

Check 1 for Communication and Behaviours - highlight any that fit for your child

- doesn't fit previous family patterns or expectations
- has a major health/ developmental/ learning/ behaviour difference
- may have difficulty in sleeping/ or sleep for longer than expected
- seems strong willed
- is more demanding than most children
- craves adult attention
- talks a lot without saying much
- dominates other children
- is more passive and uncommunicative than most children
- ignores adults/ other children
- does best when left to do her/ his own activities/ interests
- doesn't seem to respond to usual boundaries and sanctions
- discussions seem to have little effect
- explanations have little effect
- doesn't do well with 'get this over and done with, then you can do that'
- can't wait for rewards/ delay gratification
- has no need to conform
- has to win
- can't see the point of things, like cleaning teeth, whatever is explained

- has a puzzling delay (say, fine motor control) despite being advanced in another area
- appears to be wise at times
- level of focus varies from not at all to hours
- finds it difficult to get started on various tasks (writing- cleaning teeth)
- prefers intellectual experiences to intellectual tasks
- may not settle at school/ may not enjoy learning/ succeed with learning despite intelligence
- likes outdoors/ nature/ riding bikes
- likes art/ crafts/ making and doing
- likes music/ singing/ dancing
- may be uncertain in new situations
- may be, say, unwilling to go shopping when absorbed in own activity
- may not like changing from one activity to another

- is more aware of smells tastes/ textures of food/ the feel of materials and clothes/ sounds
- vision is different (noticing small things and ignoring the whole) disordered (needs glasses)
- eye tracking and convergence are poor (leading to Dyslexia/ Hyperlexia)

- won't come away from the television/ off the computer
- may shy away from certain places/ people
- picks up on what others are feeling to a marked degree (may not say anything, just act out)
- however much love and attention is given, it doesn't seem to satisfy her/ him

These criteria are collected from various sources and validated by my daily experiences working with children over many years, as a teacher, learning support teacher, SENCO and deputy head of a hospital school, and latterly running NatureKids with those who couldn't cope in school/ home. This checklist indicates if there are aspects of 'A Divided Brain' – see article on website

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