



The South Lanarkshire Framework for Supporting Pupils with Severe and Profound Learning Needs

Psychological Service
Inclusive Education Service

Curriculum for excellence

April 2015

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1 Introduction

This document is intended to support the teachers and support assistants of children and young people with severe or profound learning needs.

These pupils have difficulty generalising skills to new contexts, often plateau in their learning or show regression as a result of illness (Imray and Hinchcliffe, 2012.) The skills that they need to be taught within a school environment may have already been achieved by the majority of typically developing children within the first two years of life.

Some children may achieve competency in certain areas of learning but continue to have difficulty carrying out self-care skills or communicating their needs.

An understanding of these atypical development patterns ensures that emphasis is placed upon conducting appropriate assessment and providing relevant and personalised learning experiences, all within the context of the Curriculum for Excellence.

This document aims to provide guidance on how to do this and is based on relevant literature and research on the teaching and learning of pupils with severe and profound needs.

2

Definitions

There is a lack of consensus about a precise definition of severe and profound learning needs. In England, much of the literature refers to pupils with 'severe learning difficulties' (SLD) or 'profound and multiple learning difficulties' (PMLD).

The Doran review (2012), set up to review specialist education provision in Scotland, refers to children and young people with 'complex additional support needs.' Although the report concluded that there was no 'neat definition', it was recognised that this term has some value since 'children and young people require a complex set of arrangements and input from a numbers of specialist practitioners to allow them to progress.'

In South Lanarkshire, the following functional definitions are used. These place emphasis on the child or young person's specific learning needs and aid in discussion about educational planning for individual pupils.

Profound learning needs

Children and young people with profound learning needs are likely to have more than one disability, but their most significant area of need is in relation to their learning disability. They are likely to experience difficulty learning to communicate, eat, reach out and actively engage with others. These pupils are mostly non-verbal and may sometimes use eye pointing, vocalisations and gestures to communicate. Some may also use alternative augmentative communication aids. They require high levels of support with all aspects of daily life such as intimate care, feeding and clothing.

Children and young people with profound learning needs will also:

- have additional sensory and physical disabilities (e.g. they may have restricted mobility or be severely visually impaired, or both)
- have multiple, complex and on-going health needs such as severe epilepsy, a gastrostomy or a tracheostomy
- have a physical disability such as cerebral palsy, spina-bifida or hydrocephalus

Children and young people require a complex set of arrangements and input from a number of specialist practitioners to allow them to progress.

Pupils' are likely to be working towards the 'Early' level of the Curriculum for Excellence. This group of learners will require distinct teaching approaches which focus on developing their communication, cognitive, physical, self-help and independence skills.

Severe learning needs

Children and young people with severe learning needs may have more than one disability, the most significant of which are severe learning needs. They are likely to experience difficulties problem solving, playing co-operatively and forming relationships. Some pupils may use signs and/or symbols to communicate whilst others may use some language although this may not always be functional. Children and young people with severe learning needs will require on-going support for most if not all aspects of daily life. Children and young people with severe learning needs may also:

- have sensory and physical disabilities
- have on-going health needs such as epilepsy

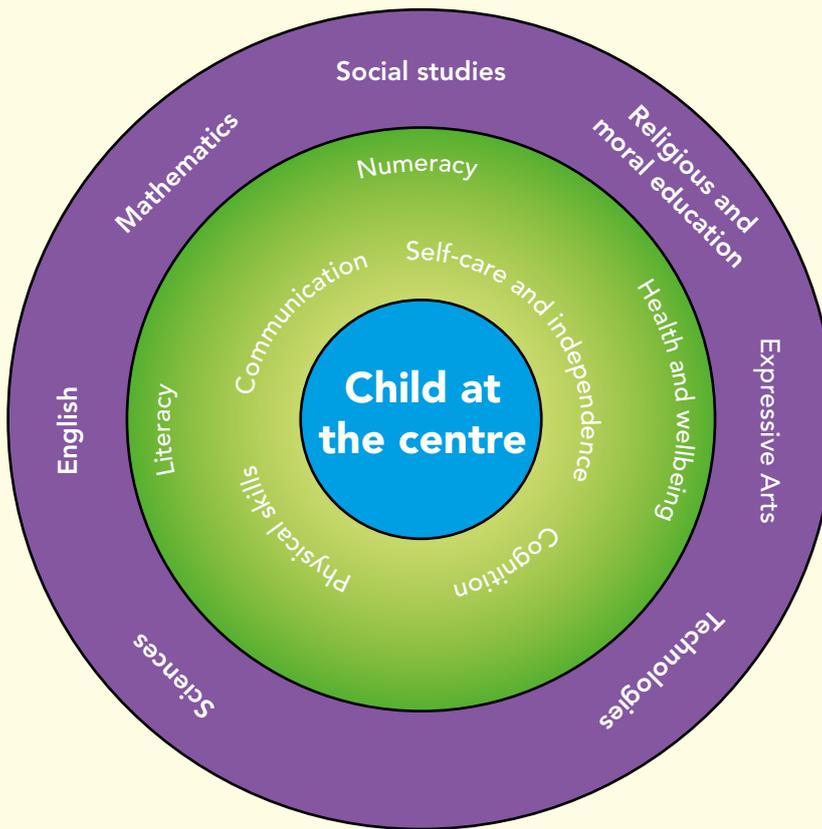
This level of disability may also exist comorbidly with other disabilities and disorders such as Autism, Down's syndrome, or other chromosomal disorders.

Pupils are likely to be working in or towards the 'Early' Level of the Curriculum for Excellence. This group of learners will require distinct teaching approaches which focus on developing their communication, cognitive, physical and self-help and independence skills.



3

The Curriculum for Excellence for pupils with severe and profound learning needs



The Curriculum for Excellence sets out every child and young person's entitlement to a broad education. This includes all Experiences and Outcomes across the eight curricular areas.

For children and young people with severe learning needs, the entitlements should be balanced with what is meaningful and relevant for individual pupils. Teaching activities should therefore incorporate a pupil's motivators. Opportunities will be provided for learners to make choices, dependent upon their means of communication and cognitive ability.

Staff will require an in-depth knowledge of the children and young people with whom they are working and an understanding of the development and progression of this group of learners. Staff will also be required to use specialised teaching approaches as part of the repertoire of learning and teaching practices.

For some children and young people, especially those with profound needs, progress may be monitored in key areas of the curriculum that are embedded within Literacy, Numeracy and Health and Wellbeing and within cross-curricular themes.

These are:

Communication

- The progression from pre-intentional behaviour - to responding to the environment - to learning how to respond to and initiate communication
- The development of functional and social communication skills and receptive and expressive skills



Cognition

- The demonstration of and purposeful responses to stimuli in an environment.
- The demonstration of increased basic problem solving skills and reasoning.



Self-help and independence

- The development of self-care and functional skills (e.g. toileting, eating, dressing, buying items in a shop) in a variety of contexts and with increasing autonomy and choice making.



Physical skills

- The development of gross and fine motor skills.
- The development of increased voluntary movements with greater autonomy



Teaching and learning for this group of learners should therefore:

- Consider the complex interaction of disabilities, medical issues and sensory impairments on a young person's learning experiences.
- Be pupil-led and adopt a highly individualised and personalised approach to addressing young people's learning needs.
- Have a developmental basis and take into consideration the atypical and often non-linear development of this group of learners.
- Create meaningful teaching and learning experiences for the pupil, without concentrating solely on activities which are considered to be age appropriate.
- Acknowledge that many learners will remain at the earliest stages of development. 'This is not to say small steps in progress cannot be made and they must be acknowledged and celebrated.' (Hobbs, 2009)
- Take into account the difficulties that learners may have in generalising new skills to different environments. Pupils will require repeated opportunity to consolidate a new skill in one 'experience' and then to transfer this skill across a range of different 'experiences'.
- Enable parents to work alongside staff in identifying a child or young person's learning needs.
- Ensure that the identification of meaningful learning intentions follows a period of assessment which involves both school staff and multi-agency professionals.
- Attribute importance to on-going assessment and observation as a means of assessing a pupil's level of engagement, their motivators and their on-going strengths and needs.
- Acknowledge that this group of learners sometimes require distinct teaching approaches.
- Focus on the development of a young person's communication; this involves staff assessing a pupil's communicative attempts and using appropriate methods of communication.
- Combine process-based and outcome-based teaching and learning opportunities relevant to the pupil.
- Ensure that all staff have an understanding of a pupil's learning needs and are committed to enabling children and young people to develop their skills and fulfil their potential.
- Create an appropriate learning environment in the classroom and in the wider school to best meet pupils' needs.
- Place significant emphasis on planning a pupil's transition and preparing them for the next stage of education or for a post-school destination.



4

Assessment, target setting and monitoring

Principles of assessment

The purpose of assessment is to provide information about pupils' current abilities, monitor progress and inform future planning. This will enable pupils to make the best possible progress in key areas of the curriculum.

Assessment will involve collaboration with both parents and multi-agency professionals.

Assessment will be largely formative and will be on-going throughout the academic year. However, a more intensive assessment period will take place at the beginning of the new academic year to ensure that priorities are identified which are meaningful and relevant to the individual pupil. Initial assessment will be informed by transition

information and evidence of a pupil's prior learning.

An understanding of the development of pupils with severe and profound learning needs will ensure that sufficient time is spent carrying out assessment which identifies and supports emerging skills. It is important to remember that pupils with severe or profound learning needs may not follow a linear trajectory of development.

The collation of data from a variety of assessment methods (qualitative and quantitative) will provide evidence of a pupil's progress and identify if emerging skills have been consolidated and generalised to other environments.

It is recognised that extraneous factors such as illness or a break in learning may impact negatively on previously acquired skills and may necessitate further assessment.

Observation

Observation is an integral part of the assessment of pupils with severe and profound learning needs.

Observation will take place over time, in different situations, working with familiar adults in familiar environments, so that evidence is provided of each pupil's abilities. Significant information and subtle changes and responses should be recorded which may indicate likes/dislikes or an attempt to initiate or respond to communication (e.g. a small change in breathing; vocalisations; eye movements.)

Informal observations can take place during lessons, play or peer interactions. More formal observations may be set up to assess a pupil's ability to perform a specific skill.

All adults working with the pupil should contribute to observation and should receive instruction in observational approaches; what to observe and how to record information. Parents, carers and other multi-agency professionals may also share their observations.

Questions to ask during an observation are provided in the Appendix 1 'Carrying out an Observation.'

Structured assessment

Structured assessment involves noting and recording responses to a range of planned experiences.

Structured observations should take place in a quiet environment and preferably in a one-to-one setting. This prevents the learner's performance from being adversely affected by other stimuli. Staff may decide upon the skill or skills to be assessed, based on on-going observation of the pupil in different learning contexts. Staff may present stimuli which are known to elicit further responses and will decide in advance upon the materials and strategies to be used. The pupil's performance is recorded or photographed and details of responses are noted and then analysed. See the 'Resources' section for a Structured assessment proforma.

NB. Structured assessments should remain flexible.

Throughout the assessment, teachers and staff should note the pupil's demonstration of other skills or attempts to communicate, over and above the skill that is being formally assessed.

Structured observation should take place on a quiet environment and preferably in a one-to-one setting.

Other assessment tools may include the following:

- The English National Curriculum P-Scales are designed as a summative assessment of learning for pupils with severe and profound learning needs
- Routes for Learning and QUEST Maps provide criterion-referenced assessment in relation to important milestones in the development of communication, cognition and social interaction of pupils with profound and multiple learning difficulties (Ware et al, 2006) Quest: Northern Ireland Curriculum. (See Useful Links)
- MAPP assessment (EQUALS)
- Developmental Checklists or checklists pertinent to each of the key areas of the curriculum may be used to assess a pupil's abilities in each area whilst also informing next steps and target setting
- The Affective Communication Assessment provides a way of recording observations of how pupils respond to systematic presentations of different tastes, touches, smells, sounds, and sights
- The PVCS (Preverbal Communication Schedule) is a checklist/rating scale which allows teachers to analyse the ways in which pupils communicate through non-verbal means and to evaluate their particular strengths See Useful Links)

Target setting

Teaching should not be driven purely by individual targets and should be led by a pupil's interests, motivators and by their active engagement or enjoyment of an activity.

Targets should be identified as a result of a thorough assessment and an in-depth knowledge of a pupil's current strengths and difficulties. Targets are set within a pupil's ASP/Child's Plan.

Long term targets are linked to the 'experiences' and 'outcomes' and the key areas of the Curriculum for Excellence.

Short term targets are based on on-going formative assessment and are related to the key areas of the curriculum for children and young people with severe and profound learning need. Schools may use a bank of possible targets or learning intentions for each of the key areas of the curriculum to facilitate the setting of individualised targets. These are linked to the Curriculum for Excellence's 'experiences' and 'outcomes' and also reflect the fact that many pupils may be working below the 'Early' level. Examples are provided in the 'Resources' section.

Targets are set and monitored three times a year. However, the target setting process is flexible and adapted to individual needs. For example, it may be necessary to have only two periods of target review if there is a significant plateau in learning or if learning has been affected illness. It is important to remember that a pupil's development may be

non-linear and may not follow the expected trajectory of development.

Targets may be task-based or process-based.

Task-based targets can be broken down into small, achievable steps and encourage the development of skills-based learning such as eating and drinking, object permanence, and carrying out daily routines.

Process-based learning (e.g. where the process of teaching becomes the objective and where staff respond to a pupil's communicative attempts) enables the creation of broader targets or learning intentions. Process-based targets are based on a pupil's motivators and engagement in an activity and ensure that progress is monitored in all areas, rather than being based purely on a short number of SMART targets. Process-based targets may be more loosely worded than task based targets and may be adapted after several weeks of monitoring.

Monitoring progress

Since learners' progress may not follow a pre-determined linear pathway, a combination of both task-based and process-based targets within a pupil's Additional Support Plan/Child Plan will enable teachers to monitor progress more effectively. It is useful to track pupil's progress in the key areas, embedded within Literacy, Numeracy and Health and Wellbeing. The 'What I Need to Help Me' section of the ASP provides an opportunity to detail the strategies, environment, positioning and prompts used to scaffold a pupil's learning. Appendix 2 highlights the fact that progress for this group of learners can be complex. Progress can sometimes be broken down into very small steps or alternatively, may not develop sequentially.

Formal and informal assessment tools may be used to assess current progress.

Staff may write salient points from observation on post-its or on a pupil's individual ASPs/Child Plan on a daily or weekly basis. These can be dated and timed with comments about the environment. The aim is to systematically gather qualitative assessment information which provides evidence of the pupil's progress. Photos and videos can also be used to document a pupil's achievement of a target or skills in a specific environment. Further recording may demonstrate a consolidation of skills over time.

A summary regarding attainment may be written at the end of each term. This may contribute to more formal reporting.

Targets may be task-based or process-based.

5

Teaching and learning approaches for children and young people with severe and profound learning needs

Motivators and active engagement

To develop effective teaching, staff need to accurately identify the specific needs, interests, and motivators of each learner with severe and profound learning needs. Tasks must be relevant and purposeful to maximise pupils' motivation and to help them make sense of their world. Pupils with profound learning needs are far more likely to engage in an activity which is focused on a motivator such as an object or activity of preference. Staff should consider individual pupils' behaviours that demonstrate their high level of engagement in an activity such as stilling, moving towards the stimuli, eye gazing at the activity, smiling or vocalising. There should also be a balance between ensuring pupils are engaged in an activity and then allowing them a short 'rest' time. See Appendix 3 for an explanation of forms of engagement which will vary for each learner across experiences and different environments.

The amount of time each pupil needs to react to a stimulus varies enormously and will depend on each individual. Some pupils need a huge amount of repetition before they are able to anticipate even a very familiar activity. For this reason, pupils will benefit from experiencing classroom routines (e.g. snack time, signing in at the beginning of the day) over and over again. It is important to control levels of stimulation since some learners may have difficulty

responding to stimuli through different sensory channels.

Pupils may find it very difficult to generalise a newly acquired skill to new contexts. For that reason, the new skill should be practised in a number of situations and conditions such as with different people, in different classrooms, with new stimuli, and with different reinforcers.

Creating a responsive learning environment and focusing upon communication

When creating a responsive learning environment, staff should consider the following:

- Be sensitive about pupil's personal space.
- Ensure that their positioning enables them to have eye contact with the learner. Does the pupil need to be face-to-face with the member of staff in order to maintain his or her attention or does the pupil focus better when the teacher stands alongside or behind the pupil?
- Ensure the pupil can clearly see or feel any stimuli they are introducing.
- Consider the pupil's preferences, such as physical contact.
- Be responsive to pupil's communicative attempts. Respond to the pupil's vocalisations by saying their name or whispering. Look

for atypical responses such as stilling or eye gazing and respond.

- Imitate the pupil's actions/ sounds back to them; allow the learner time to respond, and then provide feedback.
- Know which strategies can be used to interrupt a pupil's attention and engage them in another activity.
- Enable the pupil to take the lead by following their interest and by using pauses and imitation.
- Keep language very simple and use key words. Allow the pupil 'waiting time' to respond to any language used.
- Ensure that environmental factors are taken into account when planning for pupils with a sensory impairment, e.g. position of teacher to pupil, appropriate lighting etc.

(See 'Creating a Responsive Environment for People with Profound and Multiple Learning Difficulties', Jean Ware, 2003)

Learning activities and grouping

When planning learning activities, teaching staff should consider what is to be the intended learning outcome for each pupil, in addition to being aware of an individual's motivators. For pupils with severe or profound learning needs, a high level of adult support facilitates structured turn taking and offers opportunities for pupils to interact with an adult or peer. Learning activities may often take place in a one-to-one or two-to-one setting and may require the teacher to liaise closely with support staff to ensure that they are aware of the intended learning outcomes and appropriate delivery of planned activities. Working closely with a pupil also enables staff to notice changes in levels of concentration and engagement and to track subtle markers of progress or the emergence of new skills. See Appendix 3 for 'forms of engagement' and 'indicators of observable behaviour'.



During small group activities, consideration should be given to where the pupils sit, what the focus of attention will be and how individual learning outcomes can be achieved. The member of teaching staff will need to ensure that they can either remain in one position and maintain the attention of the group or move around from pupil to pupil. Support staff may support individuals within the group. In order to ensure maximum active engagement of each pupil in the group, staff should reflect upon the length of time individuals are required to wait for a turn etc. and how staff can facilitate the engagement of each pupil.

Pupils also need to spend time with their peers, and staff need to plan to support them in this. More able and less able peers can benefit from opportunities to socialise and interact. (Research demonstrates that pupils' level of engagement can at times be increased by working alongside mainstream peers. See Foreman et al; 2004).

Key areas of the curriculum may be taught through themes or as discrete subjects. For example, a lesson on 'the school trip' may incorporate teaching which addresses individual targets in the areas of communication, self-help and independence, physical skills and cognition. Alternatively, teachers may plan a communication/literacy lesson.

Teaching tools and approaches

Structured behavioural methods

Task-based learning

Behaviourist approaches are a good means of focusing on task-based learning which can be broken down into smaller steps. They can be used to develop a pupil's abilities to carry out new skills (e.g. self-care and independence skills such as putting on/taking off a jacket, setting a table; collecting items for the lesson). Cues and prompts can serve as antecedents to be learned and positive reinforcements can be used as a consequence following desired behaviours or actions. As the action develops, cues and prompts can be faded with natural stimuli acting as a reinforcer.

Prompts are any teacher behaviour which enables a pupil to know how to do a behaviour correctly. These include gestural prompts, concrete prompts (objects of reference), visual prompts, model prompts (e.g. the teacher demonstrates how to do a zip) and physical prompts (e.g. hand over hand or hand under hand.) Often mixed prompts may be used.

TEACCH

The TEACCH approach was developed to ensure that classroom organisation and teaching and learning approaches address the learning characteristics of individuals with Autism Spectrum Disorder. These include strengths in visual information processing, and difficulties with social communication, attention, and executive function.



Structured TEACCHing includes

- Organisational supports such as work systems and individual work spaces to address challenges with attention and executive function.
- Visual and/or written information through the use of work schedules and visual structure of materials to supplement verbal communication.
- Structured support for social communication.

Using objects and visuals

Supporting learning

It is tempting to think that pupils with severe or profound learning needs will be able to understand and respond to objects and pictures if they cannot understand oral language. However, the use of 'objects' as cues e.g. using a child's spoon to signify time for

lunchtime still requires a degree of symbolic understanding since learners must be able to attach significance to an object other than its actual use.

The use of visuals should also be based on pupils' understanding, perception and attention. For example, some pupils may have difficulty understanding what they see; they may be able to see colours and shapes but cannot sort these into an object onto a coloured background. Pupils may also be distracted by other aspects of the picture – such as a shiny edge or a colour, rather than the central figure order to assess a pupil's understanding and ability to use and respond to visual and object cues, it is important to introduce concrete objects and then progress slowly to increasingly abstract visual information. (See Appendix 4: Sequence for introducing objects of reference and visuals).

Supporting communication

Pupils with severe or profound learning needs may rely on facial expressions, vocal sounds, body language and behaviour to communicate. Some people with profound needs may not have reached the stage of using intentional communication and they may rely on others to interpret their reactions and responses to events and people. It is important that those who work with pupils spend time getting to know their means of communication and finding effective ways to interact with them which may include the use of language, signing, alternative and augmentative communication (AAC), etc.

Picture Exchange Communication System (PECS)

The PECS is a form of augmentative and alternative communication used with a wide variety of learners who have various communicative, cognitive, and physical needs. PECS uses picture symbols and is designed to teach functional communication skills with an initial focus on spontaneous communication. Staff who use PECS will have attended training on its usage and will liaise with the pupil's speech and language therapist.

Makaton / signing

Makaton teaches language and communication skills, through a combination of speech, signs, and graphic symbols. Whether the signs are used in conjunction with the symbols is dependent upon individual need. Makaton consists of a core vocabulary of roughly 450 concepts that are taught

in a specific order. (There are 8 different stages). For example, stage 1 involves teaching vocabulary for immediate needs, like 'eat' and 'drink'. Later stages contain more complex and abstract vocabulary such as time and emotions. Staff who use Makaton will have been trained in the approach.

Other signing systems may also be used. For pupils with multi-sensory impairments, on-body signing involves the staff member pointing, drawing or making varied hand shapes and movements directly onto the face, arms, or body of the pupil.

Technology and I.T.

Appropriate software and games and a number of apps can be used to focus on the development of cognitive skills such as sorting and matching. Speech and language therapists may also be involved in recommending and developing alternative and augmentative communication for pupils. Filming of pupils and then showing back short clips of them carrying out a task or communicating may help to develop self-care skills etc, provided that there has been prior consultation with parents and permission has been granted.

Alternative and Augmentative Communication (AAC)

The term AAC is used to describe the different methods that can be used to help people with disabilities communicate with others.

Computers and computer-based aids can now be readily adapted to provide access to communication. Communication systems with a synthesised or digitised voice offer a means of communication for those pupils who cannot speak; switches and other devices can be used by pupils with physical disabilities as an alternative to a standard computer keyboard; enlarged displays or voice feedback offer computer access to those with visual impairments. 'Low-technology' systems such as picture or symbol books can be valuable too.

'IPAACKS' (Informing and Profiling AAC Knowledge and Skills) provides a frame work which enables professionals to develop knowledge and skills which better support people who use AAC. It is a flexible and usable tool which will help shape and develop skills within teams and as a result improve the experience of people who use AAC. Teachers and others working with this group of pupils are then able to identify their own learning and development needs. A link to the IPAACKS framework is also provided in the Useful Links¹ Section.

Process-based approaches

Intensive interaction

A member of staff working one-to-one with a pupil concentrates all their attention on that pupil, and initially observes and responds to any movement, expression or sound made by the pupil. The member of staff uses techniques such as mirroring and modelling which are part of normal parent-infant interaction. Gradually games and sequences will emerge which the staff member will use and expand. The purpose of the games is to build a communicative relationship, and promote such things as pupil initiatives, eye-contact, turn-taking, understanding of cause and effect. Underlying all activities is the recognition of the pupil as an active partner in the engagement. (Knight and Watson, 1990; cited in Watson, 1994.)



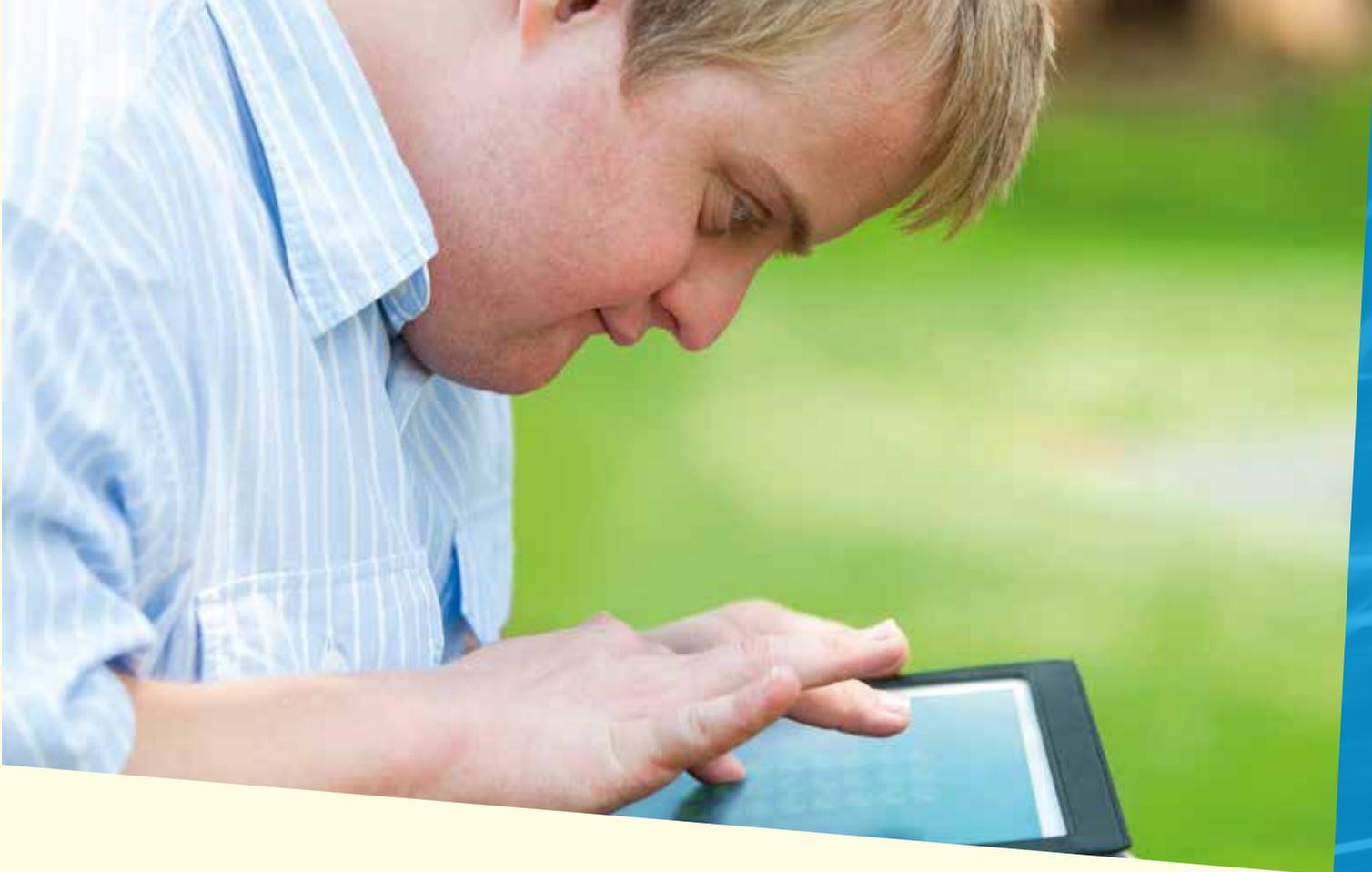
The member of staff uses techniques such as mirroring and modelling which are part of normal parent-infant interaction.

Sensory approaches

Longhorn (1988) developed a multi-sensory curriculum for this group of pupils in the 1980s. She suggested that without sensory stimulation and an awakening of the senses, this group of pupils would find it impossible to make sense of their experiences and to learn.

According to Farrell (2006), the skill of the teacher is to encourage sensory experiences for the pupil that aid further development. If this is done in situations lacking a meaningful context, the sensory activities will provide a purely sensory experience rather than a learning experience. It is therefore beneficial to plan how the stimulation of a sense may help to determine how a pupil communicates his or her likes, needs and wants or how it can be linked to an association or activity (e.g. how an object or touch signifies snack/swimming.) A sensory experience should not be too abstract if it is to be linked to an intended learning outcome. For example, a pupil may not be able to link 'smelling vegetables' during preparation in a Home Economics lesson to the finished item 'soup' which is produced some time later. Sensory activities may also be incorporated in activities which have their own structure and meaning e.g. attending to and tracking a colourful ball. It may also be beneficial to reflect upon how some pupils can be encouraged to replace their frequent use of near senses (tactile, proprioceptive, and olfactory) with an increasing use of distant senses (visual, auditory.)





6

Health and wellbeing and assessing and addressing challenging behaviours

Children and young people with severe or profound learning needs may communicate their likes or dislikes using atypical responses. For example, stilling, eye gaze or an arm movement may indicate enjoyment of an object or activity. A pupil's engagement in or enjoyment of an activity can also be dependent upon their current health needs, the context, their relationship with those around them and sensory factors such as lighting and noise.

The South Lanarkshire Framework for supporting pupils with severe and profound learning needs highlights the importance of

assessing individual learning needs, using individual motivators and focusing on the development of communication and self-care and independence skills, all of which contribute to pupils' health and wellbeing.

Health and wellbeing

Pupils may experience changes in emotional and mental wellbeing in a number of ways but it can take time to understand an individual's means of expression. Parents, family members and other staff and professionals who work closely with a pupil are often

Children and young people with severe or profound learning needs may communicate their likes or dislikes using atypical responses.

best placed to identify signs and behaviours which may indicate changes in emotional wellbeing (e.g. change in sleep pattern and appetite; change in expression, self-injurious behaviour). It is important to consider these changes in terms of their context, frequency and intensity. For example, is there a particular time of day when the change in behaviour is evident? Who is present? How long does it last? Does the pupil return to his or her 'usual self?'

In a research project which aimed to identify key factors leading to changes in emotional wellbeing in children and young people with severe and profound learning needs, both internal and external factors were identified (see below). Consideration should be given to how a pupil's needs are best met when it is evident that his or her wellbeing is adversely affected by any one of these. This will involve further discussion with all those involved with the pupil.

Internal factors

- Physical illness
- Pain
- Puberty
- Menstruation

External factors

- Bereavement
- Change in staff
- Change in routine
- Moving house
- Lack of stimulation
- Transition

(Making us Count: The Foundation for People with Learning Disabilities, 2005)

Assessing and addressing challenging behaviours

As a result of significant communication difficulties, pupils with severe or profound learning needs may employ a very limited repertoire of behaviours to communicate a variety of needs. This is why it is very important to involve all those who work closely with a pupil when trying to establish the reasons for more challenging behaviours. Although there are many reasons why a pupil may demonstrate challenging behaviour such as self-injurious behaviour, biting, or lashing out at others, researchers and clinicians have found it helpful to consider function in relation to the following four categories:

Social attention: For a variety of reasons (e.g. limited communication skills, boredom, and anxiety) pupils with severe or profound learning needs may behave in a particular way as a means way of attracting others' attention. For example, a child may learn that wetting their clothes is associated with an adult providing them with one-to-one attention in the form of helping them to clean up and change into dry clothes.

Tangibles: The desire to obtain certain things (e.g. food, drink, objects or activities) may provide a motivation for the behaviour when a pupil is unable to indicate their wish using other means of communication.

Escape: Some pupils may behave in a particular way to avoid situations or activities that they do not like, or do not find particularly rewarding. For example, a child

who does not like group activities may learn that hitting the child nearest to them results in them being moved to a quiet corner on their own.

Sensory or Intrinsic Factors

Sometimes behaviour is internally rewarding, or self-reinforcing i.e. what is happening around the individual (externally) is not as important as what is happening inside the individual. For example, a pupil may behave in a particular way simply because of the sensation (e.g., rocking back and forth or banging their head), because it is stimulating (e.g. flapping a hand in front of a light or 'twiddling' a piece of string), or because of the way it sounds (e.g. grinding teeth together or clicking their tongue repetitively). For the pupil, the behaviour may serve the function of helping them cope with uncomfortable feelings such as boredom or anxiety.

Many pupils with severe or profound learning needs have complex health needs which result in them experiencing chronic pain or enduring periods of illness. It is important that a pupil's current health needs or recent changes in medication etc. are taken into consideration when conducting an assessment of challenging behaviour.

Positive Behaviour Support

Current approaches to addressing the challenging behaviours of people with severe or profound learning needs highlight the importance of adopting a framework of Positive Behaviour Support. This should include the following:

- Developing an understanding of the challenging behaviour displayed by an individual, which is based on an assessment of the social and physical environment and broader context within which it occurs.
- Including the perspectives of all those involved, e.g. parents, staff working with the pupil, and the pupil.
- Using this information to develop, implement and evaluate a personalised support plan which also aims to enhance the quality of life for the person and other key people.

(Gore et al; 2013)

This means that strategies which aim to reduce or replace challenging behaviours should be used alongside interventions which may provide a means of developing a pupil's appropriate means of communication or which allow them to assert more control over their environment or to initiate communication with key people. It also takes into account the impact of challenging behaviours on those working with pupils.

Functional assessment analysis

A functional assessment (or analysis) of the behaviour provides some answers, or at least some theories, about the reasons for a pupil's behaviour and considers the context, intensity, and frequency of the behaviour. It can include both direct approaches (observation of the behaviours in different settings by the person carrying out the assessment) and indirect approaches (e.g. completing a questionnaire about the behaviours for the educational psychologist). This should then contribute to the Behavioural Assessment and guide the development of an individual Behaviour Support Plan, both of which form part 4 of the pupil's Additional Support Plan. (See Appendix 5: Carrying out an assessment of behaviours)

Assessment tools - ABC chart

A commonly used tool is known as the 'Antecedent, Behaviour and Consequence recording chart' (ABC chart). ABC charts may identify links between the behaviour, and its antecedent and consequent events that aid understanding of the function that a particular behaviour serves for an individual. (See 'Resources')

Motivation Assessment Scale

The Motivation Assessment Scale is a 16-item questionnaire which assesses the main functions of a behaviour along the dimensions of escape, sensory, social attention and tangible rewards. (See 'Useful links')

Behaviour log and baseline sheet

Both enable staff to detail more information about the behaviours, through baselining the identified behaviour and by identifying potential triggers and environmental settings. (See 'Resources')



Solution-focused pupil forum

A solution-focused pupil forum may be facilitated by the educational psychologist and involve all those working with the pupil. The aim of the meeting is to clarify the precise nature of the challenging behaviour whilst ensuring that focus is placed on the development of 'exceptions', existing strategies and contexts which lead to a reduction in the behaviour. (See 'Resources')

Behaviour Support Plan and interventions

For this group of learners, challenging behaviours should be addressed in the same way as any other learning outcome. The resulting 'Behaviour Support Plan', ASP Part 4, should include:

- **Proactive strategies:** strategies and interventions which aim to change the environment, teach replacement skills and develop the pupil's ability to initiate interaction and make choices
- **De-escalation strategies:** strategies which may reduce the potential challenging behaviours
- **Reactive strategies:** the strategies which are agreed will be put in place to address the identified challenging behaviour. For example, withdrawing the pupil from the environment, identifying the member of staff to do this etc., providing the key member of staff with support after the incident

A good Behaviour Support Plan might also include:

- A description of the challenging behaviour and the early warning signs.
- Potential antecedents/triggers for the behaviour.
- The function(s) that the behaviour appears to serve.
- The aims of the Behaviour Support Plan.
- A list of what recording is being done and staff roles etc.
- A record of how often the plan is to be formally reviewed.



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Useful links

The IPAACKS Framework: [http://www.nes.scot.nhs.uk/education-and-training/by-discipline/allied-health-professions/augmentative-and-alternative-communication-\(aac\).aspx](http://www.nes.scot.nhs.uk/education-and-training/by-discipline/allied-health-professions/augmentative-and-alternative-communication-(aac).aspx)

Making Sense of Sensory Behaviour. Booklet enabling parents and professionals to make sense of sensory behaviour. <http://www.gain-grantham.co.uk/wp-content/uploads/2013/12/Making-Sense-of-Sensory-Behaviour.pdf>

MENCAP Booklet: Communicating with people with profound and multiple learning disabilities facilitating those working with people with PMLD to communicate <http://www.mencap.org.uk/all-about-learning-disability/information-professionals/communication/communicating-people-pmld>

Quest for Learning is a guidance and assessment resource to support teachers and classroom assistants of learners with profound learning needs, providing ideas for and pathways to learning. <http://www.nicurriculum.org.uk/inclusion-and-sen/assessment/pmld.asp>

Routes for Learning. These materials support schools in assessing the early communication and cognitive skills of learners with profound learning difficulties and additional disabilities <http://wales.gov.uk/topics/educationandskills/schoolshome/curriculuminwales/additionaleducationalneeds/routeslearning/>

The P scales are descriptions of attainment levels below level 1 of the English National Curriculum. They were specifically developed for use in the assessment and monitoring of attainment and progress of pupils with severe or profound learning needs. <https://www.gov.uk/teacher-assessment-using-p-scales>

The Pre-Verbal Communication Schedule (PVCS) is an example of a checklist which allows teachers to analyse the ways in which pupils communicate through non-verbal means and evaluate their strengths. <http://complexneeds.org.uk/modules/Module-2.4-Assessment-monitoring-and-evaluation/B/m08p030b.html>

The Affective Communication Assessment enables the teacher to record pupils' responses to systematic presentations of different stimuli. <http://drmarkbarber.co.uk/resources.html>

The Motivation Assessment Scale is a 16-item questionnaire which assesses the function of a behaviour along the dimensions of escape, sensory, social attention and tangible rewards. <http://www.nhcue.edu.tw/~u9510873/image/study/allreport/no.2-2.pdf>

Sounds of Intent is a curriculum framework for making music with children and young people including those with learning difficulties or autism. soundsofintent.org

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Appendix 1

Carrying out an observation

When you observe learners, the following guidelines may be helpful.

- Establish that a response is intentional and not reflexive, such as a startle
- Establish that a response is a direct result of the stimulus and is not a response to staff actions
- Try to determine what qualities of the stimulus lead the learner to respond
- Determine the pupil's level of response in that particular environment
- Carry out further exploration of responses in a one-to-one setting and in small groups
- Carry out further exploration across the curriculum.
- Have discussion with other staff, professionals and parents to corroborate findings.

Questions to ask:

- How does the learner demonstrate ability?
- Was there a delay in response?
- How long does it take?
- How do environmental factors affect response (e.g. positioning, lighting, time of day)
- How much effort is involved?
- What level of support was given?
- What other learning did you notice? (E.g. during a structured observation did the pupil demonstrate a communicative attempt or response that you were not expecting or was not related to the task?)





Appendix 2

Paths to progress

From	To
Pre-intentional communication and voluntary responses to the environment	Increasing intentional responses and attempts to initiate communication using unconventional and then conventional means of communication
Use of more concrete means of communication such as Makaton/ signs	Use of more abstract means of communication such as speech
Development of newly acquired skill in one environment	Transfer and consolidation of new skill to different environments
Inappropriate behaviours in order to gain attention or communicate needs	Use of appropriate behaviours to gain attention and communicate needs
Contact with one or two others	Increased tolerance of being around others
Limited responses to a small number of stimuli in the environment	Active exploration of environment and increased development of problem solving skills
Reliance on gestural or visual and verbal prompts to carry out tasks	Understanding of natural cues leading to ability to initiate tasks
Brief bursts of attention on activity or stimulus, followed by a pause	Greater focus on motivating tasks for a longer period of time
Limited learning positions	Increased repertoire of learning positions
Dependence on set routine	Increased tolerance of changes in routine

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Appendix 3

Forms of engagement and indicators of observable behaviour

Forms of engagement	Indicators of observable behaviour
Encounter	Learners are present during an activity
Awareness	Learners appear to show awareness that something has happened and notice, or they fleetingly focus on an object/person.
Responsiveness	Learners attend and begin to respond to what is happening, often inconsistently. They begin to distinguish between people, objects, events, places.
Focused attention	Learners show more consistent attention to, and can tell the difference between, specific events, objects, people, etc.
Participation	Learners begin to share, take turns and anticipate familiar sequences of events (possibly with support).
Involvement	Learners reach out, join in, 'comment' on activity and actions/responses of others.

From Quest (Northern Ireland Curriculum)

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Appendix 4

Sequence for introducing objects of reference and visuals

The sequence below may be followed:

1 | Real object or Object of Reference. It is important to consider carefully the effectiveness of a chosen object of reference, e.g. a concrete object such as a personal plate is more meaningful and easier to understand. With consistent use over time, learners may become increasingly aware of the connection between object and activity.

2 | True Based Object Icons are photos of the real object cut to the shape of an object. It can be a helpful bridge between an object and a photograph.

3 | Photos of an object on plain background - larger pictures close to real size of object, reducing to smaller pictures

4 | Clearly drawn pictures of objects on a plain background

5 | Drawn pictures with more abstract stylised objects

6 | Drawn symbols of a single object with colour

7 | Drawn symbols of a single object without colour

8 | Picture/symbol of object with written word

9 | Written word for object

It may not be necessary to move through each step of this sequence in order to check a pupil's understanding of the objects and visuals being used. However, this guide will help to ensure that the objects or visuals used are appropriate for the individual learner.



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Appendix 5

Carrying out an assessment of behaviours

The assessment should draw on a wide range of sources and involve those who work closely with and know the pupil well.

1 | A definition of the challenging behaviour in question. Before conducting a functional assessment, it is important to prioritise the target behaviour and have a clear definition of it. Rather than 'Sam is lashing out', 'Sam uses his left hand to hit out at the arms or faces of staff in the base class.'

2 | An assessment of the antecedent (i.e. what happens before) events. Certain things often appear to trigger challenging behaviour. What antecedent events (e.g. activities, settings, individuals, objects, thoughts, or feelings) are most likely to predict the occurrence of the behaviour? What antecedent events are most likely to predict the non-occurrence of the behaviour?

3 | An assessment of the consequent (i.e. what happens after) events. What is the pupil gaining, or not gaining from the behaviour that motivates them to do it again, and again and again? Many consequent events are externally motivating, e.g. the consequence of a pupil banging his head may be that he gains more or less attention from people; gets a desired object, food or drink; or escapes from an activity or task. However, consequent events may also be internally motivating, e.g. the consequence of the pupil banging his head when he is feeling bored, may be that he feels more stimulated.

4 | Examples of additional factors that may be considered as part of a functional assessment include: a pupil's communication abilities; their general likes, motivators and dislikes; their learning style (i.e. how do they learn best?); environmental factors (e.g. noise levels, time of day, unpredictable routines, or numbers of people); and the intervention history (i.e. has anything helped before?; what strategies are currently working?).

Structured observation form

Name	
Date	
Class	

What is being assessed?	E.g. Responds differently to different stimuli
Objects/materials/ environments needed to assess this?	
Strategies used	
Note responses: Eyes, mouth, hands, legs, vocalisations	
Other comments and questions from observation	

Possible banks of targets

Communication

Responding and receptive skills, initiating and expressive skills; social communication and interaction; early literacy skills.

Individual targets in the right column can be linked to experiences and outcomes on the left column.

Curriculum for Excellence Experiences and outcomes	Possible learning targets
Responding and receptive skills	
<p>I listen or watch for useful or interesting information and I use this to make choices or learn new things. LIT 0-04a</p> <p>I understand that my feelings and reactions can change depending on what is happening within and around me. This helps me to understand my own behaviour and the way others behave. HWB 0-3a/ 1-03a/2-04a/ 3-4a/4-04a</p> <p>I am learning to move my body well, exploring how to manage and control it and finding out about how to use and share space. HWB 0-21a</p> <p>I can match objects and sort, using my own and others' criteria, sharing my ideas with others MNU 0-2c</p> <p>I can use signs and objects around me for information, helping me to plan and make choices and decisions in my daily life MNU 0-2c</p>	<p>I can do the following:</p> <ul style="list-style-type: none"> • Respond when basic needs are met (e.g. stops crying when comforted) • Turn my eyes/head towards sound • Respond to stimuli presented in on/off pattern (e.g. eyes widen; stills) • Direct gaze toward desired object • Respond to familiar voice or other personal identifier Q5 • React to close contact with familiar adult Q2 • Respond to my own name by stilling, turning etc. Q8 • Respond to familiar voice or other personal identifier • Respond to greetings • Change behaviour in response to an interesting event nearby Q25 • Respond to an instruction which carries a single piece of information-e.g. 'stop, no' - e.g. stops current activity briefly. (Understanding of language may be supported by context, routine, gesture, prior learning, etc.) • Imitate vocalisations within my own repertoire of sounds • Imitate new sounds, including speech sounds • Select an object from a limited array and stay with this object for a short period of time. Objects are real and to-hand.

Curriculum for Excellence Experiences and outcomes	Possible learning targets
Responding and receptive skills	
	<ul style="list-style-type: none"> • Select objects which are out of sight or only available at a later time. • Choose object by pointing • Point to photograph or symbol for desired object when presented with two • Show an awareness of the link between an Object of Reference which has been presented to me and the event or object to which it refers • Show understanding of connection between picture/symbol and signified • Exchange picture for desired object • Select from a choice of 2 Objects of Reference in order to indicate a need or preference • Select from a choice of symbols e.g. communication board or book • Respond appropriately to single words • Recognise gestures such as waving, beckoning, patting the chair • Show understanding and responds to phrases containing 2 and 3 words • Show understanding of words • Choose an object from a choice of three or more • Point to up to 3 common objects when they are named • Select correct symbol for object from choice of three or more • Follow a one-step instruction (e.g. sit down)

Curriculum for Excellence Experiences and outcomes	Possible learning targets
Responding and receptive skills	
	<ul style="list-style-type: none"> • Follow a two-step instruction (e.g. pick up your jacket and put it on the chair) • Show an understanding of words and phrases in a specific topic (e.g. shopping, snack time) • Listen to a range of words/ phrases being used in a range of environments • Show an understanding of the words and phrases used to describe properties and relationships (e.g. colours, textures, sounds, shape , size) • Show an understanding of simple grammar (pronouns, prepositions, plurals etc.) • Show understanding of contrasting words (hot/cold; big/small)

Curriculum for Excellence Experiences and outcomes	Possible learning targets
Initiating and expressive skills	
<p>As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings. LIT 0-10a</p> <p>I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things. LIT 0-14a</p> <p>I can match objects and sort, using my own and others' criteria, sharing my ideas with others MNU 0-2c</p> <p>I can use signs and objects around me for information, helping me to plan and make choices and decisions in my daily life MNU 0-2c</p> <p>In everyday activities and play, I explore and make choices to develop my learning and interests. I am encouraged to use and share my experiences HWB 0-19a</p> <p>I can make a personal link to the past by exploring items or images connected with important individuals or special events in my life. SOC 0-02a</p> <p>I enjoy exploring and using technologies to communicate with others within and beyond my place of learning. TCH 0-04a</p>	<ul style="list-style-type: none"> • Imitate vocalisations within my own repertoire of sounds • Show or 'share' an object to begin an interaction (e.g. moves arms to gain attention) • Vocalise or makes physical contact to initiate interaction • Point for desired object • Terminate interaction with an adult Q13 • Object to the end of an interaction Q15 • Attract attention Q32 (e.g. by moving arms, vocalising) • Deliberately gain the attention of another person to satisfy a need Q39 • Draw attention to something in the environment • Use physical contact such as pulling, tugging, leading adult, directing or 'throwing' adult's arm toward object • Use Pointing • Use pointing to express different functions (e.g. I want/ look) • Touch, reach out for an Object of Reference in order to indicate a need or preference • Communicate choice to an attentive adult Q37 • Communicate 'more' Q22 • Communicate more or no more through two consistent actions Q28 • Request 'again' • Communicate that an activity is finished

Curriculum for Excellence Experiences and outcomes	Possible learning targets
Initiating and expressive skills	<ul style="list-style-type: none"> • Communicate refusal or rejection using appropriate strategies such as pushing an object aside, holding up hand, saying 'stop' • Indicate need/preference by touching or pointing to a picture/symbol • Take picture/symbol to adult • Communicate meanings using more than one sign/symbol (e.g. 'taxi...home') • Communicate using a single word or phrase (Single message device) • Identify one symbol/message from a choice of two or more (2+ single message devices, overlay device or dynamic device) • Build phrases of two words or more on communication aid, e.g. 'I... want... drink' • Communicate a message spontaneously • Sign actively: tolerates adult help in physically shaping a sign • Imitate signs • Sign spontaneously • Either gain attention before signing or directs sign towards an adult • Increase personal repertoire of signs • Link two or more signs • Use a range of sounds • Can imitate sounds and words • Repeat common words immediately upon hearing them • Say first name when asked

Curriculum for Excellence Experiences and outcomes	Possible learning targets
Initiating and expressive skills	<ul style="list-style-type: none"> • Use single words (mainly nouns and verbs) • Use one word requests (e.g. up; more) • Use the names of some familiar people • Use short phrases and sentences containing 2 or 3 words (e.g. noun + verb; - ball gone) • Use words and phrases in specific contexts (e.g. snack time, myself) • Use prepositions to describe things (big, nice, and good). • Use other simple grammar; e.g. prepositions such as in, on; pronouns he/ she) • Use negative in sentences E.g. 'me no go.' • Ask simple questions 'Where's ball?' • Use more 'wh' questions; • Tell simple stories 'dinner all gone; now class.'

Curriculum for Excellence Experiences and outcomes	Possible learning targets
Social communication and interaction	
<p>As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen. LIT 0-02a / ENG 0-0</p> <p>I am aware of and able to express my feelings and am developing the ability to talk about them. HWB 0-01a / HWB 1-01a / HWB 2-01a / HWB 3-01a / HWB 4-01a</p> <p>I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances. HWB 0-03a / HWB 1-03a / HWB 2-03a / HWB 3-03a / HWB 4-03a</p> <p>I share experiences and feelings, ideas and information in a way that communicates my message LIT 0-26a</p> <p>I understand that my feelings and reactions can change depending on what is happening within and around me. This helps me to understand my own behaviour and the way others behave. HWB 0-04a/1-04a/2-04a/3-04a/4-04a</p>	<ul style="list-style-type: none"> • Cry or indicate by eyes/ movements when distressed • Smile when smiled at • Interact with familiar people (smiling, turning , giving eye contact) • Show two or more emotions (e.g. laughs, cries) • Reach out for familiar person when person holds out arms • Show affection towards a familiar person (e.g. Hugs, kisses) • Try to imitate others' facial expressions • Show preference for certain people and objects (e.g. smiles, reaches towards person) • Actively seek out the attention from others (e.g. by vocalising or reaching out) • Actively play with another person (e.g. pulls person's hand or hands person an object) • Share joint attention in an object or activity Q40 e.g. alternates own behaviour or sounds with those of an adult, pausing whilst adult acts and acting when adult pauses) • Turn take in a one-to-one situation with an adult Q7 • Anticipate familiar social routines Q17 (e.g. getting snack for snack time) • Persevere by repeating action for reward in social game Q30 (e.g. actions songs; hold arms up for coat)

Curriculum for Excellence Experiences and outcomes	Possible learning targets
Social communication and interaction	
<p>As I develop and value relationships, I care and show respect for myself and others. HWB 0-05a/1-05a/2-05a/3-05a/4-05a</p> <p>In everyday activities and play, I explore and make choices to develop my learning and interests. I am encouraged to use and share my experiences HWB 0-19a</p> <p>As I play and learn, I am developing my understanding of what is fair and unfair and why caring and sharing are important. RME 0-09a</p>	<ul style="list-style-type: none"> • Initiate a social interaction game Q33 e.g. clapping, peek a boo • Show interest in peers (watches them; smiles; looks towards them when their name is said) • Attend to people speaking and follow the turn taking between them • Draw attention to myself and my needs • Show I have a shared understanding of an object/ word – follow an adults’ gaze and looks at the object, even if I don’t understand the word • Take turns in a short conversation with a partner and then in a group • Act appropriately when introduced to others. E.g. replies ‘I’m fine’ to ‘How are you?’ • Can engage in other small talk. E.g. asks ‘How are you?’ • Recognise and uses gestures such as waving, beckoning, patting the chair • Call people by name • Seek out adult when upset/needs help • Demonstrate friendship seeking behaviours (e.g. take another pupil by the hand to show them something) • Show a desire to please others (e.g. performs a task and anticipates praise from teacher) • Recognise the likes and dislikes of others

Curriculum for Excellence Experiences and outcomes	Possible learning targets
Social communication and interaction	
	<ul style="list-style-type: none"> • Answer simple wh- questions (what/why/who) • Ask for what I want 'more dinner; no more dinner; read book' • Look at people when they are talking to me • Use language to share experience with another person ('nice dinner; 'Sam ball.') • Share objects • Take turns without being asked • Follow rules of simple games • Play simple board game

Curriculum for Excellence Experiences and outcomes	Possible learning targets
Early literacy skills	
<p>I enjoy exploring and playing with the patterns and sounds of language and I can use what I learn LIT 0-01 a/0-11a/0-20a</p> <p>I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes. LIT 0-01b / LIT 0-11b</p> <p>I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read or write. ENG 0-12a / LIT 0-13a / LIT 0-21a</p>	<ul style="list-style-type: none"> • Imitate new sounds including speech sounds • Show understanding of words and phrases in familiar stories, rhymes and songs • Add the last word to a familiar rhyme • Hold books in correct way • Turn from front to back • Point to pictures when requested • Point to smaller details when requested • Point to individual words • Recognise logos e.g. Tesco; BenTen • Listen to the rhymes and rhythms • Join in rhymes and rhythms • Imitate a simple clapping rhythm • Can hear words that rhyme and pick them out • Join in alliteration

Curriculum for Excellence Experiences and outcomes	Possible learning targets
Early literacy skills	
<p>As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information. LIT 0-21b</p> <p>I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write. ENG 0-12a / LIT 0-13a / LIT 0-21a</p> <p>To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. LIT 0-07a/0-16a/0-17a</p> <p>I share experiences and feelings, ideas and information in a way that communicates my message LIT 0-26a</p> <p>As I listen and take part in conversations and discussions, I discover new phrases which I use to help me express my thoughts, ideas and feelings LIT 0-10a</p> <p>As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information LIT 0-21b</p> <p>I listen or watch for useful information and I use this to make choices or learn new things LIT 0-04a</p>	<ul style="list-style-type: none"> • Imitate alliteration • Identity 'odd one out' • Listen to letter sounds • Imitate letter sounds • Match initial sound to letter • Blend simple CVC words • Match familiar written words with object/picture • Match familiar words with words • Can put pictures into sequence of story just told • Can recount story orally with visual prompts, putting events into correct order and using simple phrases • Can recount story orally, putting events into correct order and using connectives and words such as 'first, next.' • Experiment with emergent writing • Attach emergent writing to my drawings • Write my name • Write short phrases using whole words selection software • Write words supported by adults • Use writing for practical purposes' (write a birthday card) • Hold a pencil with a palmar grip to make marks • Hold a pencil with a pincer grip • Draw a line, cross • Draw a circle/square • Attempt to copy a face • Attempt overwriting • Free write letters and words

Possible banks of targets

Cognition

Responding to stimuli and acting on the environment; planning , predicting and problem solving; attention and concentration: Maths; Sequences and patterns; maths; number.

Individual targets in the right column can be linked to experiences and outcomes on the left column.

Curriculum for Excellence Experiences and outcomes	Possible learning targets
Responding to stimuli and acting on the environment	
<p>I understand that my feelings and reactions can change depending on what is happening within and around me. This helps me to understand my own behaviour and the way others behave. HWB 0-3a/ 1-03a/2-04a/ 3-4a/4-04a</p> <p>I am learning to move my body well, exploring how to manage and control it and finding out about how to use and share space. HWB 0-21a</p> <p>I listen or watch for useful or interesting information and I use this to make choices or learn new things. LIT 0-04a</p> <p>I can use signs and objects around me for information, helping me to plan and make choices and decisions in my daily life MNU 0-2c</p> <p>I can collect objects and ask questions to gather information, organising and displaying my findings in different ways. MNU 0-20a</p> <p>I can use the signs and charts around me for information, helping me plan and make choices and decisions in my daily life. MNU 0-20c</p>	<p>Awareness</p> <p>I can do the following:</p> <ul style="list-style-type: none"> • Notice stimuli Q1 • Respond to very obvious stimulus Q3 (e.g. still when hand is massaged or when I see a flashing light) • Briefly follow a moving stimulus Q10 • Recognise when a stimulus starts and stops • Anticipate repetitively presented stimulus Q14 (e.g. smile before being pushed on a swing after several pushes) • Respond to range of stimuli Q6 (e.g. turn to a range of flashing objects) • Actively notice familiar stimuli • Locate interesting stimuli e.g.: move eyes, turn head • Activate toys that give interesting effects • Demonstrate brief memory for previously presented stimulus Q4 • Respond consistently to one stimulus Q9 • Respond differently to different stimuli Q12 • Respond to a range of stimuli that are quieter and less obvious (e.g. smile at quiet singing)

Curriculum for Excellence Experiences and outcomes	Possible learning targets
Responding to stimuli and acting on the environment	
<p>I am developing problem-solving strategies, navigation and co-ordination skills, as I play and learn with electronic games, remote control or programmable toys. TCH 0-09a / TCH 1-09a</p> <p>Throughout my learning, I share my thoughts with others to help further develop ideas and solve problems. TCH 0-11a</p> <p>I can match objects and sort, using my own and others' criteria, sharing my ideas with others MNU 0-2c</p>	<ul style="list-style-type: none"> • Attend to stimuli that are further away (e.g. respond to music a few feet away) • Activate toys deliberately– knowing that their actions have an effect (contingency responding) • Attend to stimuli in a busy classroom (e.g. watch another child moving around) • Transfer attention from one stimulus to another • Redirect attention to a second object Q18 • Shift attention from one object to another • Shift attention from one object to another and back again Q2 • Show behaviour which can be interpreted as rejection of some stimuli Q11 <p>Exploration</p> <ul style="list-style-type: none"> • Recognise familiar places (e.g. look up at lights when entering sensory room; go straight to a favourite object in the classroom) • Explore the environment with assistance Q16 • Select appropriate resource for a familiar routine (e.g. spoon for eating; cup for drink) • Assist in putting away resources in familiar routine (e.g. put back lunch box in cupboard) • Look briefly after a disappearing object Q20 • Cause an effect through random activity Q19 • Cause an effect intentionally through purposeful activity

Q= key milestones from Quest Map (Northern Ireland Curriculum)

Curriculum for Excellence Experiences and outcomes	Possible learning targets
Responding to stimuli and acting on the environment	
	<ul style="list-style-type: none"> • Operate a toy or object with a single action (e.g. by pressing switch) • Repeat an action when first attempt unsuccessful Q31 • Intentionally explore the environment Q27 • Respond with a support or prompt to a reactive environment Q21 • Search for, or look toward, interesting object which has gone out of sight (object permanence) Q20 • Select from two or more items Q36 • Use different actions to operate different toys or objects • Shift attention between two different objects or toys • Perform two different actions in sequence to get reward Q35 • Modify an action when repeating it does not work Q38 • Try a new strategy when old one fails • Demonstrate Contingency Awareness Q23 (e.g. know that pressing a switch will lead to an effect) • Demonstrate Contingency Responding Q23 (e.g. know that I only have to press the switch once to cause an effect) • Manipulate objects purposefully (and increasingly according to function) • Demonstrate Object permanence Q34 (Look for hidden objects under 'screens' (saw them being hidden)) • Look in containers to find objects

Curriculum for Excellence Experiences and outcomes	Possible learning targets
Responding to stimuli and acting on the environment	
	<ul style="list-style-type: none"> • Open containers to find objects (lift lids and pull off material) • Express preference for items not present via symbolic means Q41 • Show early problem solving – try new strategies when old one fails Q43 • Select preferred object from a mixture of objects (e.g. in box) • Put toys in and out of containers • Manipulate objects purposefully (e.g. perform different actions to make something work; brushes with a brush; puts paint on paper) • Operate objects that require more than one action to complete (e.g. cd player knobs)

Curriculum for Excellence Experiences and outcomes	Possible learning targets
Planning, predicting and problem solving	
<p>I am developing a sense of size and amount by observing, exploring, using and communicating with others about things in the world around me. MNU 0-01</p> <p>I experiment with everyday items as units of measure to investigate and compare sizes and amounts in my environment, sharing my findings with others. MNU 0-11a</p>	<ul style="list-style-type: none"> • Predict a familiar routine as a result of cue (e.g. object, symbol) • Predict response to event based on previous experience and responds with minimal prompting (e.g. sight of register is a cue to take it to school office) • Can remember and carry out the steps involved in carrying out familiar routine (e.g. put cup in lunch box then put lunch box in cupboard) • Follow two step instructions without adult support • Can connect a sequence of effects to a cause • Can connect delayed cause and effect

Q= key milestones from Quest Map (Northern Ireland Curriculum)

Curriculum for Excellence Experiences and outcomes	Possible learning targets
Planning, predicting and problem solving	
<p>I have spotted and explored patterns in my own and the wider environment and can copy and continue these and create my own patterns. MTH 0-13a</p> <p>I enjoy investigating objects and shapes and can sort, describe and be creative with them. MTH 0-16</p> <p>I can collect objects and ask questions to gather information, organising and displaying my findings in different ways. MNU 0-20a</p> <p>In everyday activity and play, I explore and make choices to develop my learning and interests. I am encouraged to use and share my experiences. HWB 0-19a</p> <p>Through creative play, I explore different materials and can share my reasoning for selecting materials for different purposes. SCN 0-15a</p>	<ul style="list-style-type: none"> • Can indicate why an effect has occurred (e.g. toast is burnt because toaster was on too high) • Can indicate what comes next in a familiar activity or game • Can link more abstract cause and effects (e.g. hot today so wear sun cream) • Can self-correct and attempt new response if first answer is incorrect (e.g. look to a different symbol if first symbol picked did not lead to desired outcome) • Can link objects or symbols to more abstract concepts (e.g. when it is raining, people wear...) • Manipulate objects win simple experiments (e.g. push together different objects down a slope; stick together Velcro parts to make an object) • Use simple scientific apparatus (e.g. Scales, scissors) • Choose between two or more different ways if performing a task • Use a range of sources of information e.g. web, finding pictures in magazine • Choose what materials to use to make something • Choose a task to complete • Put sequence of simple experiment in order (e.g. by putting 4 pictures in correct order) • Communicate what happened at beginning and end of experiment. E.g. point to food colouring that has changed the colour of the water

Curriculum for Excellence Experiences and outcomes	Possible learning targets
Planning, predicting and problem solving	
	<ul style="list-style-type: none"> • Give a simple oral explanation of what happened • Have the opportunity to make decisions about everyday events • Ask for help with a problem <p>Attention and concentration</p> <ul style="list-style-type: none"> • Understand what is 'good sitting' and respond to visual prompt or gesture • Understand what 'good listening' is and respond to visual prompt or gesture to practise good listening • Look at teacher when listening to an instruction with visual/ verbal prompts • Look at teacher unaided • Use appropriate means to gain adult attention (e.g. Makaton sign for teacher's initial; hand up) • Follow adults instruction to look at an object or activity • Follow order of activities with symbols or prompts. E.g. first, then • Alternate attention between object and teacher • Remain focused on an activity for 5 minutes • Remain focused on an activity for +5 minutes (specify activity and time) • Disengage from an activity when told to stop • Continue to focus on task in noisy environment

Curriculum for Excellence Experiences and outcomes	Possible learning targets
Maths; sequences and patterns	
<p>I am developing a sense of size and amount by observing, exploring, using and communicating with others about things in the world around me. MNU 0-01a</p> <p>I have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order. MNU 0-02a</p> <p>I use practical materials and can 'count on and back' to help me to understand addition and subtraction, recording my ideas and solutions in different ways. MNU 0-03a</p> <p>I can share out a group of items by making smaller groups and can split a whole object into smaller parts. MNU 0-07a</p> <p>I am developing my awareness of how money is used and can recognise and use a range of coins. MNU 0-09a</p> <p>I can match objects, and sort using my own and others' criteria, sharing my ideas with others. MNU 0-20b</p> <p>I enjoy investigating objects and shapes and can sort, describe and be creative with them. MTH 0-16a</p> <p>Through creative play, I explore different materials and can share my reasoning for selecting materials for different purposes. SCN 0-15a</p>	<ul style="list-style-type: none"> • Find pairs of objects which are the same • Fill and empty containers • Find pictures which are the same • Sort according to perceptual qualities such as colour, shape, size • Sort according to function (e.g. cutlery in one tray, stationery in another) • Sort according to association (e.g. knife with fork, pen with paper, picture of comb with picture of hair) • Sort according to one criteria then more than one criteria (e.g. colour, shape, size, weight, thickness) • Recognise and uses language of comparison (e.g. big/ little; rough/ smooth) • Indicate same or different (by signing, using words etc.) when objects are similar or different • Build with different shape and sized bricks • Continue a repeating pattern of beads or pegs on a board • Complete a range of simple inset puzzles • Complete a range of form boards • Hear and use shape language • Compare what containers contain using more or less or the same • Compare speed of people or objects using 'fast' and 'slow' • Compare the weight of objects using light and heavy • Hear and use space language (in, on, under, beside) • Solve simple puzzles related to space and shape e.g. can I put this hat on this head? • Order a temporal sequence • Order a causal sequence

Curriculum for Excellence Experiences and outcomes	Possible learning targets
Maths; number	
<p>I have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order. MNU 0-02a</p> <p>I use practical materials and can 'count on and back' to help me to understand addition and subtraction, recording my ideas and solutions in different ways. MNU 0-03a</p> <p>I have investigated how whole numbers are constructed, can understand the importance of zero within the system and can use my knowledge to explain the link between a digit, its place and its value. MNU 1-02a</p>	<ul style="list-style-type: none"> • Discriminate between two sets of objects in the range 1-3 e.g. choose the plate with 2 sweets over the plate with 1 • Indicate 1 or 2 • Hear and join in chants associated with numbers. I can say '1,2,3' before knocking down tower • Recognise people are all gone or there are lots of them • Join in simple number games using numbers 1-5 • Say numbers 1-5 • Join in simple number games using 1-10 • Say numbers 1-10 • Rote counts to 5, 10 • Touch counts row of counters etc. to 3, 5 or 10 • Respond to question 'how many' by touch counting, even if inaccurately • Touch counts items by putting objects in a line or putting them towards myself • I do this with objects that are not exactly the same • Match numerals (e.g. post numerals into letter bin with same numeral on • Identify numerals 1-3, 1-5, 1-10 • Order number symbols in correct sequence • Rote counts or sequence numerals beginning in the middle of a sequence • Add more or take away some objects and count again to find how many are left • Share out objects between people 'one for you' and 'one for me'

Curriculum for Excellence Experiences and outcomes	Possible learning targets
Maths; number	<ul style="list-style-type: none"> • Make up numerically equivalent sets • Compare two sets of objects and says which set contains 'more' and which set contains 'less' • Match numerals to corresponding sets of objects • Respond to the question 'How many?' • Respond to instruction to 'add one' or 'take one away' • Estimate a quantity and check by counting • Identify the 'next' object in a sequence • Identify the 'first' and 'last' objects in a sequence • Play simple games with dots/ pictures using 1-3 first • Solve simple problems using written numerals e.g. fill in missing number on number one • Use ordinal numbers to describe position ('first', 'second', 'third')

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Possible banks of targets

Self-care and independence

Eating and Drinking: personal care: Daily Living Skills.

Individual targets in the right column can be linked to experiences and outcomes on the left column.

Curriculum for Excellence Experiences and outcomes	Learning outcomes
Eating and drinking	
<p>I enjoy eating a diversity of foods in a range of social situations. HWB 0-29a / HWB 1-29a / HWB 2-29a / HWB 3-29a / HWB 4-29a</p> <p>Together we enjoy handling, tasting, talking and learning about different foods, discovering ways in which eating and drinking may help us to grow and keep healthy. HWB 0-30a</p> <p>I explore and discover where foods come from as I choose, prepare and taste different foods. HWB 0-35a</p> <p>I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space HWB 0-21a</p> <p>I am discovering ways that I can link actions and skills to create movement patterns and sequences. This has motivated me to improve my skills to develop flow and control HWB 1-21a</p>	<p>I can do the following:</p> <ul style="list-style-type: none"> • Open mouth when food is offered • Am helpful when being supported to eat and drink (e.g. by opening my mouth for the spoon/ cup or turning to spoon/ cup) • Suck from a straw • Eat and drink pureed food/ thickened drink • Drink a variety of drinks (e.g. milk, squash, tea) • Eat mashed food (usually each food mashed separately) • Eat chopped food • Eat finger food • Use a spoon to eat (maybe move on to using a fork) • Hold spoon, fork or knife correctly • Use a two handled cup to drink (probably first with a lid, then perhaps a slanted cup before progressing to a conventional open cup) • Use a single handled cup to drink • Use a beaker (with no handles) to drink

Curriculum for Excellence Experiences and outcomes	Learning outcomes
Personal Care	
<p>I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. HWB 0-15a / HWB 1-15a / HWB 2-15a / HWB 3-15a / HWB 4-15a</p> <p>I am learning what I can do to look after my body and who can help me. HWB 0-48a / HWB 1-48</p> <p>I am aware of my growing body and I am learning the correct names for its different parts and how they work. HWB 0-47b / HWB 1-47b</p> <p>I am learning what I can do to look after my body and who can help me. HWB 0-48a / HWB 1-48</p> <p>I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space HWB 0-21a</p> <p>I am discovering ways that I can link actions and skills to create movement patterns and sequences. This has motivated me to improve my skills to develop flow and control HWB 1-21a</p> <p>I am developing my movement skills through practice and energetic play HWB 0-22a</p> <p>I am learning what I can do to look after my body and who can help me. HWB 0-48a / HWB 1-48</p>	<ul style="list-style-type: none"> • Show awareness of being dressed and undressed (e.g. by eye or limb movement) • Am helpful when being undressed and dressed (e.g. relax limbs) • Offer limbs (e.g. when putting on my coat/ trousers/ shoes) • Finish taking off clothes once the process has been started by an adult (e.g. wriggle out of shoes once they have been loosened/ pull sock off toes after they have been pulled down) • Can pull up a zip that is fastened at the bottom • Can do up large buttons at the front • Can do up small buttons • Take off my clothes (probably starting with shoes and coats and progressing to other items of clothing) • Pull up pants/ trousers (e.g. after using the toilet) • Put on my clothes when handed the correct item (probably starting with shoes and coats) • Put clothes on the right part of the body in the correct orientation • Put clothes on a peg/ on a chair or in a locker • Put clothes on in a sensible order (e.g. socks before shoes) • Choose the correct clothes for an activity (e.g. coat to go outside, swimsuit for swimming) • Put PE/ swimming kit into a bag • Put socks together/ put shoes together • Recognise basic clothing vocabulary/ sign/ symbol in context (probably coat and shoes)

Q= key milestones from Quest Map (Northern Ireland Curriculum)

Curriculum for Excellence Experiences and outcomes	Learning outcomes
Personal Care	
<p>I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space HWB 0-21a</p> <p>I am discovering ways that I can link actions and skills to create movement patterns and sequences. This has motivated me to improve my skills to develop flow and control HWB 1-21a</p> <p>I am developing my movement skills through practice and energetic play HWB 0-22a</p>	<ul style="list-style-type: none"> • Show awareness of having my nappy changed (e.g. by or limb eye movement) • Am helpful when having my nappy changed (e.g. relax limbs or lift bottom) • Sit on potty or toilet seats regularly (usually after completing a toileting chart to find any patterns in times for urination or defecation) • Transfer from chair to toilet or from standing to toilet • Use toilet or potty appropriately if taken by an adult regularly • Indicate the need to change my wet/soiled nappy (e.g. cry with discomfort) • Move to the changing table when shown my nappy • Stand to have my nappy/ sanitary towel changed • Recognise the word/ symbol/ sign 'toilet' in context • Indicate a need to use the toilet (e.g. go to the door or use sign/ symbol) • Take myself to the toilet when I need to use it • Flush the toilet • Shut the toilet door • Complete the whole toilet sequence (probably with adult support and prompting each step) • Wipe my bottom • Show awareness of teeth being cleaned (e.g. by eye blinking, pulling a face) • Am helpful when my teeth are being cleaned (e.g. opening mouth) • Hold an electric toothbrush in my mouth but probably only on front teeth

Curriculum for Excellence Experiences and outcomes	Learning outcomes
Personal Care	
	<ul style="list-style-type: none"> • Use a conventional brush (or electric toothbrush) (probably on front teeth first, gradually learning to include all teeth) • Put the paste on the toothbrush (beginning with just squeezing the toothpaste but then learning to twist the top off and on) • Swill and spit with mouthwash • Shows awareness of having my hair brushed (e.g. eye blinking or head turning) • Am helpful when my hair is being brushed (e.g. holding head up) • Hold hairbrush (but not necessarily brush my hair) • Brush someone else's hair or the hair/ fur of a toy • Brush my own hair (probably one side first and then learning to brush all over) • Show awareness of being washed and dried - usually hands, face and bottom – or being showered (e.g. by eye or limb movement) • Am helpful when being washed and dried/ showered (e.g. hold out hands or turn up face) • Wash and dry my hands in the sink / shower • Wash and dry my face in the sink/ shower • Wash and dry my body whilst taking a shower • Complete the whole showering sequence (probably with adult supporting and prompting each step)

Curriculum for Excellence Experiences and outcomes	Learning outcomes
Daily living skills	
<p>I am discovering ways that I can link actions and skills to create movement patterns and sequences. This has motivated me to improve my skills to develop flow and control HWB 1-21a</p> <p>I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible HWB 0-16a, 1-16a, 2-16a, 3-16a, 4-16a</p> <p>I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations HWB 0-17a/1-17a/2-17a. 3-17a/4-17a</p> <p>I know and can demonstrate how to travel safely HWB 0-18a/1-18a/2-18a/ 3-18a/4-18a</p> <p>In everyday activity and play, I explore and make choices to develop my learning and interests. I am encouraged to use and share my experiences. HWB 0-19a</p> <p>I enjoy taking photographs or recording sound and images to represent my experiences and the world around me. TCH 0-04b</p>	<ul style="list-style-type: none"> • Am careful around hot objects • Can turn a tap on and off • Carry out classroom routines with visual/ verbal prompts (e.g. put away lunch box when I see relevant object of reference) • Anticipate next step in familiar activities or routines and performs this • Search out and see resources needed for familiar activities • Know classroom routines and carry out with minimal prompts • Recognise resources needed for familiar activities • Clean up work area at end of activity with minimal prompt • Know when and when to store personal objects • Make initiations to experience new or untried activities or tasks • Follow a problem solving process by recognising or fixing problems • Move on to new, self-chosen or directed activities with minimal promoting • Help prepare food that requires mixing and cooking and understand purpose of activity • Can use simple appliances (e.g. toaster; understand food is ready when microwave pings) • Can turn TV on and off with adult support/ with switch/ unaided • Demonstrate understanding of function of telephone (e.g. out to ear; say hello)

Curriculum for Excellence Experiences and outcomes	Learning outcomes
Daily living skills	
<p>I have experimented with imaginative ways such as modelling and drawing, to represent the world around me, the journeys I make and the different ways I can travel. SOC 0-09a</p> <p>Within my everyday experiences and play, I make choices about where I work, how I work and who I work with. SOC 0-18a</p> <p>I am developing problem-solving strategies, navigation and co-ordination skills, as I play and learn with electronic games, remote control or programmable toys. TCH 0-09a / TCH 1-09a</p> <p>When I am out in community, I know and can demonstrate how to travel safely. HWB 0-18a / HWB 1-18a / HWB 2-18a / HWB 3-18a / HWB 4-18a</p> <p>In real-life settings and imaginary play, I explore how local shops and services provide us with what we need in our daily lives. SOC 0-20a</p> <p>I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to. HWB 0-44b / HWB 1-44b</p>	<ul style="list-style-type: none"> • Am aware of and demonstrate appropriate behaviour when riding in a car or bus (e.g. attempt to put seat belt on; keep it on; remain seated) • Demonstrate understanding of function of money • Can choose appropriate item in shop for activity (e.g. choose bread for lunch) • Can buy item in shop with adult support • Can ask for help in a shop or out in the community • Can buy item in shop unaided when given correct money • Can attempt to count out coins for item in shop • Start games on computer iPad when it has been switched on • Demonstrate understanding of how to play games activities on computer/ iPad (e.g. can swipe screen/ click at the end of a game; can click on a new game; can click or press incorrect responses) • Can switch iPad or computer on and off • Can find correct game or activity on machine • Can name days of the week • Say current day of the week when asked • Demonstrate understanding of the correct time of the day (e.g. morning/ after lunch/ break) • Stay on pavement when out in the community

Possible banks of targets

Physical skills

Fine Motor; Gross Motor: Body Awareness: Mobility.

Individual targets in the right column can be linked to experiences and outcomes on the left column.

Curriculum for Excellence Experiences and outcomes	Learning outcomes
Fine Motor Skills	
<p>I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space. HWB 0-21a</p> <p>I am discovering ways that I can link actions and skills to create movement patterns and sequences. This has motivated me to practise and improve my skills to develop control and flow. HWB 1-21a</p> <p>As I encounter new challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select, adapt and apply movement skills and strategies, creatively, accurately and with control. HWB 2-21a / HWB 3-21a</p> <p>I am developing my movement skills through practice and energetic play. HWB 0-22a</p> <p>I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space. HWB 0-21a</p> <p>I am developing my movement skills through practice and energetic play. HWB 0-22a</p> <p>I am enjoying daily opportunities to participate in different kinds of energetic play, both outdoors and indoors. HWB 0-25a</p>	<ul style="list-style-type: none"> • Take object to my mouth • Use my hands to manipulate objects (e.g. shaking, banging, pushing, throwing) • Use whole hand/ several fingers at once to press switches/ but-tons/ keys on keyboard • Use index finger to press buttons or poke objects • Grasp felt tips/ brushes etc. (e.g. to make marks) • Raise arms and drop objects into containers • Post objects into containers (e.g. posting box) • Place objects in specific places (e.g. simple form board/ jigsaw) (increasing precision) • Rotate objects in my hands • Re orientates objects in hands • Turn pages of board or paper book • Can build a tower with small blocks (up to 3; then up to 7) • Open door by turning knob • Unwrap small items • Complete simple form board or inset puzzle • Use twisting hand motion (e.g. unscrews lids) • Hold pencil with palmer grip • Hold pencil with pincer grip • Colour in simple shapes • Build three dimensional objects • Open and close scissors with one hand • Glue or paste two or more objects together

Curriculum for Excellence Experiences and outcomes	Learning outcomes
Fine Motor Skills	
<p>Know that being active is a healthy way to be. HWB 0-27a / HWB 0-22a</p> <p>I am enjoying daily opportunities to participate in different kinds of energetic play, both outdoors and indoors. HWB 0-25a</p> <p>I Know that being active is a healthy way to be. HWB 0-27a</p> <p>I can describe how I feel after taking part in energetic activities and I am becoming aware of some of the changes that take place in my body. HWB 0-28a</p>	<ul style="list-style-type: none"> • Draw or copy a square or circle or cross • Draw a discernible face • Draw a person with arms, legs etc. • Use scissors to cut a straight line • Cut out simple shapes • Use a keyboard to type
Gross Motor	
<p>I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space. HWB 0-21a</p> <p>I am discovering ways that I can link actions and skills to create movement patterns and sequences. This has motivated me to practise and improve my skills to develop control and flow. HWB 1-21a</p> <p>I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space. HWB 0-21a</p> <p>I am discovering ways that I can link actions and skills to create movement patterns and sequences. This has motivated me to practise and improve my skills to develop control and flow. HWB 1-21a</p>	<ul style="list-style-type: none"> • Maintain head control • Move my head in all directions • Sit in a fully supported position • Sit in a chair with sides • Sit on a classroom chair (no sides) • Sit on a range of different kinds of chairs • Sit on a stool, edge of the bed, PE form (no back or sides) • Move my limbs in a sitting position • Move my trunk in a sitting position • Pivot round sideways in a sitting position • Stand fully supported • Stand with hands held or holding on • Stand unsupported • Move my limbs whilst standing • Pivot whilst standing (with less and less support) • Pull or push up to standing on my own

Q= key milestones from Quest Map (Northern Ireland Curriculum)

Curriculum for Excellence Experiences and outcomes	Learning outcomes
Gross Motor	
	<ul style="list-style-type: none"> • Stand up from a chair or stool • Stand up from the floor • Stand up from the floor • Sit down on chair or stool • Lower myself to the floor from standing • Walk fully supported (in gait trainer) or facilitated • Cruise along class furniture • Walk with two hands held • Walk pushing a (weighted) walker i.e. frame or v-tech • Walk with one hand held • Walk unsupported • Take step backwards (e.g. to sit on a chair or toilet) • Change direction when walking (supported) • Change direction when walking (unsupported) • Walk on different surfaces • Walk up and down slopes holding a rail • Walk up and down steps holding a rail • Walk up and down slopes • Walk up and down steps • Throw a ball • Run without falling; may be uncoordinated • Kick a large ball • Jump with feet together at least three times • Hop on one foot without falling • Catch ball with both hands

Curriculum for Excellence Experiences and outcomes	Learning outcomes
Body Awareness	
<p>I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space. HWB 0-21a</p> <p>I am discovering ways that I can link actions and skills to create movement patterns and sequences. This has motivated me to practise and improve my skills to develop control and flow. HWB 1-21a</p> <p>As I encounter a variety of challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select and apply a wide range of complex movement skills and strategies, creatively, accurately and with consistency and control. HWB 4-21a</p> <p>I am developing my movement skills through practice and energetic play. HWB 0-22a</p>	<ul style="list-style-type: none"> • Show awareness of massage of hands / feet / arms / legs (maybe with aromatherapy oils), and various sensory stimulation on different parts of the body (e.g. foot spa, silk material, fan) • Show awareness of a range of total body movements (e.g. swinging, floating, rolling) • Show awareness of a range of different body orientations (e.g. flat, bunched up, upside down) • Show awareness of where my body is in space (e.g. On top, under, crawl through) • Show awareness of a range of pace of movement (e.g. slow, quick, jerky, smooth) • Show awareness of objects in designated spaces to touch different parts of my body when moving even if only slightly (e.g. Lillie Neilson Little Room) • Move my hands and arms with hand-under-hand support/ hand-over-hand support and/ or co-actively • Show awareness of different textures touching my body (e.g. cold, soft, rough) • Show awareness of my limbs to be moved passively (e.g. stretching in exercises or as part of action songs) • Show awareness of objects in designated spaces to touch different parts of my body when moving even if only slightly • Actively move as part of body awareness activities

Curriculum for Excellence Experiences and outcomes	Learning outcomes
Mobility	
<p>I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space. HWB 0-21a</p> <p>I am discovering ways that I can link actions and skills to create movement patterns and sequences. This has motivated me to practise and improve my skills to develop control and flow. HWB 1-21a</p> <p>As I encounter a variety of challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select and apply a wide range of complex movement skills and strategies, creatively, accurately and with consistency and control. HWB 4-21a</p> <p>I am developing my movement skills through practice and energetic play. HWB 0-22a</p>	<ul style="list-style-type: none"> • Crawl or bottom shuffle • Slide on back/ tummy (maybe in a blanket) • Pivot on bottom or knees on floor • Roll (e.g. across a mat) • Rock/ row backwards and forwards (e.g. Row Your Boat) • Push and pull (people and objects) • Bounce (on trampoline) • Throw and roll objects (balls, beanbags) • Catch objects (from bigger to smaller) • Move forwards and backwards • Move in and out of object (e.g. tunnel, den, tent) • Move slowly and quickly (maybe being pulled in a blanket at different speeds) • Move over and under objects/ onto and off objects • Use playground/ adventure equipment to swing, slide, rotate, climb, ride • Ride bikes or trikes (eventually pushing the pedals themselves) • Move over a range of different outdoor surfaces (e.g. woodland trail, shopping precinct, grass, shingle, cobbles) • Enter the pool as independently as possible • Get out of the pool as independently as possible • Achieve vertical balance in the water • Back float

Curriculum for Excellence Experiences and outcomes	Learning outcomes
Mobility	
	<ul style="list-style-type: none"> • Move from back to vertical • Rotate in the water – from back to front and front to back • Control unwanted rotations • Move arms in the water • Move legs in the water • Jump when in the water • Crawl in shallow water • Walk in deep water • Propel myself in the water • Tolerate my face getting wet • Blow bubbles in the water

Baselining sheet

Name		Lesson	
Class		Time	
School		Date	

Behaviour I am counting	Tally
Behaviour:	Tally:
Time:	
Total time for session:	
Behaviour:	Tally:
Time:	
Total time for session:	
Behaviour:	Tally:
Time:	
Total time for session:	

Behaviour log

Teacher	
Class	
Pupil	
Comments	
Specific behaviour to be addressed	
Identified triggers and settings	
Identified reasons for behaviour	

Solution-focused pupil forum

A solution focused pupil forum may be facilitated by the educational psychologist and involve all those working with the pupil. The aim of the meeting is to clarify the precise nature of the challenging behaviour whilst ensuring that focus is placed on existing strategies and contexts which lead to reduction in the behaviour.

Each section of the meeting is timed, beginning with a section on the challenging behaviour to be addressed. This ensures that those working closely with the pupil have the opportunity to clearly define the identified behaviour and to clarify its frequency and intensity as well

as the impact of environmental factors. The main focus of the meeting is on those strategies which are already working and on 'exceptions':- times when the pupil does not exhibit the challenging behaviour. The process leads towards a joint construction of strategies to be used in the classroom and to a clarification of roles and settings. E.g. the context in which named staff will carry out an agreed strategy or intervention. The meeting aims to empower all those involved and include them in the creation of a positive behaviour plan.

Structure of the meeting and example of information obtained

Pupil forum structure

A: Behaviour causing concern (be specific)

Grabbing staff and peers on arms with hands. This behaviour can occur in all settings; more frequent in noisier environments. Sometimes occurs when pupil is approached from behind. Happens more frequently when outside of base class.

B: Times when the situation is better (exceptions)

In quieter environments. During morning routine. When the pupil is able to choose an activity from a choice of 3 symbols. When the pupil has more opportunities to move around his environment.

C. Strategies that you are already using when working with this pupil.

Prepare 'A' for an event, change etc. by using a symbol and 'first, then.' Sometimes allow time on standing frame during morning routine

D. Future planning/agreed strategies

Allow 'choosing time' after morning routine in smaller, quiet room next to base class. Two named support staff/teacher involved in carrying this out. Use of three symbols to make choice – include motivators. All staff to use low, tone of voice and allow waiting time. Build in more opportunities for movement (take register to office; offer standing Frame as a choice of activity during morning activities)

Curriculum area - English and literacy			
I listen or watch for useful or interesting information and use this to make choices or learn new things. LIT 0-4a		Final evaluation	
Long term target - I can be assisted to make choices through the use of a simple on/off switch, which I will operate through head movement.			
Short term target - School session:	What I need to help me learn	How did I do?	Teacher evaluation
Term one I will be given the opportunity to make choices; the adults working with me will assess my ability to do so.	The people working with me need to evaluate my ability to do this and the optimum position for me enable my chance of success Speech and language therapist, physiotherapist and O.T. Soft switch, flashing light, noisy toy	I have been using my head to press a switch to turn on a fan, I like doing this and I'm often full of smiles.;has responded to a switch held at the side of her head, she can make the small movement needed to activate it. We need to explore this further with all agencies and acquire additional single switch toys to experiment with.
Term two I will continue to work with a simple switch enabling me to switch something on and off. I will be given to opportunity to try the switch while in my standing frame.	1-1 support, speech and language therapist, physio to check my position	I can move my head to operate my switch; I like the music switch the best. can operate the switch when in her standing frame, the movement does require considerable effort and we may have to look into acquiring a different switch for her.
Term three I will continue to work with a simple switch enabling me to switch something on and off. I will be given to opportunity to try the switch while in my classroom chair.	1-1 support, speech and language therapist, physio to check my position. If possible try out some different switches.		

Curriculum area - Numeracy and maths			
Developing sensory responses.		Final evaluation	
Long term target - I can attend briefly to stimuli deliberately and appropriately presented.			
Short term target - School session:	What I need to help me learn	How did I do?	Teacher evaluation
Term one I will re-familiarise myself with the sensology, Tac Pac and skin dancing programmes and participate in them on a weekly basis.	1-1 support Sensory programmes.	I enjoy the quiet time and working 1 to 1 with a member of staff, it gives me time to relax and respond to the different objects and sounds presented to me. responds best in a situation where she has time to process the information presented to her in a measured and structured manner.
Term two I can participate in the "Holistic Music for Children" Discovery Box – Wind	1-1 support Discovery Box CD Wind section, props paper fans, electric fans, hairdryer, leaves, seaside windmills, ribbons, strips of crepe paper, mobiles, wind chimes.	I love the feeling of wind on my skin; sometimes I like the fan to be quite strong!like the feeling of gentle breezes on her face; she also enjoys listening to wind chimes.
Term three I can participate in the "Holistic Music for Children" Discovery Box Bubbly and Floaty.	Discovery Box CD; bubbles and floaty, bubble paper, beach balls, chiffon scarves, tissue paper.		

Curriculum area - Health and wellbeing			
I am developing my movement skills.... HWB 0-22a		Final evaluation	
I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. HWB 0-07			
Long term target - In order to keep happy and healthy I need adult assistance to help me maintain and improve my range of movement.			
Short term target - School session:	What I need to help me learn	How did I do?	Teacher evaluation
Term one I can use my standing frame daily, when I am in good health and in a relaxed state. I will become familiar with my new classroom and the hoist used to help me change position.	1-2 support Physio programme as outlined and supported by the physiotherapist to be carried out prior to using standing frame. Classroom, hoist system, slings. 2-1 support.	I am really good in my standing frame and now use it most days. I like the new school; the hoist system makes transfers much easier on me. has been in good health this term and has tolerated 20-minute sessions in her standing frame. The hoist system through the school has made transfers much easier.
Term two I will continue to use my standing frame on a daily basis. I will participate in a stretching programme every day.	1-2 support Physio programme as outlined and supported by the physiotherapist Classroom, hoist system, sling, yellow bench. 2-1 support.	I continue to tolerate my standing frame and enjoy my exercises, I really benefit from getting a good stretch. has once again coped well with her exercise programme for most of the term; unfortunately she was unwell for a few weeks at the end of term.
Term three I will build up my tolerance to my standing frame again, and continue with my exercise programme.	1-2 support Physio programme as outlined and supported by the physiotherapist Classroom, hoist system, sling, yellow bench. 2-1 support.		

Long term targets

I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space. **HWB 0-21a**

I am discovering ways that I can link actions and skills to create movement patterns and sequences. This has motivated me to practise and improve my skills to develop control and flow. **HWB 1-21a**

I can match objects and sort, using my own and others' criteria , sharing my ideas with others **MNU 0-2c**

As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings. **LIT 0-10a**

Short term target	What I need to help me?	How will I know if I have achieved this?
1. Walks from the street area to the base unaided each morning	<ul style="list-style-type: none"> • Verbal prompt to go to class • Staff use 'good walking' symbol • Staff walk behind XXXX 	XXXX is doing this unaided every morning
2. Carries out classroom routines with minimal prompts. <ul style="list-style-type: none"> • Unzips jacket and takes off • Hangs up on peg • Brings bag to table and unpacks • Puts away lunchbox in tray • Takes glasses out of bag 	<ul style="list-style-type: none"> • Symbols and verbal prompts used. 	XXXX is doing this every morning
3. XXXX can put pictures into sequence of story just told and identify correct symbols related to story.	<ul style="list-style-type: none"> • Sensory stories • Cut out pictures – XXXX sorts into correct order. • Staff ask questions about characters etc. 	XXXX sorts pictures and chooses correct symbols in response to questions.
4. Uses language to share experiences with another person.	<ul style="list-style-type: none"> • Staff prompt XXXX to ask peer a question. "XXXX, you ask Helen" • Focus on this during story time. • Encourage XXXX to work closely with Helen. XXXX is doing this unaided every morning 	XXXX is asking more questions to classmates.

Early Years initial observation and assessment		Curriculum for Excellence Subject / Experiences and outcomes	
Health and wellbeing	Statements to consider when observing prior learning	What do I know/what can I do already ?	What am I learning?
<p>Planning for choices and changes In everyday activity and play, I explore and make choices to develop my learning and interests. I am encouraged to use and share my experiences. HWB 0-19a</p>	<p>I can recognise that an object has gone out of my reach</p> <p>I can indicate my likes/dislikes through facial expression/ movement of my body</p> <p>I can indicate my choice of object/ activity to play with</p>		
<p>Physical Education, physical activity and sport I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space. HWB 021a</p>	<p>I can participate/co-operate with my personal care routines, physiotherapy routines or physical play</p> <p>I can move safely around spaces</p> <p>I can follow directions to copy movements</p>		
<p>I am developing my movement skills through practice and energetic play. HWB 0-22a</p>	<p>I can reach out to hold interesting objects</p> <p>I can move in a variety of ways</p>		
<p>I am aware of my own and others' needs and feelings especially when taking turns and sharing resources. I recognise the need to follow rules. HWB 0-23a</p>	<p>I can indicate my feelings about having another person near</p> <p>I can play alongside a peer</p>		

Early Years initial observation and assessment		Curriculum for Excellence Subject / Experiences and outcomes	
Health and wellbeing	Statements to consider when observing prior learning	What do I know/what can I do already ?	What am I learning?
Food and health I enjoy eating a diversity of foods in a range of social situations. HWB 0-29a Together we enjoy handling, tasting, talking and learning about different foods, discovering ways in which eating and drinking may help us to grow and keep health. HWB 0-30a	I can explore foods I can request "more" I can indicate my likes/dislikes of different foods I can try new textures and tastes of different foods		
Safe and hygienic practices I am becoming aware of how cleanliness, hygiene and safety can affect health and wellbeing and I apply this knowledge in my everyday routines such as taking care of my teeth. HWB 0-33a	I can co-actively take part in my personal presentation routines I can experience having a tooth brush and tooth paste in my mouth I can co-actively brush my teeth		
Relationships, sexual health and parenthood I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships. HWB 0-44a	I can react to close contact with a familiar adult or peer I can get the attention of another person to have my needs met I can play co-operatively alongside a peer/adult		

Early Years initial observation and assessment		Curriculum for Excellence Subject / Experiences and outcomes	
Literacy and English	Statements to consider when observing prior learning	What do I know/what can I do already ?	What am I learning?
Listening and talking Enjoyment and choice I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn. LIT 0-01a/LIT 0-11a/LIT 0-20a	I can make a variety of sounds I can use my sounds to draw attention to myself /an object/an event I can copy the sounds and adult makes		
I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes. LIT 0-01b/ LIT 0-11b	I can focus on a speakers voice I can greet another person I can listen and respond to the sound and rhythm of words in stories, songs and rhymes		
I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways LIT 0-01c	I can show that I am happy or sad I can join in simple rhymes I can respond to/find a picture of myself		

Early Years initial observation and assessment		Curriculum for Excellence Subject / Experiences and outcomes	
Literacy and English	Statements to consider when observing prior learning	What do I know/what can I do already ?	What am I learning?
Tools for listening and talking As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen. LIT 0-02a / ENG 0-03a	I can still or move my body in response to person talking or sensory activity I can respond to an instruction from an adult I can continue a "people game" or song		
Finding and using information I listen or watch for useful or interesting information and I use this to make choices or learn new things. LIT 0-04a	I can briefly follow a moving object I can anticipate repetitive activities I can select an activity by symbol pointing/exchange		
Creating texts Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. LIT 0-09a	I can respond differently to different sensory experiences I can request "more" of an activity I can share a game or role play		
I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways. LIT 0-09b / LIT0-31a	I can attend to a story being read to me I can initiate actions to achieve what I want I can use dolls or toys to act out stories		

Early Years initial observation and assessment		Curriculum for Excellence Subject / Experiences and outcomes	
Literacy and English	Statements to consider when observing prior learning	What do I know/what can I do already ?	What am I learning?
As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings. LIT 0-10a	I can focus on an adult speaking to me I can respond to my name I can express my preferences through symbols for items not present		
Reading Enjoyment and choice I enjoy exploring and playing with patterns and sounds of language and can use what I learn. LIT 0-01a/LIT0-11a/LIT 0-20a	I can explore my immediate environment with support I can create a varied range of sounds I can initiate/take part in a social/vocal game		
I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes. LIT 0-1b / LIT 0-11b	I can show that I understand cause and effect I can show enjoyment or anticipation when responding to stories I can participate in rhymes/stories by filling in missing elements		
Tools for reading I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write. ENG 0-12a/LIT 0-13a/ LIT 0-21a	I can respond consistently to songs/rhymes and stories I can repeat a sound linked to a learning activity I can join in with actions, signs, movements, words related to familiar texts and rhymes		

Early Years initial observation and assessment		Curriculum for Excellence Subject / Experiences and outcomes	
Literacy and English	Statements to consider when observing prior learning	What do I know/what can I do already ?	What am I learning?
<p>Finding and using information I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things. LIT 0-14</p>	<p>I can respond to my learning environment in a variety of ways: stilling, looking, listening</p> <p>I can find my work on the nursery walls</p> <p>I can recognise food labelling on packets</p>		
<p>Understanding, analysing and evaluating. To help me understand stories and other texts, I ask questions and link to what I am learning with what I already know. LIT 0-07a / LIT 0-16a / ENG 0-17a</p>	<p>I respond in different ways to the sounds of voices from different key people</p> <p>I can sing respond to/join in with songs already learned</p> <p>I can tell an adult what's happening in a book</p>		
<p>I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. LIT 0-19a</p>	<p>I can respond to animated/cause and effect IT programmes</p> <p>I can turn the pages in a story book</p> <p>I can share a book pointing to pictures that interest me</p>		

Early Years initial observation and assessment		Curriculum for Excellence Subject / Experiences and outcomes	
Literacy and English	Statements to consider when observing prior learning	What do I know/what can I do already ?	What am I learning?
Writing Enjoyment and choice I enjoy exploring and playing with patterns and sounds of language and can use what I learn. LIT 0-01a / LIT0-11a / LIT 0-20a	I can respond consistently to songs/rhymes and stories I can create sounds /utterances/words, linked to a learning activity I can remember actions, signs, movements, words related to familiar texts and rhymes		
Tools for writing I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write. ENG 0-12a / LIT 0-13a / LIT 0-21a	I can show that I am aware of marks I have made in a range of media I can tell you what my marks/writing mean I can recognise environmental print		
As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information. LIT 0-21b	I can co-actively explore wet and dry materials and textures I can pretend write I can draw marks and shapes in imitation of an adult or peer		

Early Years initial observation and assessment		Curriculum for Excellence Subject / Experiences and outcomes	
Literacy and English	Statements to consider when observing prior learning	What do I know/what can I do already ?	What am I learning?
<p>Organising and using information Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. LIT 0-26a</p>	<p>I can explore my immediate environment with intent</p> <p>I can draw my stories</p> <p>I can select objects photographs/pictures to convey a message</p>		
<p>Creating texts I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways. LIT 0-09b/LIT 0-31a</p>	<p>I can repeat an action if my first attempt is unsuccessful</p> <p>I can try something new when at first I don't succeed in my intended action</p> <p>I can relate aspects of stories or texts</p>		

Early Years initial observation and assessment		Curriculum for Excellence Subject / Experiences and outcomes	
Mathematics and numeracy	Statements to consider when observing prior learning	What do I know/what can I do already ?	What am I learning?
<p>Number, money and measure Estimation and rounding I am developing a sense of size and amount by observing, exploring, using and communicating with others about things in the world around me. MNU 0-01a</p>	<p>I can shift my gaze from one thing (person/object) to another</p> <p>I can use my body to show awareness of different sizes and shapes</p> <p>I can express more/lots</p>		
<p>Number processes I have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order. MNU 0-02a</p>	<p>I can reach and grasp items</p> <p>I can pass an item from one hand to another</p> <p>I can respond to number rhymes/games and systems</p>		
<p>I use practical materials and can "count on and back" to help me to understand addition and subtraction, recording my ideas and solutions in different ways. MNU 0-03a</p>	<p>I can fill and empty containers when I play</p> <p>I can use practical materials to add one more/two more/to take away one</p> <p>I can rote count between 0 and 10</p>		

Early Years initial observation and assessment		Curriculum for Excellence Subject / Experiences and outcomes	
Mathematics and numeracy	Statements to consider when observing prior learning	What do I know/what can I do already ?	What am I learning?
Fractions, decimal fractions and percentages (including ratio and proportion) I can share out a group of items by making smaller groups and can split a whole object into smaller parts. MNU 0-07a	I can respond in different ways to items presented to me or taken away I can manipulate materials in different ways (pulling/tearing/separating) I can share items with others		
Time I am aware of how routines and events in my world link with times and seasons, and have explored ways to record and display these using clocks, calendars and other methods. MNU 0-010a	I can show anticipation of my personal routines (food prep/going home) I can indicate my awareness of signifiers for activities		
Measurement I have experimented with everyday items as units of measure to investigate and compare sizes and amounts in my environment, sharing my findings with others. MNU 0-11a	I can focus on small detail I can stack bricks/cups/connecting toys I can find big and small items when asked to.		

Early Years initial observation and assessment		Curriculum for Excellence Subject / Experiences and outcomes	
Mathematics and numeracy	Statements to consider when observing prior learning	What do I know/what can I do already ?	What am I learning?
<p>Patterns and relationships I have spotted and explored patterns in my own and the wider environment and can copy and continue these and create my own patterns. MTH 0-13a</p>	<p>I can indicate that I have understood the pattern of a repetitive interaction (people games/intensive interaction) with an adult</p> <p>I can copy simple patterns</p>		
<p>Shape, position and movement Properties of 2D Shapes and 3D objects</p> <p>I enjoy investigating objects and shapes and can sort, describe and be creative with them. MTH 0-16a</p>	<p>I can put objects into one another</p> <p>I can build using a variety of shapes</p> <p>I can be creative with 2D and 3D shapes</p>		
<p>Angle, symmetry and transformation In movement games and using technology I can use simple directions and describe positions. MTH 0-17a</p>	<p>I can move my body in different ways</p> <p>I can use two hands</p> <p>I can reach across my mid-line</p> <p>I can understand/use language that describes position and direction</p>		

Early Years initial observation and assessment		Curriculum for Excellence Subject / Experiences and outcomes	
Mathematics and numeracy	Statements to consider when observing prior learning	What do I know/what can I do already ?	What am I learning?
<p>Information handling Data and Analysis I can collect objects and ask questions to gather information, organising and displaying my findings in different ways. MNU 0-20a</p>	<p>I can show awareness of/track and fix my gaze on objects I can locate hidden objects I can label objects</p>		
<p>I can match objects and sort using my own and others criteria sharing my ideas with others. MNU 0-20b</p>	<p>I can sort/post/match items I can explore objects that are the same I can match objects by colour/shape</p>		
<p>I can use the signs and charts around me for information helping me plan and make choices and decisions in my daily life MNU 0-20c</p>	<p>I can recognise myself in a reflection I can look towards objects of reference I can indicate my understanding of photographs/objects of reference</p>		

Behavioural Support Plan

Young Person

Date of Plan

Behaviours: Grabbing staff; pulling hair

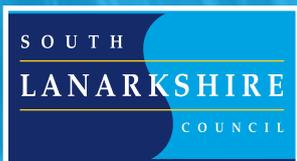
Identified reasons for behaviours: when pupil is unsure of what is coming next; when new person has entered room; when pupil does not want to engage in a task

Managing Behaviour Strategies – Ongoing, preventative strategies	Use of task bar for all activities, maximum of 4 tasks at any given time. More difficult task followed by motivating activity Minimal use of language, always use name first e.g. XXXX Stop'. 'XXXX sit.' Choosing time used. Activity followed by timed use of motivator (or appropriate choice) followed by finish Build in regular relaxation time, 5 minute sessions if possible.
De-escalation Strategies	Redirection: walk round room if behavior has been anticipated. Increased use of relaxation strategies; e.g. practising blowing feather and bubbles Avoid more than one member of staff giving instructions. Staff to give instructions facing XXX directly. Avoid approaching from behind
Recommended response to dangerous behaviour	If hair pulled/grabbing member of staff calls for assistance from one identified member of staff. Verbal instruction 'XXXX stop' ('XXXX sit,' if appropriate). All other staff continue working; do not attempt to contribute to the situation. Assisting member of staff releases fingers, thumbs first. XXXX is then guided to return to his work station, using the task bar.

Agreed by

Relationship to young person Date

Teacher Date Review date plan



If you need this information in another language or format,
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