



Neurodevelopmental Profiles, Mindworks, Surrey

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} Behaviour and
Neurodevelopmental Service

Background

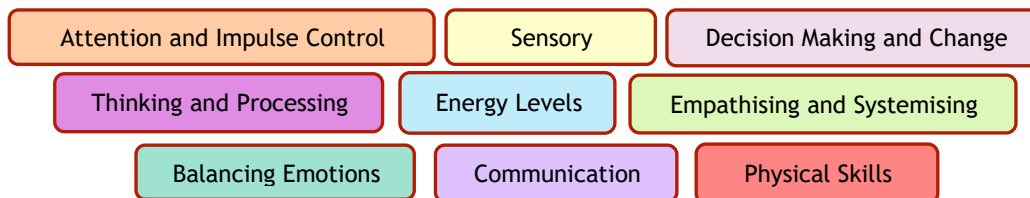
Implementation of Neurodevelopmental (ND) Profiles across children and young people (CYP)'s services in Surrey demonstrates the application of some of the key principles of the THRIVE Framework for system change (Wolpert et al., 2019) by providing early identification of ND needs and early intervention to all CYP in school and home settings.

An ND service evaluation conducted across Surrey found that CYP were on a 2-3 year waiting list without a clear understanding of their individual needs, with no contact from professionals whilst waiting to be seen. This led to the development of this early intervention **needs-based approach** using ND profile to identify specific ND need and to support CYP and their schools and families.

What is an ND profile?

In addition to an early intervention approach, the aim of the ND profiles is to promote **partnership working** between the ND service and schools and improved understanding of how the needs of CYP typically referred to the ND service could be met under the THRIVE Framework's *Getting Advice and Signposting* and *Getting Help* needs-based groupings in schools with consultation and support from ND specialists. The ambition was to reduce the need for more specialist input and reduce the number of referrals going into the Mindworks ND service.

What are the 9 ND Profiles?



How were they developed and tested?

The ND profiles were developed by a team of clinicians including Claire Kavindele and Laura Cooke, who worked within the Behaviour and Neurodevelopmental Service (BNS), and they have described how the ND Profiles were developed and piloted within Surrey schools:

The Surrey ND profiles were originally based on Profiles developed by the University of Portsmouth but as they were deemed unsuitable to be transformed into a digitalised tool, they were manually adapted to fit the Surrey context and align with the principles of the THRIVE Framework detailed above. The hope was that they could replace ND screening tools, such as the Social Communication Questionnaire, with shared **common language** and understandings of ND needs.

The newly developed Surrey ND Profiles were shared with a CYP participation group called ATLAS gave feedback that the most important aspect of identifying need was to be able to explain their them to help others understand what support they required. Therefore, explanations called "blurbs" which outlined the presentations, behaviours and needs relating to each ND Profile, were added. Recommended evidence-based strategies associated with each ND Profile were also incorporated into the profiles which would serve to



empower schools and parents/carers to better identify and support their CYP's ND needs early based on their emerging presentation rather than always requiring diagnostic assessment.

The improved ND Profiles based on service user feedback were then piloted in some Surrey schools in two phases: four schools in phase 1 and five different schools in phase 2. Each school was asked to select 10 CYP to trial the ND Profiles with.

The 'Menu' element of the ND Profiles needs focused tool outlines behaviours typically displayed in education or home environments in relation to the nine different profiles. Through conversations between schools, parents/carers and CYP, the ND Profiles needs-focused tool was then completed and sent to the BNS, who manually scored each ND Profile and then devised an individualised care plan which was returned to the school/CYP/family within two weeks. Scores were not shared with the school/CYP/family, however if the score indicated a need for more specialised input further screening tools would be recommended to whether a referral to the ND multiagency team (ND Hub) was needed.

On receipt of the personalised plan and through **shared decision making**, the school and the family would collaboratively agree which five of the strategies would be implemented within the school and home environment over a 10-week period. The recommendation was that the school and family continually adjust which strategies they used, as needed and add to the personalised care plans dependent upon CYP's progression.

How do ND Profiles align with the THRIVE Framework (Wolpert et al., 2019)?

Common Language, Shared Decision Making and Outcomes Informed: CYP, their schools and families work together to develop a shared understanding using a common language to recognise the CYP's ND needs and then proceed with agreed strategies summarised in a care plan with regular reviews about progress and adjustments as needed.

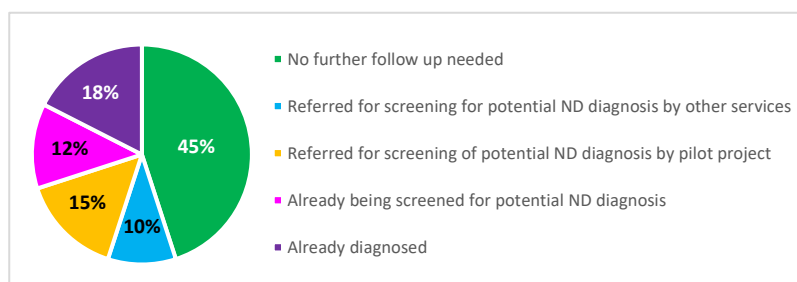
Needs-led Approach and Accessibility: Based on a CYP's needs guided by the ND Profiles, support within their education and home settings permits for strategies to be consistently utilised. This allows for greater accessibility to needs-led support and, empowers and enables the CYP's own community to implement strategies without having to wait a significant length of time for specialist support which is often skewed towards diagnosis.

Reducing Stigma: Additionally, the use of the ND Profiles promotes understanding and the reduction of stigma related to ND differences across the population. This allows for monitoring of CYP's development and progress and can completely eliminate the need for a ND diagnostic assessment if the intervention offered caters to the CYP's ND needs. This subsequently should reduce referral for diagnosis allowing shorter waiting times for CYP who require more specialist and multiagency assessment and support.

What is the feedback/impact?

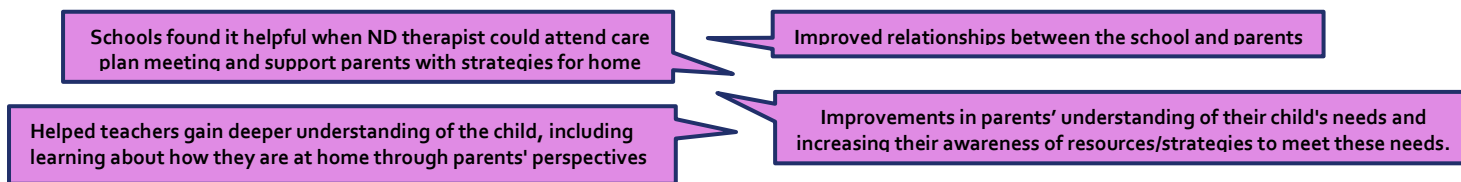
The ND Profiles helped schools / parents / carers to better understand and identify CYP's needs and provide them with support to improve their quality of life.

From the first pilot, the outcomes of the CYP who completed the ND Profiles assessment tool can be seen on the pie chart:





School staff and parents/carers reported that they found it beneficial to have collaborative conversations and shared agreement on the CYP’s care plan:



Additionally, schools and families in both pilots responded positively regarding the usability, language, and presentation of the tool:

- **85%** agreed: *“I found the profiles easy to use”*
- **88%** agreed: *“I found the profiles useful to identify the CYP’s needs”*
“I found the language used in the profiles easy to understand”
“I found that the profiles covered the presenting needs of the CYP”

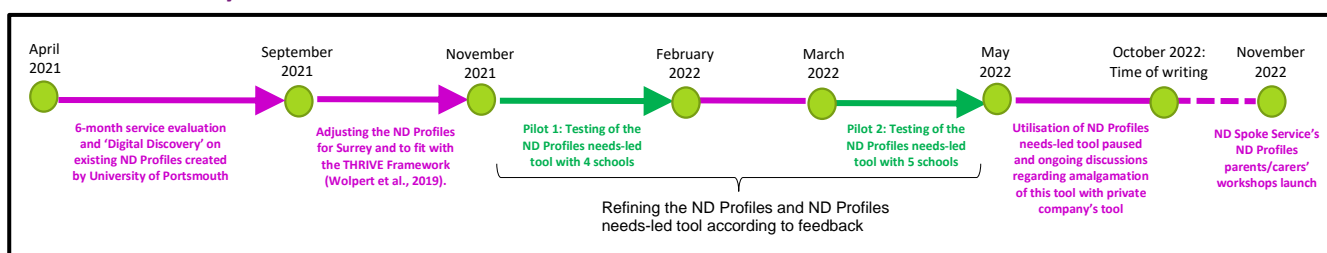
Where are we now / what next?

There are ongoing conversations with Surrey County Council about the validation, costs and dilemmas associated with upscaling the use of the ND Profiles across all Surrey schools.

Currently, the ND Profiles are being used to shape the ethos and aims of the ND Spoke Service offer:

- They have informed the service’s referral form to ensure all referrers, CYP and families are needs-focused and continue to share common language in understanding CYP’s needs.
- Additionally, they are developing the ‘Menu’ aspect of the ND Profiles to identify CYP who may benefit from completing ND screening tools for input from specialist services, and to also to help identify which parents/carers could attend specific ND workshops. Workshops are being developed with the aim to provide parents/carers with information on the nine ND Profiles’ associated strategies. These workshops will allow CYP and parents/carers to access an early intervention offer based on ND needs, aligned with the THRIVE Framework (Wolpert et al., 2019). The workshops are due to be launched in November 2022.

Timeline Summary:



Ambitions for the ND Profiles journey:

- Gathering feedback from the local authority to further develop the profiles.
- The next stage of the pilots would have been to assess whether the strategies were progressing things over the 10-week periods however this is still being considered.
- Development of an ND profiles passport for CYP to support and promote a common language in relation to neurodiversity and strategies to support CYP.

October 2022