

<p>Level 6</p>	<p>Uses consistent vocalisation to indicate a need to shower</p> <p>Imitates acts of washing body</p>	<p>Demonstrates likes and dislikes through consistent acceptance or refusal</p> <p>Uses a consistent vocalisation or gesture to indicate need for food or drink</p>	<p>To recognise up to 3 body parts on others e.g. points to adults mouth</p> <p>To recognise 5 body parts on requests</p> <p>To recognise 3 body parts on request</p> <p>To recognise 1 body on request e.g. point to nose</p>	<p>put on 5 items of clothing including coat, shoes and socks</p> <p>put on 2 items of clothing</p> <p>put on 1 item of clothing</p> <p>remove 5 items of clothing including coat, shoes and socks</p> <p>Uses a visual aid to support sequence of dressing</p> <p>Responds to a visual prompt to put on a particular item of clothing</p> <p>Clearly communicates to an adult the need to dress or undress</p> <p>Uses consistent vocalisation/gesture to indicate a need to undress/dress e.g. too hot – too cold</p>	<p>Communicates in advance a need to go to the toilet</p> <p>Sits on toilet and indicates when finished independently</p> <p>Indicates need for toilet immediately beforehand</p> <p>Indicates need for the toilet corresponds with wet/soiled pants</p> <p>Sits on toilet unaided and soils/wets</p> <p>Sits and indicates when finished when prompted Clearly communicates they have wet or soiled</p>	<p>Seek to gain attention in a variety of ways, drawing others in social interaction</p> <p>Is curious about people and shows interest in stories about their family</p> <p>Is curious about people and shows interest in stories about themselves</p> <p>Accepts help, support or reassurance from trusted adult when offered</p> <p>Uses greeting behaviour with peers appropriate to situation/relationship e.g. physical contact, social distance</p> <p>Begins to learn that some things are theirs, some things are shared and some things belong to other people</p> <p>Take turns with shared resources when supported Shares an item with an adult whilst being supported</p>	<p>Uses agreed strategies to manage potential overload in a public space e.g. listening to music, carrying a familiar object as needed</p> <p>With preparation understands and accepts change to timetable</p> <p>Demonstrates a sense of self as an individual e.g. wants to do things independently, says no to an adult</p> <p>Understands and accepts reason's for changes to routines/events With preparation understands and accepts non-specific event in timetable e.g. wait and see, surprise</p> <p>Initiates interaction about leisure activity</p> <p>Expresses own preferences and interests</p>	<p>apologise to adult or peer with support</p> <p>Responds go the feeling and wishes of others</p> <p>Recognises when own behaviour has hurt another</p> <p>Learns that own voice and actions have effects o others.</p> <p>Tries to help or give comfort when others are distressed</p> <p>inhibit own actions/behaviours eg. Stop themselves from doing something they shouldn't do</p> <p>Is aware of others feelings e.g looks concerned if they hear crying</p>
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<p>Level 5</p>	<p>Links an object, photo, sign or symbol with the showering process</p> <p>Anticipates parts of the daily routine where showering process takes place</p>	<p>Links objects, photos, symbol or sign to food or drink</p> <p>Anticipates parts of the daily routine where food or drink is available</p> <p>Grasps finger food and reaches their mouth</p>	<p>Links objects, photo, sign or symbol to a brush</p>	<p>remove 2 items of clothing</p> <p>remove 1 item of clothing</p>	<p>Sits on toilet when prompted by an adult</p> <p>Links an object/photo or symbol to the toilet</p> <p>Shows awareness that they recognise that they have wet/soiled</p>	<p>Maintains interest in same activity as another person</p> <p>Shows interest in activity shown by an adult</p> <p>Uses a familiar adult as a secure base from which to explore independently in new environments</p> <p>Shows affection or concern for people that are special to them</p> <p>Seeks out others to share experiences</p> <p>Interested in others play and beginning to join in</p>	<p>Return an object to an adult upon request</p> <p>Shows increased focus within given environment which is uncluttered, free of distractions for 1 minute</p> <p>Makes successful transitions to routine environments with visual prompts 5</p> <p>With preparation accepts familiar activity taking place in a different environment</p> <p>Responds in bid to engage peers</p> <p>With preparation accepts when it is time to finish</p> <p>Shows familiarity with environment – knows where items are stored</p> <p>Engages with task for agreed time period</p> <p>waits or ends a task in response to a visual timer</p> <p>Perseveres with an adult directed task</p>	<p>Selects photo/symbol that matches their current emotion</p> <p>selects photo/symbol that matches 4 emotions</p> <p>selects photo/symbol that matches 2 emotions</p> <p>finds symbol/photo or word that matches current emotional state/feeling with adult support</p> <p>Shows understanding and cooperates with some boundaries and routines</p> <p>Seek familiar adult to show feelings such as excitement or pleasure and for "emotional refuelling" when feeling tired, stressed or frustrated</p> <p>Cooperates with adults to regulate behaviour</p> <p>Responds to adult support to manage/regulate</p>
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Level 4	Shows anticipation of the showering process in response to adult interaction	<p>Grasps finger food and attempts to take it to their mouth</p> <p>Grasps finger food when placed in hand</p> <p>Chews soft food e.g. fish fingers</p>	<p>Grasps brush and uses purposefully</p> <p>Grasps brush and moves towards hair</p>	<p>Demonstrates intentional movements to aid dressing process</p> <p>Demonstrates intentional movements to aid undressing process</p> <p>Shows anticipation of the need to dress in response to adult interaction</p> <p>Shows anticipation of the need to undress in response to adult interaction</p>	<p>Makes specific vocalisation/body movement when soiled or wet</p> <p>Demonstrates intentional movements/vocalisation when wet or soiled</p> <p>Shows anticipation of pad changing event in response to adult interaction</p>	<p>Engages in parallel play with a peer</p> <p>Interacts with others and explores new situations when supported by a familiar person</p> <p>Enjoys the company of others and seeks contact with others</p> <p>Plays cooperatively with a familiar adult</p> <p>Gives object to adult during play</p>	<p>Tolerates unexpected change with support</p> <p>Gives an object to an adult upon request with support</p> <p>With preparation accepts when it is time to finish</p> <p>Shows familiarity with environment – will go to desired items because they remember where they are</p>	<p>Growing sense of will and determination may result in feeling of anger and frustration which can be difficult to handle e.g. may have tantrums</p> <p>Beginning to understand “yes”, “No” and some boundaries</p> <p>Responds to a few appropriate boundaries, with encouragement and support</p>
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						<p>Engages in parallel play with an adult</p> <p>Accepts others having access to same resources</p> <p>Is able to transition from 1 familiar adult to another familiar adult</p>	<p>With preparation accepts small changes within a familiar activity</p> <p>Perseveres with a task of their choosing</p> <p>Is willing to try out new leisure activity with support/preparation</p>	<p>Let go of one toy in response to being offered another</p> <p>Seeks physical and emotional comfort by trusted adults</p>
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Level 3	<p>Consciously assists adults during showering process</p>	<p>Swallows mashed food</p> <p>Swallows most food or drink</p> <p>Releases spoon or bottle from mouth</p> <p>Closes lips round spoon or bottle to remove food</p> <p>Opens mouth for food or drink when bottle or spoon touches mouth</p> <p>Opens mouth when food or drink is seen</p> <p>Anticipates food routines</p> <p>Consciously assists when fed by an adult eg. Keeping head still, allowing</p>	<p>Grasps a brush when placed in hand(s)</p>	<p>Consciously assists adults during the undressing process</p> <p>Consciously assists adult during the dressing process</p>	<p>Consciously assists with adults during the changing process</p>	<p>Enjoys interactive play routines with a familiar person</p> <p>Shows interest in an activity of others and responds differently to children and adults</p> <p>Shows enjoyment of being alongside other</p> <p>Uses resources in same area as others e.g. differentiate between whether resources are their own or shared and whether others are supporting adults/peers</p> <p>Engages in play activities alongside peers</p>	<p>Shows increased focus within given environment which is uncluttered, free of distractions fleetingly for 30 seconds</p> <p>With preparation accepts small changes within a familiar activity</p> <p>With preparation accepts small changes within a familiar activity</p> <p>With preparation accepts change of person within a familiar activity</p> <p>Responds positively to supporting adults bid to engage</p>	<p>Reacts emotionally to other people's emotions eg. Smiles when smiled at and becomes distressed if they hear another child crying</p> <p>Uses voice, gesture, eye contact and facial expression to make contact with people and keep their attention</p>
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		mouth to be opened				<p>Has at least 3 identified interaction routines that they enjoy with a adult</p> <p>Consistence response to a person identifier</p> <p>Separates from main carer with support and encouragement from a familiar adult</p>	<p>Engages in adult directed tasks followed by chosen task/ motivator</p> <p>Responds to interaction involving a leisure activity</p>	
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Level 2	<p>Responds to warm, sensitive, physical contact and care</p> <p>Maintains calm and comfortable during a shower</p>	<p>Tolerates movement of clothes to enable food to be administered eg. Peg feed</p> <p>Maintains a calm and comfortable state during feeding</p>	<p>Maintains a calm, comfortable state following hair being brushed e.g. after hydrotherapy</p> <p>return to a calm state following their hair being brushed eg. Hydrotherapy</p> <p>Maintains a calm, comfortable state following hair being touched</p>	<p>Maintains a comfortable/calm state throughout the undressing/dressing process using a recognised strategy</p>	<p>Maintains comfortable and calm state throughout the nappy/pad changing process using a recognised strategy</p>	<p>Gazes at faces and copies facial movements</p> <p>Responds to what a carer is paying attention to</p> <p>Responds when talked to e.g moving arms and legs or changes facial expression</p> <p>Shows positive reaction to a familiar adult supporting daily routines</p> <p>Recognises and is most responsive to main carer interaction</p> <p>Has a sense of own immediate family and relations</p>	<p>Calmly transitions to places in school with visual prompt e.g. photos, symbols</p> <p>With preparation accepts change of person within a familiar activity</p> <p>With preparation, accepts changes to physical environment</p> <p>Shows an interest in new and unfamiliar surroundings</p> <p>With preparation accepts changes to physical environment</p> <p>Communicates enjoyment of a new leisure activity e.g. smile, squeal</p>	<p>Shows ability to distract self when upset eg. By engaging in new play activity with adult support</p> <p>Growing ability to soothe themselves and may like to use a comfort object</p>
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							Communicates dislike of a new leisure activity e.g. crying, shouting	
Level 1	returns to a calm state during and post shower	returns to a calm state during or post being fed	returns to a calm state following their hair being touched by adult	returns to a calm state during or post being dressed or undressed	returns to a calm state during or post changing using a recognised strategy	Has at least 1 identified interaction routine that they enjoy with an adult Accepts other in same space Shows awareness of presence of others	Is calmed by surroundings - several different places Is calmed by surroundings, 1 particular place With support, takes part in a learning experience for a short period Shows increased focus within given environment which is uncluttered, free of distractions fleetingly Shows an interest in familiar surroundings 1	Comforted by touch and people's faces and voices Has recognised ways that bring comfort Shows a range of emotions such as pleasure, fear and excitement.
	Hygiene	Eating & Drinking Skills	Appearance	Dressing	Toileting	Making Relationships	Readiness to Learn	Managing Emotions and behaviour
Self-care and independence						Engagement and Relationships		