**VdT Model of Creative Ability**

**Ward round summary sheet**

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| **Self-Differentiation (Incidentally constructive action) –** trying to differentiate between inner and outer self then self and their environment  Diagnosis drives behaviour – treatment focus on – developing attention span, orientation, connecting and relating to people, increasing understanding of self and basic objects they use – need a lot of input to initiate, to engage more meaningfully with their environment, self-care tasks, managing emotional responses.   |  |  |  | | --- | --- | --- | | Therapist Directed (4) | Patient Directed (5) | Transitional (6) | |  |  | AB  CD | |
| **Self-Presentation (Explorative action) –** developing concepts of ‘me’ and what ‘I’ can do  Treatment focus on – developing social norm awareness & compliance, initiating/organising self, using cognitive skills to work through a task from beginning to end, problem solving, coping when things go wrong, managing emotions, developing understanding of materials/objects/tools, developing self-concept, self-esteem   |  |  |  | | --- | --- | --- | | Therapist Directed (7) | Patient Directed (8) | Transitional (9) | | EF  GH  IJ  KL  MN  OP | QR  ST  UV  WX  YZ  AB  CD |  | |
| **Passive Participation (Experimental action) –** consolidating skills and developing new ones  Treatment focus on – developing skills and knowledge, social norm compliance, working to standards, prompting to organise self, evaluating their work and themselves (gently), decreasing anxiety in social situations, increasing self-confidence   |  |  |  | | --- | --- | --- | | Therapist Directed (10) | Patient Directed (11) | Transitional (12) | |  | EF | GH | |