



Rationale for Do-IT Profilers for schools

Do-IT Solutions





This document outlines the rationale for implementing the Do-IT Profiler tool in schools to support neurodivergent students and enhance their educational outcomes.



The following are some of the reasons for implementation of Do-IT Profiler in Schools

Increasing demand to respond and support greater numbers of neurodivergent students

The rise in numbers of students is partly due to increased public awareness of autism, ADHD and other neurodivergent conditions,. The Covid-19 pandemic accelerated this further, as some learner's symptoms were unmasked amid lockdowns and school closures.

Inclusive educational practices

Traditional diagnostic processes often overlook individuals such as girls,those from lower socio-economic backgrounds or where English is not their first language.

Do-IT Profiler helps to promote inclusive practices that recognises and accommodates a diverse student body from the start of their education journey.

Equity in screening

Neurodivergent traits often overlap or co-occur; therefore, screening selectively for certain conditions can be inequitable e.g. only for Dyslexia or for Autism Spectrum Conditions and not deliver the support that student needs as it may only focus on part of the learner.

Profiler provides a more inclusive approach by screening across a range of neurocognitive traits, taking a learner-centred approach focusing not only on challenges but considering strengths as well.

...Reasons for implementation of Do-IT Profiler in schools

Not every learner comes with clear picture of their neurodiverse profile and may only have challenges as demands on them increase through their school journey

As demands on school increase in terms of planning, organisation, literacy, writing, numerical, and social demands some learners may be recognised as having challenges. Early identification, support and embedding strategies the learner can use throughout their educational journey can improve learner outcomes for all.

Equitable provision

Do-IT Profiler is accessible and has tools that enables students who are neurodivergent and have English not as their first language) to have their needs assessed.

Universal design implementation

Profiler supports the efficient implementation of Universal Design for Learning (UDL) principles, ensuring that educational environments are accessible and beneficial to all students, not just those who are neurodivergent.



...Reasons for implementation of Do-IT Profiler in schools

Addressing diagnostic delays

Due to long waiting lists for diagnostic services, some students may not be able to gain a diagnosis (if required).

Profiler helps in identifying the learner's needs early, and aids practical support being given which is learner centred and not label led.

Compliance with Equality Act 2010

Under the Equality Act 2010, educational institutions are required to make reasonable adjustments for students who experience disadvantages due to their conditions recognised as disabling..

Do-IT Profiler enables institutions to meet these requirements without necessitating a formal diagnosis, thus simplifying compliance.

Timely adjustments

Rapid identification of educational needs through Do-IT Profiler allows for the quick implementation of necessary adjustments, helping more students to learn effectively and efficiently and improve their prospects and maximising their potential.

...Reasons for implementation of Do-IT Profiler in schools

Data-driven insights

At the start of academic terms, Profiler can provide educators with valuable data about their groups/classes of students' needs, allowing for more informed teaching strategies and immediate better student engagement.

Supporting evidence with compliance for Ofsted

Aids evidencing of showing plans for supporting learners with additional needs.

Cost effective means of delivering support at scale

It can be challenging screening and supporting and collating information on many learners. Do-IT helps every school to do this and have the information collated and available instantly at their finger tips.



...Reasons for implementation of Do-IT Profiler in schools

Supportive planning

With the data collected, educators can focus their resources more effectively, ensuring that support is directed where it is most needed. Group data can help target intervention in groups.

Recording actions and outcomes

Do-IT Profiler can screen, evidence, and demonstrate progress and help measure outcomes.

Preparation for next transition phases

Do-IT Profiler can aid learners in their ongoing support needs as they move from class to class and onto next steps in education.

Scalable

This is a suite of tools that can be used at scale across local areas/trusts or within a school.

Secure

The system ensures data is securely stored on Microsoft Azure South UK servers. Do-IT Solutions is a company that takes security seriously: with Cyber Essentials Plus Certification.

Who else benefits from Do-IT Profiler?

SENCO

- Accessible/inclusive approach.
 - Reducing the need for costly specialist assessments and provides instant guidance.
 - Saves time in gathering multi-source information.
 - Ensures learners with the most complex needs are identified.
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Teachers

- Useful understanding of groups/classes at start of the academic year and also preparing learners for times of transition.
 - Individual guidance easy to access to aid more informed conversations.
 - Aid planning and encouraging accessible routes of delivery of learning outcomes.
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Student/Learner

- Timely advice at the start of year/course to ensure support is given and confidence is not lost.
- Child-centred approach to supporting the learner rather than making label led assumptions and includes information about how the learner is feeling..
- Practical guidance available immediately once Profiler has been completed.
- Includes, not only support for neurodivergent profiles of strengths and challenges but also wellbeing support and study skills tools.

What is Do-IT Profiler?

Modular suite of web based screening tools sitting on a management platform with:

- Established reliability.
- Easy to set up and use with minimal training.
- Accessible including translatable options.
- Internationally recognised expertise for over 25 years working in the field of neurodiversity.
- Research backed solutions with practical guidance.
- User-centric design: Providing guidance for staff AND learners on how to maximise strengths and minimise challenges.
- User-friendly interface - students as young as 9/10 years can use it.
- A commitment to continuous improvement refining and enhancing the tool's effectiveness.
- Adaptable, translatable, and scalable.
- Resources for teachers, learners and parents.

What are some of the Do-IT Profiler tools?

Neurocognitive screeners covering six key areas

- Dyslexia traits
- Dyscalculia traits
- Developmental Coordination Disorder/Dyspraxia traits
- ADHD traits
- Autism Spectrum Condition traits
- Developmental Language Disorder (DLD) traits

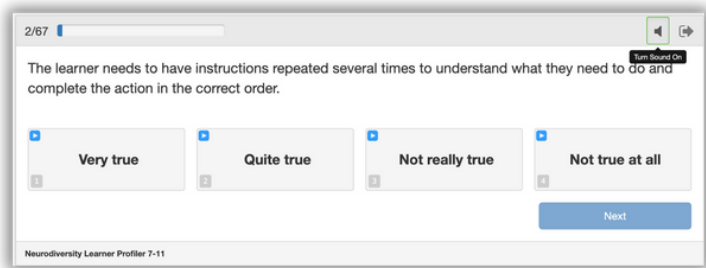
There are different versions of Neurodiversity Profilers to allow information to be triangulated and guidance for that person.

- **Learner Neurodiversity Profiler** for young people to complete.
- **Parent Neurodiversity Profiler** to capture the profile of strengths and challenges from a parents perception of their child and generates guidance and resources.
- **Teacher Neurodiversity Profiler** to capture the profile of strengths and challenges from a teacher's perception of their learner and generates guidance and resources.
- Integrated report allows for comparison between parent and teacher responses.
- Each module/screener takes about 10-15 minutes to complete.
- Instantly generates a child centred report with personalised guidance and resources.

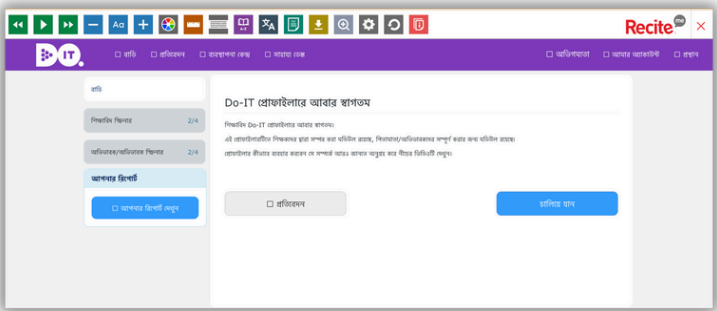
In addition there are:

- Learner wellbeing tools and resources
- Study Skills Profilers (for older learners)
- Optional literacy and numeracy screening tools

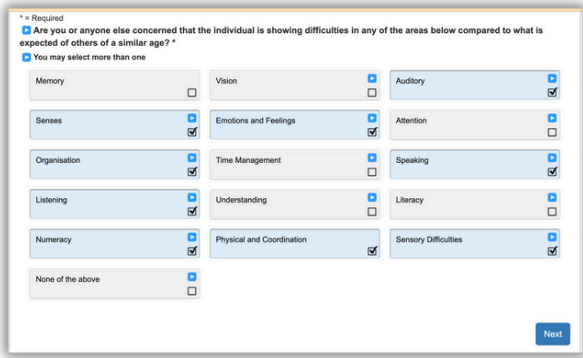
Do-IT Profiler : Accessible in design and delivery



Voiced



Optional languages



Easy to complete

Do-IT Profiler



Parent Concerns



Neurodiversity Children's Profiler
7-11



Neurodiversity Children's Profiler
11-14



Neurodiversity Children's Profiler
14-16



Learners of Concern (Teacher)
-KS2+3+4



Neurodiversity Learner Profiler 7-11



Neurodiversity Learner Profiler 11-14



Neurodiversity Learner Profiler 14-16

Learner's Unique Spiky Profile

Below is the learner's unique profile showing their pattern of strengths and challenges based on your responses to the Neurodiversity Learner Profiler 7-11.

Strengths

- Manages changes
- Profers people to objects
- Empathic
- Ball skills
- Reading skills
- Writing (content)
- Emotional control
- Considers others
- Special interests
- Planning, packing and loading
- Spelling

Potential Strengths

- Turn taking
- Non-verbal communication
- Conversation skills
- Handwriting
- Fine motor skills
- Drawing skills
- Clasp
- Understanding
- Sociable
- Social manners
- Social interactions
- Balance
- Spelling skills
- Picture
- Listening
- Speaking

Possible Challenges

- Playgroup
- Manages time
- Self-organised
- Switch tasks
- Counting skills
- Maths Concepts
- Money Maths
- Maths Fluency
- Attention to detail
- Inflexible
- Concentration
- Proffers
- Times tables
- Word based problems
- Number sequencing

Challenges

- Auditory Discrimination
- Long term memory
- Visual skills
- Short term memory
- Proffers
- Traces
- Maths
- Proffers
- Non-impulsive
- Creative
- Executive processes
- Visual spatial
- Alphabet skills

6 TOP TIPS Creativity

RECOGNISE ZONES
The higher you go on a page, the more likely you are to find a page that is more interesting to you.

CHALLENGE YOURSELF
Challenge yourself to do something that you have never done before.

UNSTRUCTURED TIME
Give yourself 15 minutes to do anything you like. This could be drawing, writing, or anything else you enjoy.

NEXT STEPS
Try to do something that you have never done before. This could be drawing, writing, or anything else you enjoy.

REASON
Have you ever noticed how things are made? Think about the materials they are made of and how they are put together.

HELP-FUL GAMES
There are many games that can help you to think creatively. Some of these are: drawing, writing, and anything else you enjoy.

BE FLEXIBLE
Be open to new ideas and ways of thinking. Don't be afraid to try something new, even if it seems silly or stupid.

6 TOP TIPS Reading Skills

READING
A learner who struggles with reading may find it difficult to understand what they are reading. They may also find it difficult to remember what they have read.

READING ALoud
Get a friend or family member to read with you. This can help you to understand what you are reading and to remember what you have read.

READING DISCUSSION
Read a book together and discuss it. This can help you to understand what you are reading and to remember what you have read.

LOSS PLACE WHEN READING
If you lose your place when reading, try to find it again. This can help you to understand what you are reading and to remember what you have read.

STYLABLES
Write a story about a character who is different from you. This can help you to understand what you are reading and to remember what you have read.

Strengths

- Manages Changes**
Some learners are confident going into new situations or managing times of change e.g. working in different groups or with a new teacher. This makes it easier to try out new activities or transition from class to class or school to school where they can confidently meet new children and adults.
- Emotional Control**
Some learners are better at recognising and managing to control their different feelings and emotions. They can know when to move away from difficult situations and can voice how they feel. This is a useful skill for the recognising that some people find this harder to do is important to have a shared understanding too.
- Prefers People to Objects**
Some learners are very sociable and prefer being with others to playing alone. This may mean the goal is good at networking and can communicate with a variety of people of all ages.

Challenges

- Auditory Discrimination**
Some learners find it difficult to filter out background noise when trying to listen to others. If the learner has problems hearing, changes such as sitting closer to the teacher, using visual aids may help. When focusing on work at home or school it may be helpful to have headphones (where possible) or being moved away from the noisier (where possible).
Resource: Listening Skills (A2)
Resource: Auditory Discrimination (A2)
- Defiance**
Some learners may be more defiant and go against the rules at home or in school. Recognise and praise their positive behaviours. Provide them with some choices so they can take control over their actions. Pick your battles and avoid power struggles. Set limits by giving clear and effective instructions and enforcing consistent, reasonable consequences. Check if learner is understanding what it is being asked of them. Discuss a plan with parents/guardians so there is consistency.
Resource: Changing Behaviour (A2)
- Creative**
Some learners find imaginary play difficult. If this is the case, check to see if there is anything else that may highlight traits consistent with Autism Spectrum Conditions or a language/communication challenge. Other traits associated with Autism may include echoing others speech, delay in language development, less direct eye contact, difficulty coping with change, specific sensory preferences and dislikes.
Resource: Creativity (A2)

Optional: Additional e-learning for educators programme

Neurodiversity e-learning programme for schools

This is an e-learning programme for teachers/TAs/LSAs/SENCOs and can deliver high quality CPD at scale.

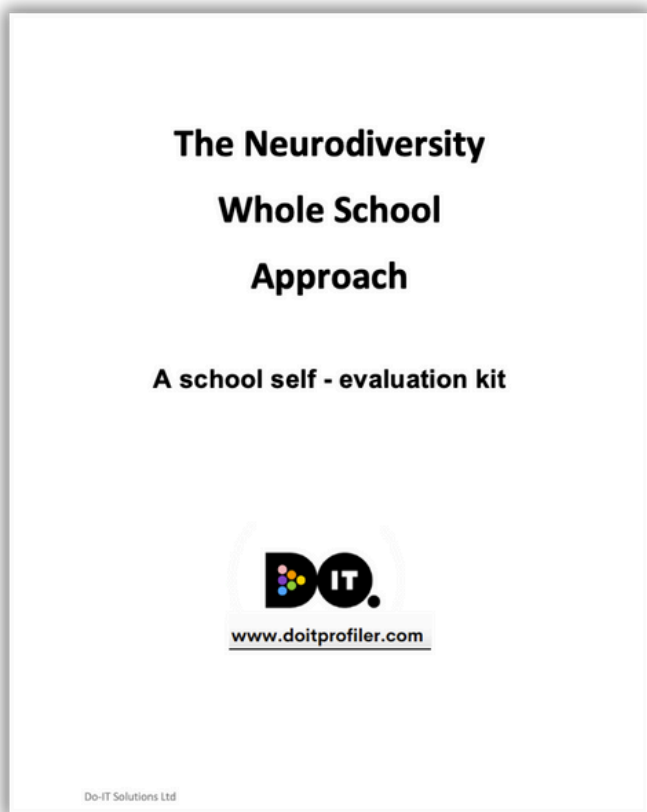
Authored by Professor Amanda Kirby, co-author of 2023 book on Neurodiversity and Education.

This e-learning package contains 19 modules - each one lasting 8-15 minutes. The teachers/educators can review learning at the end of each module. The system also generates a CPD certificate on completion.

- 1.What is Neurodiversity?
- 2.Neurodiversity and Genetics
- 3.Special Education Needs Over Time
- 4.The 3 Ms - Missing, misunderstood, misdiagnosed
- 5.Models of Practice leading to Person Centred Approaches
- 6.About Dyslexia
- 7.About Dyscalculia
- 8.About ADHD
- 9.About Autism Spectrum Condition/Disorder (ASC/D)
- 10.About Developmental Coordination Disorder (DCD)
- 11.About Developmental Language Disorder (DLD)
- 12.About Tic Disorders and Tourette Syndrome
- 13.Setting the scene
- 14.We do things In different ways
- 15.Current Understanding
- 16.Creating YOUR Accessible Content
- 17.Delivering sessions
- 18.Designing content
- 19.Exam adjustments

Optional: Whole school approach manual

This document can be added in to the Profiler pack and provides step- by- step guidance on how to create and deliver a whole school approach.



Useful references

Cleaton, Mary & Kirby, Amanda. (2018). Why Do We Find it so Hard to Calculate the Burden of Neurodevelopmental Disorders:

<https://www.semanticscholar.org/paper/Why-Do-We-Find-it-so-Hard-to-Calculate-the-Burden-Cleaton-Kirby/dc532fc622b8acd3390648831d6948936145e835%2>

Dinkler L, Lundström S, Gajwani R, Lichtenstein P, Gillberg C, Minnis H. Maltreatment-associated neurodevelopmental disorders: a co-twin control analysis. *J Child Psychol Psychiatry.* 2017 Jun;58(6):691-701. doi: 10.1111/jcpp.12682. Epub 2017 Jan 17. PMID: 28094432.

Kirby, A., & Judge, D. (2018). Addressing the Inverse Care Law in Developmental Coordination Disorder and related Neurodevelopmental Disorders. *Current Developmental Disorders Reports,* 5(1), 18-25. [s40474-018-0127-4].

<https://doi.org/10.1007/s40474-018-0127-4>

Neurodiversity 101 newsletters

<https://www.linkedin.com/newsletters/neurodiversity-101-6749245972842446848/>

Neurodiversity and Education: <https://us.sagepub.com/en-us/nam/neurodiversity-and-education/book281114>

Nuffield Trust: <https://www.nuffieldtrust.org.uk/news-item/the-rapidly-growing-waiting-lists-for-autism-and-adhd-assessments#:~:text=The%20rise%20in%20referrals%20is,closures%20and%20working%20from%20home.>

Further reading


"Progress is impossible without change;
those who do not change their minds cannot
change anything"

George Bernard Shaw

Neurodiversity - save millions and millions of pounds and harness talent today?


"The more I know, the more I realize I know nothing," said Socrates. It's amazing when I look back over my career how right I thought I was and how wrong I actually was. The lens we look through can distort our...

 LinkedInEditors / Feb 17, 2021




Neurodiversity - not quite good enough!

Neurodiversity - not quite good enough! The Goldilocks dilemma. Last week I talked about not being 'bad enough' to gain a diagnosis and/or being able to join in or be accepted in a 'tribe' or 'club'. This week I wan...


 LinkedInEditors / Oct 22, 2021


Members



Neurodiversity - am I 'bad enough' to join the club?

I heard someone this week who had gained a diagnosis of Autism Spectrum Disorder. They said they were relieved to now know who they were.


 LinkedInEditors / Oct 15, 2021

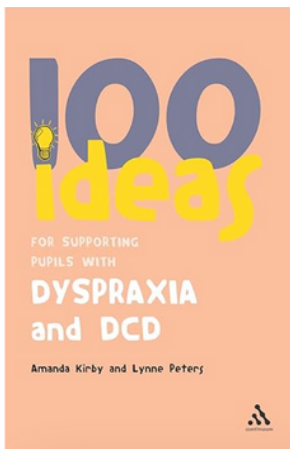
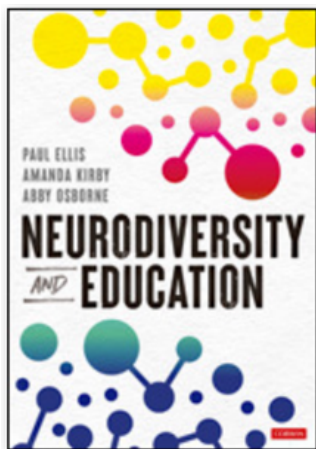


Posted on LinkedIn

Prof. Amanda Kirby on LinkedIn: About co-occurrence and Neurodiversity | 34 comments

We often talk about specific conditions as if we are in neat boxes. There is extensive evidence showing the overlap between commonly associated neurodivergent... | 34 comments on LinkedIn

 LinkedIn





For more information

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Would you like a demo?

Contact us today at: info@doitprofiler.com
and join one of the many organisations who are
already effectively using Do-IT Profiler.



www.doitprofiler.com