**Introducing my child’s strengths and needs  
My child in our family and at home.**

**Please read this before using the form**

* Parents tell us that sometimes they know that their child has extra difficulties but they are often not sure what is important for professionals to know or what to say. Children also have particular strengths that it’s helpful for professionals to know about too.
* You can use this form if you want or need to share information with professionals about family life at home and in the wider community. It can help you to think about your child and the things they do, or don’t do, and to get that information down on paper.
* We have included some ideas to get you started with your thinking– things your child may do or specific kinds of behaviours. They are a guide only and not all will be appropriate for your child and their stage of development.
* You can share all or part of the information in the form with professionals as needed and it may be helpful when you are filling in assessment or referral forms. It’s a good idea to add information to it over a period of time, as you notice things. When you do that, include a date so you know when something was added or started.
* The form can be used for children and young people of any age
* The boxes will get bigger as you type in them.

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| **Your child’s name** |  |
| **Date** |  |

**Self-care and daily activities**

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| **Eating, drinking and diet** Ideas: Type of foods they will eat or will not eat (texture/colour/temp), what meal times are like – do they like to eat alone or with others, sitting, standing or moving, any changes you make to help them eat and drink well, any specific behaviours about food and drink, can they feed themselves or make healthy choices, do they eat a wide range of foods, or just a few? |
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| **Sleeping**  Ideas: Sleep routine and how many hours sleep, difficulties getting to sleep, waking, waking early or often, disturbed sleep, sleeping during the day, levels of tiredness, can settle themselves, do they sleep in their own bed? |
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| **Personal care and toileting**  Ideas: Toilet trained, wet or dry at night, in nappies or pull-ups, aware that they need to go to the toilet, independently going to the toilet, able to wash hands/hair/shower/bath, any issues with cleaning teeth, self-awareness of hygiene issues and for older girls, able to manage periods. |
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| **Clothes, shoes and getting dressed**  Ideas: Dressing themselves or need help and if so what kind, clothes are put on the right way in the right order or back to front/inside out, able to manage laces/zips/buttons, can tolerate different clothing textures and the feel of clothes on skin or labels etc, dressing in the right clothes for the weather, aware of personal appearance, changing dirty clothes and underwear, able to wear and put on outdoor shoes including laces. |
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| **Physical activity and movement**  Ideas: Are they meeting, or did they meet, developmental milestones at around the right time, such as sitting unaided, crawling and walking, are they able to walk, run, jump, how is their balance and co-ordination, can they pick up and use small things with their fingers including using a pencil or pen for writing, are they physically active, have a lot of energy and constantly on the go or the opposite. |
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**Relationships, emotions and communication**

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| **Relationships with others**  Ideas: How do they get on with siblings, you, grandparents and wider family, do they need to be in control, are leaders or are led, can they make and keep friends, can they manage disagreement or fix things that have gone wrong, can they make trusting relationships with appropriate adults. |
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| **Emotions** Ideas: how are they emotionally – calm, anxious, ‘hyper’, low mood, very up and down, how in control are they of big feelings, do they have meltdowns, withdrawn, any particular anxieties, fears or phobias, can they talk about feelings and know what the main ones are? |
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| **Communication** Ideas: How do they communicate with you and with others, do they understand and can follow instructions, are they better with visual or verbal instructions, do they misinterpret what is being said, are there any speech difficulties, is spoken language clear and easy to understand, can they write and express themselves with words, can they read other people’s non-verbal signs, such as different facial expressions or gestures, how do they manage any social media. |
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**Social life, play and leisure**

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| **Play**  Ideas: what activities do they enjoy, do they play well with others, prefer their own company, play imaginative games like dressing up and pretending, can they take turns and share, can they join in with a group, can they get messy, like to play with same age children, can they focus well on a specific task. |
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| **Leisure and activities**  Ideas: Do they play a sport or have hobbies, how do they manage with new activities especially outside the home or with children they don’t know, do they do after school clubs or activities, what do they do for pleasure, how do they manage any screen-time or gaming especially ending it, do they go to a social or youth club, scouts, guides or cadets etc. |
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**Sensory issues**

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| Ideas: How to they react to noise, lights/patterns/colours, tastes and smells, textures and the feel of things, can they manage alright in open spaces or crowded environments, do they have a good sense of movement and balance, do they like tight hugs or light tickles, are they constantly touching /biting/fiddling with things around them/trying to climb or jump off things? |
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**Safety**

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| Ideas: Do they understand the danger of roads/strangers, hot or sharp things, poisons, medicines and chemicals, would be able to ask for help from familiar/unfamiliar adult, are they safe in the car, you they understand and can use safety features of social media, do they take unnecessary risks or have impulsive behaviour, drink alcohol, smoke, vape or take drugs? |
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**Behaviour**

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| Ideas: Is their behaviour different at nursey or school compared to home, how do they behave compared to other children the same age, are there things they do that seem odd or unusual, do they understand and follow social norms or rules, such as apologising when wrong, respecting other’s personal space and talking quietly in a public place? |
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