appropriate description of the area of difficulty.
- Use the links to view the suggested advice sheets.



**Please note:** Some observations may have more than one recommended advice sheet.

We suggest you look at each advice sheet and either choose an individual sheet or combine activities from each sheet. This decision will depend on your observations of the child.

The advice sheets **specify a time period for the activities to be implemented** and ask you to complete an activity tick list to monitor change. **After this time, if no improvement has been noted, please contact CYPIT by calling the telephone advice line.**

If your concern or observation is not listed on the table, please contact us on our advice line:

**CYPIT Service, Triage Team, BHFT Single Point of Entry**

**Call: 0118 989 3110**

**Email: Bks-tr.healthhub@nhs.net**

Observations	Follow this advice sheet:
Does not understand/ process verbal instructions	- Verbal comprehension >> - Auditory processing >>
Difficulty sequencing the sounds in a word	- Speech sounds >>

The table is continued over the next two pages.

## Section 4 : 2 the **early years** toolkit

Observations	Follow this advice sheet:
Speech sounds immature and may be difficult to understand	- <a href="#">Speech sounds &gt;&gt;</a>
Difficulty with the phonological skills required for literacy	- <a href="#">Speech sounds &gt;&gt;</a>
Does not use or uses plurals or tense endings incorrectly	- <a href="#">Speech sounds &gt;&gt;</a> - <a href="#">Expressive language &gt;&gt;</a>
Difficulty naming familiar items and or learning new vocabulary	- <a href="#">Vocabulary &gt;&gt;</a> - <a href="#">Expressive language &gt;&gt;</a>
Distractible and does not attend/ poor listening skills	- <a href="#">Verbal comprehension &gt;&gt;</a> - <a href="#">Maximising attention &gt;&gt;</a>
Does not participate in group discussions/ reluctant to contribute	- <a href="#">Verbal comprehension &gt;&gt;</a> - <a href="#">Pragmatics and social skills &gt;&gt;</a>
Uses main content words but misses out many of small function words	- <a href="#">Expressive language &gt;&gt;</a>
Talks about a limited range of subjects	- <a href="#">Pragmatics and social skills &gt;&gt;</a>
Talks hesitantly, mispronunciations, repetitions or inappropriate choice of words	- <a href="#">Stammering &gt;&gt;</a>
Poor social communication skills	- <a href="#">Pragmatics and social skills &gt;&gt;</a>
Stammers/repeats word sounds or syllables	- <a href="#">Stammering &gt;&gt;</a>
Easily excitable/frustrated and has difficulties calming down	- <a href="#">Calming &gt;&gt;</a>
Difficulty remaining or transitioning to task	- <a href="#">Pragmatics and social skills &gt;&gt;</a> - <a href="#">Maximising attention &gt;&gt;</a> - <a href="#">Transitions and setting to task &gt;&gt;</a>
Can't maintain an upright sitting posture for more than 10 minutes	- <a href="#">Core stability &gt;&gt;</a> - <a href="#">Flexible joints &gt;&gt;</a> - <a href="#">Maximising attention &gt;&gt;</a>
Trips and falls/bumps into people and objects	- <a href="#">Balance &gt;&gt;</a> - <a href="#">Motor planning &gt;&gt;</a> - <a href="#">Pelvic stability &gt;&gt;</a>

## Section 4 : 3 the **early years** toolkit

Observations	Follow this advice sheet:
Low energy levels/poor stamina/ gives up easily	<ul style="list-style-type: none"> <li>- Core stability &gt;&gt;</li> <li>- Flexible joints &gt;&gt;</li> </ul>
Handwriting difficulties	<ul style="list-style-type: none"> <li>- Handwriting &gt;&gt;</li> <li>- Letter and number reversals &gt;&gt;</li> </ul>
Difficulty with throwing, catching and aiming a ball	<ul style="list-style-type: none"> <li>- Ball skills &gt;&gt;</li> </ul>
Struggles with pencil grip	<ul style="list-style-type: none"> <li>- Flexible joints &gt;&gt;</li> <li>- Shoulder stability &gt;&gt;</li> <li>- Developing fine motor skills &gt;&gt;</li> </ul>
Difficulty using scissors	<ul style="list-style-type: none"> <li>- Scissor skills &gt;&gt;</li> </ul>
Difficulty coordinating two hands together for an activity	<ul style="list-style-type: none"> <li>- Crossing the midline &gt;&gt;</li> <li>- Hand gym for older children &gt;&gt;</li> <li>- Bilateral integration &gt;&gt;</li> </ul>
Struggles with sequencing movements	<ul style="list-style-type: none"> <li>- Motor planning &gt;&gt;</li> </ul>
Unable to sit without causing a disturbance or fiddling	<ul style="list-style-type: none"> <li>- Maximising attention &gt;&gt;</li> </ul>
Problems with visual perception	<ul style="list-style-type: none"> <li>- Perceptual skills &gt;&gt;</li> </ul>
Struggles with organising self and belongings	<ul style="list-style-type: none"> <li>- Organisational strategies &gt;&gt;</li> </ul>
Difficulties with dressing and undressing	<ul style="list-style-type: none"> <li>- Perceptual skills &gt;&gt;</li> <li>- Maximising attention &gt;&gt;</li> <li>- Dressing skills &gt;&gt;</li> </ul>
Difficulties doing buttons, zips and fastenings	<ul style="list-style-type: none"> <li>- Perceptual skills &gt;&gt;</li> <li>- Fasteners &gt;&gt;</li> <li>- Shoes and socks &gt;&gt;</li> <li>- Tying shoelaces &gt;&gt;</li> </ul>