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# Module 9: Children and Adults with Profound and Multiple Learning Difficulties

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## Introduction

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This module is number 9 in the package “Supporting Communication through AAC” published by Scope.

The person who has PMLD will almost always have difficulty with communicating their wishes and needs. This makes assessment of their potential as well as their communicative intent very difficult to carry out with accuracy. A small steps approach and broad based assessment protocol should be supplemented by the gathering of information in a wide range of ways to maximise the possibility of the pupil getting their message across.

Those who have close relationships with the person with PMLD will play a vital part in ensuring that others are aware of the individuality of that person. A communication passport (see [Section 10](#)) based on observation and input from those who know the pupil will support continuity of response and go towards ensuring that the person’s feelings and wishes are heeded.

Ideas for making communication fun are detailed in [Module 4](#). However, choice making – an important skill for all developing youngsters is even more important for those with PMLD. Error free choices may support the development of understanding. It is only by being offered choices on a very regular basis that the usefulness of being able to make choices will become apparent. Choices can vary between real object, picture or symbol depending on pupil’s need. If objects are used consideration for accompanying the object with a picture and/or symbol is needed in order for the pupil to get the connection and be prepared for moving on.

Making choices are included at all levels of the AAC PMLD curriculum, which has been designed to provide a framework for the assessment of communication skills and developments of AAC and ICT skills, in children and adults, with Profound and Multiple Learning Difficulties (PMLD). It covers the earliest stages of encounter and response through to the emergence of conventional communication systems. In addition, the importance of the facilitators’ role is emphasised and guidelines for supporting the development of AAC at different stages are incorporated into the Activity Framework.

## Structure

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The AAC/PMLD curriculum consists of 4 Sections:

- Child version
- Adult version (post 16 upwards).
- Activities
- Access progression for switch use for IT

### Sections 1 and 2

The basic structure of both versions is the same, but some of the terminology and examples are different to suit the different age groups and the contexts in which they will be working.

These contain two versions of the following:

Unit 1	P-Levels (child version)
Unit 2	Assessment chart
Unit 3	Assessment form
Unit 4	Assessment summary form
Unit 5	Aims and objectives

The assessment is based on the 'Early Communication Assessment', published in 'Communication before Speech' (Coup and Goldbart 1998). This assessment was chosen because:

- It looks at early functional communication
- It was designed with this group of people in mind
- It is an observational assessment
- Has sufficient detail to enable accuracy

The AAC/PMLD assessment is made up of 9 different communicative behaviours:

- Physical production
- Auditory behaviours
- Mutual gaze/visual behaviours
- Vocal production
- Imitation
- Cognition
- Comprehension in context
- Organisation of communication
- Use of communication

These behaviours are broken down into 8 developmental levels corresponding to the QCA performance descriptors P-levels 1-5. [P-levels 1-3 are further broken down into P1(1), P1(2), P2(1), P2(2), P3(1), P3(2)],

Additional descriptors were inserted at P5 from 'Assessing Communication' (Latham and Miles 1998).

In the adult version of the assessment the 8 development levels correspond to the attainment indicators in the 'Pre-Entry Curriculum Framework for literacy and Numeracy'. These 'levels' also originated from the p-level descriptors, but are known as 'milestones'. The corresponding milestones are 1a, 1b, 2a, 2b, 3a, 3b, 4 and 5.

Within each p-level (child version), or milestone (adult version), there is a set of aims and objectives for communication, including the development of AAC and ICT skills, from which appropriate IEP or ILP goals can be set.

### Section 3. Activities:

This section contains two units:

Unit 1	Activity Framework
Unit 2	Activities

The activity framework provides guidelines for practitioners on supporting individuals in achieving their objectives within the context of their everyday environment, whether it be school, college or daily living environment. The Activity framework includes brief guidelines on setting the 'total communication environment' and 'facilitator skills'.

As with the assessment, the main part of the activity framework is broken down into the 8 levels, corresponding to the p-levels/milestones 1-5.

Each level includes guidelines under the following headings:

- Tools: Including those required to set up the environment, low tech materials (objects, photos, symbols), simple VOCAs and ICT equipment.
- Aims/objectives
- Facilitators role: Role of the facilitator in relation to each objective.
- Suggested activities: Suggested contexts for working towards each objective.

It was not considered necessary to produce 2 versions of the activity framework as many of the underlying principles are the same for children and adults. Practitioners working with adults should choose activities which are appropriate to the age and interests of the learners.

Within the appendix there are sample activity plans to demonstrate how group activities can be differentiated to include individuals working towards objectives at different levels.

### Section 4. Access progression for switch use for IT

This is a sample of an access progression used in a school for children and young people (including post 16 years of age). The school provides an education for students with profound and multiple learning difficulties. A chart gives an outline of ICT Access levels, including the facilitators role, low tech and high tech AAC systems in relation to the QCA performance indicators (p-scales).

## Getting started

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First of all decide which version of the assessment you wish to use. The 'child' version is appropriate for any young person of school age and the adult version is recommended for anyone over 16.

Successful completion of the assessment depends on careful observation of the individual's behaviours in a variety of contexts over a period of time. Video material can be very useful. The accuracy of the assessment depends on the observational skills and objectivity of the assessors. It is recommended that the assessment sheets are completed in collaboration between at least 2 people, one of whom knows the individual well.

The p-level descriptors at the beginning of each section of the **assessment table** can be used to determine, roughly, the level at which the individual is working.

Begin the assessment at an earlier level to produce a baseline of established behaviours.

Work through the descriptors in turn, noting established behaviours and relevant observations. Continue until the descriptors are no longer appropriate to the skills of the individual.

Once the assessment is complete, the **assessment summary chart** can be filled in to produce a profile of established behaviours across the P-levels/milestones. The following is an excerpt from a student profile:

	P1 (1) Encounter	P1 (2) Awareness	P2 (1) Att/response
Physical Production			
Auditory Behaviours			
Mutual Gaze Visual Behaviours			

- Blue rectangles indicate that the *majority* of descriptors are established at that P-level/Milestone
- Yellow triangles indicates that *some* descriptors are established at that P-level.

Although children and adults with Profound and Multiple Learning Difficulties are likely to have a spread of abilities, there is often a cluster around a particular P-level/milestone, thus giving an indication as to the level at which the individual is functioning.

Having identified the appropriate P-level/milestone for an individual, move on to consider the objectives associates with this level. Using your knowledge of the individual and the information gained from the assessment, select the objectives that are most appropriate.

The activity framework is mostly self explanatory. It provides guidelines for supporting individuals in achieving their objectives within the context of their daily lives and everyday learning environments.

**References:**

Coupe O’Kane J. & Goldbart J. (1998) “Communication Before Speech: Development and Assessment”. David Fulton

DfES & Basic Skills Agency. (2002) 'Adult Pre-Entry Curriculum Framework for Literacy and Numeracy'.

Latham and Miles 2001 “Communication Curriculum and Classroom Practice”. David Fulton

**Section 1: Unit 1: P – levels**

<b>P1 (1) Encounter</b>	Encounters activities and experience: 1. may be passive or resistant. 2. may show simple reflex responses, eg. startling at sudden noises or movements. 3. may have self-absorbed/self-stimulatory behaviours.  Any participation is fully prompted.	<b>P1 (2) Awareness – Early Awareness</b>	Emerging awareness of activities and experiences: 1. They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects eg. attending briefly to interaction with a familiar person or attending briefly to lights, sounds or patterns of movement. 2. They may give intermittent reactions, eg. sometimes becoming excited in the midst of social activity or sometimes becoming quiet in response to the vibration of a bubble tube. 3. They may briefly interrupt a self-absorbed/self-stimulatory behaviour.	<b>P2 (1) Attention/response</b>	Beginning to develop consistent responses to familiar people, events and objects: 1. They react to new activities and experiences eg. enjoying the movement of air as a nearby fan is switched on. 2. They begin to show interest in people, events, and objects, eg. smiling at familiar people or tracking moving images briefly across a TV or monitor screen. 3. They accept and engage in coactive exploration, for example, focusing their attention on sensory aspects of stories or rhymes when prompted or being encouraged to handle fibre-optic strands.	<b>P2 (2) Engagement</b>	Beginning to be proactive in interactions: 1. They communicate consistent preferences and affective responses, eg. reaching out to a favourite person or turning towards a source of preferred music. 2. They recognise familiar people, events and objects, eg. vocalising or gesturing in a particular way in response to a favourite visitor or moving towards the TV in a familiar room. 3. They perform actions, often by trial and improvement and they remember learned responses over short periods of time, eg. pressing a switch repeatedly to turn on a light or sound source. 4. They cooperate with shared exploration and supported participation, eg. taking turns in interactions with a familiar person, imitating actions and facial expressions or working with an adult or a peer to operate a touch screen.
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P5 Gaining skills	P4 Gaining skills	P3 (2) Involvement	P3 (1) Participation
<p>Uses a formal language system:</p> <ol style="list-style-type: none"> <li>1. In familiar events or experiences, the individual uses vocalisations, gestures, symbols, signing, simple VOCA to:                     <ul style="list-style-type: none"> <li>– responds to simple questions</li> <li>– combine two key ideas or concepts to express feelings, needs, choices</li> </ul> </li> <li>2. Follows requests and instructions containing two key words, signs or symbols, eg. 'Put the spoon in the dish'.</li> <li>3. Understands some basic concepts, eg. big and little steps in movement activities or placing big and small balls in different baskets.</li> <li>4. Shows curiosity about content at a simple level, eg. answers basic two key-word questions about the story.</li> <li>5. They take turns with a partner or in a small group.</li> <li>6. Produce some meaningful print, signs or symbols (ie. own name, familiar spoken words, actions, images or events, eg. contributing to records of achievements, books about themselves, families and interests.</li> <li>7. Pupils enjoy and join in with familiar number rhymes, stories, songs and games.</li> <li>8. Indicates one or two, eg. by using their fingers or sounds.</li> <li>9. Demonstrates that they are aware of contrasting quantities, eg. 'one' and 'lots', by making groups of objects with help.</li> <li>10. Matching objects to pictures and symbols.</li> <li>11. Beginning to sort sets of objects, according to a single attribute. Will search intentionally for objects in their usual place, eg. going to maths shelf for the box of shapes</li> <li>12. Will find big and small objects on request.</li> <li>13. Explores the position of objects, eg. putting objects in and out of containers or lining them up.</li> <li>14. Beginning to sort and classify objects in terms of simple features or properties, eg. colour or size of pebbles or rocks found on a walk.</li> <li>15. Use of simple computer programs, eg. matching shapes or grouping objects by size using a suitable means of input eg. touch screen, switch etc.</li> <li>16. Consolidation of a sense of place and direction, eg. they can follow set routes around familiar places.</li> </ol>	<p>Beginning to communicate a range of meanings leading to formal language:</p> <ol style="list-style-type: none"> <li>1. Responds appropriately to simple requests, commands containing one key word, sign or symbol in familiar situations, eg., 'Get your coat', 'Stand up' or 'Stop'.</li> <li>2. Demonstrates an understanding of names of familiar objects, places and people through the use of gesture, signs symbols or single words.</li> <li>3. Listens and may respond to familiar rhymes and stories.</li> <li>4. Begin to understand that marks and symbols convey meaning, eg. scribbling alongside a picture or placing photographs or symbols on a personal timetable.</li> <li>5. Shows understanding of 'yes' and 'no'. Recognises and responds to animated praise or criticism.</li> <li>6. Beginning to search for objects (out of sight, hearing or touch) demonstrating the beginning of object permanence.</li> <li>7. Demonstrates interest in position and relationship between objects, eg. stacking cups, building towers.</li> <li>8. Will repeat, copy and imitate between 10 and 20 single words, through the use of signs, speech, objects of reference, symbols.</li> <li>9. Use of single words, gestures, signs, objects, pictures or symbols for familiar objects, eg. cup, biscuit.</li> <li>10. Communicates about events and feelings, eg. likes and dislikes.</li> <li>11. Beginning to respond to the feelings of others, eg. matching their emotions and laughing when another pupil is laughing.</li> <li>12. Aware of cause and effect in familiar events and know that certain actions produce predictable results, eg. pressing a switch to make something happen on the computer, or to control a tape recorder with a switch.</li> <li>13. May follow and perform familiar or simple actions on request using prompts eg. repetition, gesture.</li> <li>14. Joins in with activities by initiating ritual actions or sounds.</li> <li>15. May demonstrate an appreciation of stillness and quietness.</li> </ol>	<p>Beginning to develop conventional communication:</p> <ol style="list-style-type: none"> <li>1. Greets known people and may initiate interactions and activities, eg. prompting another person to join in with an interactive sequence.</li> <li>2. Remembers learned responses over increasing periods of time and may anticipate known events eg. pre-empting sounds or actions in familiar poems or looking at the monitor screen when using the computer.</li> <li>3. May responds to options and choices with actions or gestures, eg. by nodding or shaking their heads; operating one switch rather than another to achieve a desired result.</li> <li>4. Actively explores objects and events for more extended periods, eg. turns the pages in a book shared with another person or creates effects using a touch screen.</li> <li>5. Applies potential solutions systematically to problems eg. brings an object to an adult in order to request a new activity or presses a switch repeatedly after a power source has been turned off.</li> </ol>	<p>Beginning to communicate intentionally:</p> <ol style="list-style-type: none"> <li>1. Seeks attention through eye-contact, gesture or action.</li> <li>2. Requests events or activities, eg. points to key objects or person's hand towards a switch.</li> <li>3. Participates in shared activities with less support.</li> <li>4. Sustains concentration for short periods.</li> <li>5. Explores materials in increasingly complex ways eg. reaches out and feels for objects as tactile cues to events or moves in and out of sound beam to create different effects.</li> <li>6. Observes the results of own actions with interest, eg. listening to own vocalisations, feeling the changing vibrations as they switch a massage table on and off.</li> <li>7. Remembers learned responses over more extended periods, eg. follows the sequence of a familiar daily routine and responds appropriately; returns to a favourite item of equipment in the multi-sensory environment from session to session.</li> </ol>

**Section 1: Unit 2: Assessment Chart – P1-P2**

	P1 (1) Encounter	P1 (2) Awareness	P2 (1) Attention/response	P2 (2) Engagement
<p><b>Physical production (in response to sensory stimuli)</b></p> <p><b>For those with severe physical impairments use this section with discretion.</b></p>	<ol style="list-style-type: none"> <li>1. Frowns.</li> <li>2. Suck.</li> <li>3. Turns head</li> <li>4. Opens/closes mouth.</li> <li>5. Show finger activity.</li> <li>6. Relaxes body.</li> <li>7. Stiffens body.</li> <li>8. Moves trunk or other body parts</li> <li>9. Grasps when palm is stimulated.</li> <li>10. Shows reflex rooting.</li> </ol>	<ol style="list-style-type: none"> <li>1. Smiles.</li> <li>2. Shows trunk-turning/orientation to stimulus.</li> <li>3. Stiffens whole body.</li> <li>4. Changes in activity level.</li> <li>5. Shows hand-to-mouth movement.</li> <li>6. Mouths.</li> <li>7. Produces facial movements eg. mouth puckering, tongue movement.</li> <li>8. Reaches for object when offered.</li> </ol>	<ol style="list-style-type: none"> <li>1. Reaches to object or person eg. batting, banging</li> <li>2. Grasps object when in view with hand or when hand is touching object.</li> </ol>	<ol style="list-style-type: none"> <li>1. Releases object to examine a new object.</li> <li>2. Uses complex behaviours on objects i.e. physically explores (hitting, shaking) and visually examines.</li> <li>3. Orientates body posture towards desired object or adult.</li> <li>4. Uses simple actions on others eg. pushing, looking.</li> </ol>
<p><b>Auditory behaviours</b></p>	<ol style="list-style-type: none"> <li>1. Reacts to intense noise.</li> </ol>	<ol style="list-style-type: none"> <li>1. Stills in responses to sounds.</li> <li>2. Turns head deliberately to voice.</li> </ol>	<ol style="list-style-type: none"> <li>1. Searches for sound.</li> <li>2. Shows preference for certain sounds.</li> <li>3. Glances at noisy object.</li> </ol>	<ol style="list-style-type: none"> <li>1. Listens to sounds.</li> <li>2. Responds physically ('dances' and /or vocalises) to music or rhythm.</li> </ol>
<p><b>Mutual Gaze/ visual behaviours</b></p>	<ol style="list-style-type: none"> <li>1. Will fixate on an object that is still.</li> <li>2. Will fixate on an adult's face when it appears in midline at a distance of 20-25 cms.</li> </ol>	<ol style="list-style-type: none"> <li>1. Will follow an object that is moving.</li> <li>2. Shifts gaze to object or person.</li> <li>3. Gives eye contact to adult eg. looks intently at adult's face while being talked to (mutual gaze).</li> </ol>	<ol style="list-style-type: none"> <li>1. Visually inspects people and objects.</li> <li>2. Will use a mature – i.e. broken – pattern of eye contact during an interaction.</li> </ol>	<ol style="list-style-type: none"> <li>1. Looks for a fallen object.</li> <li>2. Uses visually directed reaching i.e. looks then reaches for object.</li> </ol>
<p><b>Vocal production For those with severe physical impairments use this section with discretion.</b></p>	<ol style="list-style-type: none"> <li>1. Cries.</li> <li>2. Will use non-speech sounds eg. burp, smacking lips, gurgling noises.</li> </ol>	<p><b>As P1(1)</b></p> <ol style="list-style-type: none"> <li>1. Cries.</li> <li>2. Will use non-speech sounds eg. burp, smacking lips, gurgling noises.</li> </ol>	<p><b>As P2(1)</b></p> <ol style="list-style-type: none"> <li>1. Laughs.</li> <li>2. May produce a glottal eg. 'h'.</li> <li>3. May produce open vowels eg. 'oh' and 'ah'.</li> <li>4. Produces different sounds for different events/stimuli.</li> </ol>	<p><b>As P2(1)</b></p> <ol style="list-style-type: none"> <li>1. Laughs.</li> <li>2. May produce a glottal eg. 'h'.</li> <li>3. May produce open vowels eg. 'oh' and 'ah'.</li> <li>4. Produces different sounds for different events/stimuli.</li> </ol>
<p><b>Imitation</b></p>		<p>Vocalises in response to a human voice.</p>		<p>Imitates behaviours already in physical or verbal repertoire. eg. mouth movements.</p>

<p><b>Use of Communication</b> Pre-intentional communication: P1i – P2i Intentional communication: P3i – P5</p>	<p>Will show a small range of behaviours and/or reflexes in response to a limited range of stimuli, which will be interpreted by adults as:</p> <ul style="list-style-type: none"> <li>– interest/like</li> <li>– discomfort/dislike</li> <li>– want</li> <li>– rejection</li> <li>– surprise</li> <li>– recognition</li> </ul>	<p>Will consistently use a repertoire of changes in behaviours in response to a range of stimuli, which is interpreted as conveying emotions such as:</p> <ul style="list-style-type: none"> <li>– interest/like</li> <li>– discomfort/dislike</li> <li>– want</li> <li>– rejection</li> <li>– surprise</li> <li>– recognition</li> </ul>	<p>Will make efforts to act on the environment which become signals to the adult who then assigns communicative intent and interprets the meaning of:</p> <ul style="list-style-type: none"> <li>– interest/like</li> <li>– discomfort/dislike</li> <li>– want</li> <li>– rejection</li> <li>– surprise</li> <li>– recognition</li> </ul>	<p>Uses signals which can be interpreted consistently for</p> <ul style="list-style-type: none"> <li>– interest/like</li> <li>– want</li> <li>– rejection</li> <li>– surprise</li> <li>– recognition</li> </ul>
<p><b>Comprehension in context</b></p>	<p>1. Quietens when picked up or comfort. 2. Orient to a person. 3. Responds to adult's behaviour eg. intense periods of eye-to-eye/face-to-face contact. 4. Moves in synchrony to adult speech.</p>	<p>1. Anticipates food and drink by opening mouth. 2. Increases movements with attention from an adult 3. Reacts to adult's behaviours eg. tone of voice, facial expression.</p>	<p>Show differential responses to:</p> <ol style="list-style-type: none"> <li>1. intonation and voice quality eg. hearing angry voices</li> <li>2. facial expressions eg. smiles, exaggerated facial expressions for surprise.</li> <li>3. adult's actions, such as arms held out for a hug.</li> </ol>	<ol style="list-style-type: none"> <li>1. Anticipates and fills a communicative turn eg. smiles, physical movement.</li> <li>2. Shares exchange with adult, adapting behaviours as the adult does eg. adult vocal, child vocal</li> <li>3. Joint action with adult, though not necessarily using the same physical action.</li> </ol>
<p><b>Cognition</b></p>	<p>1. Shows awareness of sensory activities eg. bright light, being moved, etc. 2. Shows awareness of internal states eg. hunger, tummy ache etc.</p>	<p>Engages briefly in sensory activities eg moves head in response to fan blowing on face.</p>	<ol style="list-style-type: none"> <li>1. Responds consistently to sensory activities eg. adult knows what they like and don't like.</li> <li>2. Begins to use a range of early behaviours to explore materials, objects and people eg. banging, batting.</li> </ol>	<ol style="list-style-type: none"> <li>1. Responds consistently to adult's interactions.</li> <li>2. Explores activities and objects with a wider range of behaviours.</li> </ol>

**Assessment Chart – P3-P5**

	P3 (1) Participation	P3 (2) Involvement	P4 Gaining skills	P5 Gaining skills
<p><b>Physical production</b> For those with severe physical impairments use this section with discretion.</p>	<ol style="list-style-type: none"> <li>1. Uses whole body action plus eye contact to communicate intentionally.</li> <li>2. Places adult's hands on objects eg. on clockwork toy to activate.</li> <li>3. Uses eye or hand point at, or to indicate an object, person or event.</li> <li>4. Uses facial expressions and eye contact with adult.</li> </ol>	<ol style="list-style-type: none"> <li>1. Shakes head.</li> <li>2. Waves.</li> <li>3. Shows an object.</li> <li>4. Gives an object.</li> <li>5. Points using eye, hand or finger.</li> </ol>	<ol style="list-style-type: none"> <li>1. Nods</li> <li>2. Some gestures used consistently and meaningfully eg. 'gone' or 'where', tickling own hand for 'Round and Round the Garden'.</li> <li>3. Manipulates adult while acting on an object eg. moves object towards edge of table while looking at adult.</li> <li>4. Uses a repertoire of 10 – 20 signs/words.</li> </ol>	<ol style="list-style-type: none"> <li>1. Continues to use gestures.</li> <li>2. Produces 20 plus recognisable signs/words.</li> <li>3. Links gesture and sign.</li> </ol>
<p><b>Auditory behaviours</b></p>				
<p><b>Mutual Gaze/ visual behaviours</b></p>				
<p><b>Vocal production</b> For those with severe physical impairments use this section with discretion.</p>	<ol style="list-style-type: none"> <li>1. Produces vocalisations:                             <ul style="list-style-type: none"> <li>– consonant-vowel and vowel-consonant-vowel structures eg. 'ta', 'da', 'ada'.</li> <li>– plus action to gain attention, object, event.</li> <li>– when sharing an activity.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Uses vocalisation/proto-words purposefully eg.                             <ul style="list-style-type: none"> <li>– during play with adults</li> <li>– to self</li> <li>– to people.</li> <li>– to toys and objects.</li> </ul> </li> <li>2. Vocalisations vary in pitch, volume, stress and quality to express anger, eagerness, satisfaction etc.</li> <li>3. Vocalisations become more differentiated for different situations eg. noise while on the toilet, while eating or when mum appears.</li> </ol>	<ol style="list-style-type: none"> <li>1. Beginning to use single words.</li> <li>2. Uses intonated jargon.</li> </ol>	<ol style="list-style-type: none"> <li>1. Uses 20 plus recognisable single words</li> <li>2. Uses 2 word utterances.</li> </ol>

<b>Comprehension in context</b>	<ol style="list-style-type: none"> <li>1. Responds to own name.</li> <li>2. Beginning to respond to everyday words in context.</li> </ol>	<ol style="list-style-type: none"> <li>1. Shows understanding of a number of early words, which relate to familiar situations eg. dinner, no, sit down, come here.</li> <li>2. Gives or shows object on request.</li> <li>3. Understands simple actions in context eg. up, go, stop, push, help.</li> <li>4. Understands request for 'more'.</li> <li>5. Understands names of family/careers.</li> </ol>	<ol style="list-style-type: none"> <li>1. Regains adult's attention if adult turns away from student's activity.</li> <li>2. Shows distress when sequences of communication end.</li> <li>3. Uses adult to play game or action.</li> <li>4. Co-operates with adult lead in simple play routines.</li> <li>5. Attempts to manipulate adult to get own way eg. goes to touch plug, cries to get own way.</li> <li>6. Reacts with frustration when adult says 'no' eg. when touches plug or TV switches.</li> <li>7. Repairs a misunderstanding non-verbally by:                     <ul style="list-style-type: none"> <li>– using a different pitch or novel gesture.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Joins in a turn taking sequence with another student.</li> <li>2. Show signs of distress when misunderstandings occur.</li> <li>3. Engages in brief conversational exchanges (two – three comments) around topics of immediate interest.</li> <li>4. Shows interest in social play, endeavouring to establish a simple role eg. one student lies down while the other listens with a stethoscope.</li> <li>5. Begins to accept when adult says "No".</li> <li>6. Repairs a misunderstanding by:                     <ul style="list-style-type: none"> <li>– repetition</li> <li>– adding a new sign, symbol or word.</li> </ul> </li> <li>7. Attempts to sustain interaction by adding a word, sign or symbol for comment.</li> </ol>
<b>Cognition</b>	<ol style="list-style-type: none"> <li>1. Relates to an object and an adult together.</li> <li>2. Establishes cause and effect eg. switch to operate toy.</li> <li>3. Searches for object which has been hidden in front of learner.</li> </ol>	<ol style="list-style-type: none"> <li>1. Understands and demonstrates the function of objects.</li> <li>2. Combines objects purposefully.</li> <li>3. Searches for favourite object which is out of sight (object permanence).</li> </ol>	<ol style="list-style-type: none"> <li>1. Initiates simple one step play eg. feeds doll.</li> <li>2. Combines objects functionally eg. scribbles on paper, putting straw in cup to drink.</li> <li>3. Repeats part of an action using novel gestures eg. lid opening gesture to open lid of bubbles.</li> </ol>	<ol style="list-style-type: none"> <li>1. Represents simple domestic routines in pretend play eg. pretend to cook dinner.</li> <li>2. Links two ideas in play eg. picks up item and puts in bag in drama/role play.</li> <li>3. Sorts into simple categories.</li> </ol>
<b>Imitation</b>	<ol style="list-style-type: none"> <li>1. Imitates:                     <ul style="list-style-type: none"> <li>– adult intonation eg. 'here you are', 'hya', 'ta'.</li> <li>– actions/gestures of adult.</li> <li>– actions with objects eg. pushing car, feeding dolly.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Tries to copy gestures/signs.</li> <li>2. Imitates shake of head for 'no'.</li> </ol>	<ol style="list-style-type: none"> <li>1. Imitates between 10 and 20.                     <ul style="list-style-type: none"> <li>2. familiar words and phrases.</li> <li>3. Can imitate simple physical actions.</li> </ul> </li> </ol>	

<b>Organisation of communication</b>	<ol style="list-style-type: none"> <li>1. Joins in a turn taking sequence with another student.</li> <li>2. Show signs of distress when misunderstandings occur.</li> <li>3. Engages in brief conversational exchanges (two – three comments) around topics of immediate interest.</li> <li>4. Shows interest in social play, endeavouring to establish a simple role e.g. one student lies down while the other listens with a stethoscope.</li> </ol>	<ol style="list-style-type: none"> <li>1. Regains adult's attention if adult turns away from student's activity.</li> <li>2. Shows distress when sequences of communication end.</li> <li>3. Uses adult to play game or action.</li> <li>4. Co-operates with adult lead in simple play routines.</li> <li>5. Attempts to manipulate adult to get own way e.g. goes to touch plug, cries to get own way.</li> <li>6. Reacts with frustration when adult says 'no' e.g. when touches plug or TV switches.</li> <li>7. Repairs a misunderstanding non-verbally by:                     <ul style="list-style-type: none"> <li>– using a different pitch or novel gesture.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Initiates an interaction with success.</li> <li>2. Repeats a behaviour which has just produced a response e.g. laughter, ritualised game sequences such as peek-a-boo.</li> <li>3. Initiates and joins in with rough and tumble games with adult.</li> <li>4. Expresses recognition of familiar people.</li> <li>5. Plays near other students.</li> <li>6. Repairs a misunderstanding non-verbally by repetition</li> <li>7. Can join in with familiar routine using single message VOCA, speech, gestures</li> </ol>	<ol style="list-style-type: none"> <li>1. Integrates attention between self, adult and an object to establish reference with a familiar adult e.g. comes for cuddles.</li> <li>2. Maintains an interaction with an adult.</li> <li>3. Responds to social turn-taking games e.g. peek-a-boo.</li> <li>4. Attempts to repair an interaction that an adult has terminated e.g. anger if adult walks away.</li> <li>5. Terminates an interaction</li> </ol>
<b>Use of Communication</b> <b>Pre-intentional communication: P1i - P2i</b> <b>Intentional communication: P3i – P5</b>	<ol style="list-style-type: none"> <li>1. Joins in a turn taking sequence with another student.</li> <li>2. Show signs of distress when misunderstandings occur.</li> <li>3. Engages in brief conversational exchanges (two – three comments) around topics of immediate interest.</li> <li>4. Shows interest in social play, endeavouring to establish a simple role e.g. one student lies down while the other listens with a stethoscope.</li> <li>5. Begins to accept when adult says "No".</li> <li>6. Repairs a misunderstanding by:                     <ul style="list-style-type: none"> <li>– repetition</li> <li>– adding a new sign, symbol or word.</li> </ul> </li> <li>7. Attempts to sustain interaction by adding a word, sign or symbol for comment.</li> </ol>	<ol style="list-style-type: none"> <li>1. Regains adult's attention if adult turns away from student's activity.</li> <li>2. Shows distress when sequences of communication end.</li> <li>3. Uses adult to play game or action.</li> <li>4. Co-operates with adult lead in simple play routines.</li> <li>5. Attempts to manipulate adult to get own way e.g. goes to touch plug, cries to get own way.</li> <li>6. Reacts with frustration when adult says 'no' e.g. when touches plug or TV switches.</li> <li>7. Repairs a misunderstanding non-verbally by:                     <ul style="list-style-type: none"> <li>– using a different pitch or novel gesture.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Initiates simple one step play eg. feeds doll.</li> <li>2. Combines objects functionally eg. scribbles on paper, putting straw in cup to drink.</li> <li>3. Repeats part of an action using novel gestures eg. lid opening gesture to open lid of bubbles.</li> </ol>	<ol style="list-style-type: none"> <li>1. Represents simple domestic routines in pretend play eg. pretend to cook dinner.</li> <li>2. Links two ideas in play eg. picks up item and puts in bag in drama/role play.</li> <li>3. Sorts into simple categories.</li> </ol>

<p>6. possession: conveys the relationship between an object, person and themselves or another person.</p> <p>7. rejection: conveys not wanting an object, adult or event or wanting an activity to cease.</p> <p>8. denial by denying another person's proposition or assertion.</p> <p>9. agent as the person (or animate or entity) that causes an action to occur.</p> <p>10. object as the object or person (or animate or entity) that may be affected by an action.</p> <p>11. action as any observable activity change of state</p> <p>12. attribute by commenting on or requesting to know a property of an object, person or event.</p>

### Section 1: Unit 3: Assessment Form

#### P 1 (1)

Individuals/students encounter activities and experiences:

1. may be passive or resistant.
2. may show simple reflex responses, eg. startling at sudden noises or movements.
3. may have self-absorbed/self-stimulatory behaviours.

Any participation is fully prompted.

#### DESCRIPTION OF BEHAVIOURS

Physical Production (in response to a sensory stimuli) For those with severe physical impairments use this section with discretion.	Established	Observations and Comments
Will frown.		
Will suck.		
Will head-turn.		
Will open/close mouth.		
Will show finger activity.		
Will relax body.		
Will stiffen body.		
Will move trunk or other body parts.		
Will grasp when palm is stimulated.		
Will show reflex rooting.		

Auditory Behaviours	Established	Observations and Comments
Reacts to intense noise.		

Mutual Gaze/Visual Behaviours	Established	Observations and Comments
Will visually fix on an object that is still.		
Will visually fix on an adult's face when it appears in midline at a distance of 20-25 cms.		

Vocal Production For those with severe physical impairments use this section with discretion.	Established	Observations and Comments
Cries.		
Will use non-speech sounds eg. burp, smacking lips, gurgling noises.		

Cognition	Established	Observations and Comments
Shows awareness of sensory activities eg. bright light, being moved, etc.		
Shows awareness of internal states eg. hunger, tummy ache etc.		

Comprehension in Context	Established	Observations and Comments
Quietens when picked up or comforted.		
Orients to a person.		
Responds to adult's behaviour eg. intense periods of eye-to-eye/face-to-face contact.		
Moves in synchrony to adult speech.		

Use of Communication	Established	Observations and Comments
Will show a small range of behaviours and/or reflexes in response to a limited range of stimuli, which will be interpreted by adults as conveying: <ul style="list-style-type: none"> <li>■ Interest/Like</li> <li>■ Discomfort/dislike</li> <li>■ want</li> <li>■ rejection</li> <li>■ surprise</li> <li>■ recognition</li> </ul>		

## P1 (2)

Individuals/students show an emerging awareness of activities and experiences:

1. They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects eg. attending briefly to interaction with a familiar person or attending briefly to lights, sounds or patterns of movement.
2. They may give intermittent reactions, eg. sometimes becoming excited in the midst of social activity or sometimes becoming quiet in response to the vibration of a bubble tube.
3. They may briefly interrupt a self-absorbed/self stimulatory behaviour.

## DESCRIPTION OF BEHAVIOURS

Physical Production (in response to a sensory stimuli) For those with severe physical impairments use this section with discretion	Established	Observations and Comments
Smiles.		
Shows trunk-turning/orientation to stimulus.		
Stiffens whole body.		
Changes in activity level.		
Shows hand-to-mouth movement.		
Mouths.		
Produces facial movements eg. mouth puckering, tongue movement.		
Reaches for object when offered.		

Auditory Behaviours	Established	Observations and Comments
Stills in responses to sounds.		
Turns head deliberately to voice.		

Mutual Gaze/Visual Behaviours	Established	Observations and Comments
Will follow an object that is moving.		
Shifts gaze to object or person.		
Gives eye contact to adult eg. looks intently at adult's face while being talked to (mutual gaze).		

<b>Vocal Production (as for P1(1))</b> For those with severe physical impairments use this section with discretion.	<b>Established</b>	<b>Observations and Comments</b>
Will cry.		
Will use non-speech sounds eg. burp, smacking lips, gurgling noises.		

<b>Cognition</b>	<b>Established</b>	<b>Observations and Comments</b>
Engages briefly in sensory activities eg. moves head in response to fan blowing on face.		

<b>Comprehension in Context</b>	<b>Established</b>	<b>Observations and Comments</b>
Anticipates food and drink by opening mouth.		
Increases movements with attention from an adult.		
Reacts to adult's behaviours eg. tone of voice, facial expression.		

<b>Use of Communication</b>	<b>Established</b>	<b>Observations and Comments</b>
Will use a repertoire of changes in behaviours in response to a range of stimuli, which are interpreted as conveying emotions such as: <ul style="list-style-type: none"> <li>■ Interest/Like</li> <li>■ Discomfort/dislike</li> <li>■ want</li> <li>■ rejection</li> <li>■ surprise</li> <li>■ recognition</li> </ul>		

## **P2 (1)**

Individuals/students begin to develop consistent responses to familiar people, events and objects:

1. reacting to new activities and experiences eg. enjoying the movement of air as a nearby fan is switched on.
2. beginning to show interest in people, events, and objects, eg. smiling at familiar people or tracking moving images briefly across a TV or monitor screen.
3. accepting and engage in coactive exploration, for example, focusing their attention on sensory aspects of stories or rhymes when prompted or being encouraged to handle fibre-optic strands.

## **DESCRIPTION OF BEHAVIOURS**

<b>Physical Production</b> For those with severe physical impairments use this section with discretion.	<b>Established</b>	<b>Observations and Comments</b>
Reaches to object or person eg. batting, banging.		
Grasps objects when in view with hand or when hand is touching object.		

<b>Auditory Behaviours</b>	<b>Established</b>	<b>Observations and Comments</b>
Searches for sound.		
Shows preference for certain sounds.		
Glances at noisy object.		

<b>Mutual Gaze/Visual behaviours</b>	<b>Established</b>	<b>Observations and Comments</b>
Visually inspects people and objects.		
Will use a mature – i.e. broken – pattern of eye contact during an interaction.		

<b>Vocal Production</b> For those with severe physical impairments use this section with discretion.	<b>Established</b>	<b>Observations and Comments</b>
Laughs.		
May produce a glottal eg. 'h'.		
May produce open vowels eg. 'oh' and 'ah'.		

<b>Imitation</b> For those with severe physical impairments use this section with discretion.	<b>Established</b>	<b>Observations and Comments</b>
Vocalises in response to a human voice.		

<b>Cognition</b>	<b>Established</b>	<b>Observations and Comments</b>
Responds consistently to sensory activities eg. adult knows what they like and don't like.		
Begins to use a range of early behaviours to explore materials, objects and people eg. banging, batting.		

<b>Comprehension in Context</b>	<b>Established</b>	<b>Observations and Comments</b>
Show differential responses to: <ul style="list-style-type: none"> <li>■ intonation and voice quality eg. hearing angry voices.</li> <li>■ facial expressions eg. smiles, exaggerated facial expressions for surprise.</li> <li>■ adult's actions, such as arms held out for a hug.</li> </ul>		

<b>Organisation of communication</b>	<b>Established</b>	<b>Observations and Comments</b>
Will fill a turn in an interaction if given time.		

<b>Use of Communication</b>	<b>Established</b>	<b>Observations and Comments</b>
Will make efforts to act on the environment which become signals to the adult who then assigns communicative intent and interprets the meaning of: <ul style="list-style-type: none"> <li>■ Interest/Like</li> <li>■ Discomfort/dislike</li> <li>■ want</li> <li>■ rejection</li> <li>■ surprise</li> <li>■ recognition</li> </ul>		

## **P2 (2)**

Beginning to be proactive in interactions:

1. They communicate consistent preferences and affective responses, eg. reaching out to a favourite person or turning towards a source of preferred music.
2. They recognise familiar people, events and objects, eg. vocalising or gesturing in a particular way in response to a favourite visitor or moving towards the TV in a familiar room.
3. They perform actions, often by trial and improvement and they remember learned responses over short periods of time, eg. pressing a switch repeatedly to turn on a light or sound source.

They cooperate with shared exploration and supported participation, eg. taking turns in interactions with a familiar person, imitating actions and facial expressions or working with an adult or a peer to operate a touch screen.

## **DESCRIPTION OF BEHAVIOURS**

<b>Physical Production</b> For those with severe physical impairments use this section with discretion.	<b>Established</b>	<b>Observations and Comments</b>
Releases object to examine a new object.		
Uses complex behaviours on objects i.e. physically explores (hitting, shaking) and visually examines.		
Orientates body posture towards desired object or adult.		
Uses simple actions on others eg. pushing, looking.		

<b>Auditory Behaviours</b>	<b>Established</b>	<b>Observations and Comments</b>
Listens to sounds.		
Responds physically ('dances' and /or vocalises) to music or rhythm.		

<b>Mutual Gaze/Visual Behaviours</b>	<b>Established</b>	<b>Observations and Comments</b>
Looks for a fallen object.		
Uses visually directed reaching i.e. looks then reaches for object.		

<b>Vocal Production As P2(1)</b> For those with severe physical impairments use this section with discretion.	<b>Established</b>	<b>Observations and Comments</b>
Laughs.		
May produce a glottal eg 'h'.		
May produce open vowels eg. 'oh' and 'ah'.		
Produces different sounds for different events/stimuli.		

<b>Imitation</b> For those with severe physical impairments use this section with discretion.	<b>Established</b>	<b>Observations and Comments</b>
Imitates behaviours already in physical or verbal repertoire eg. mouth movements.		

<b>Cognition</b>	<b>Established</b>	<b>Observations and Comments</b>
Responds consistently to adult's interactions.		
Explores activities and objects with a wider range of behaviours.		

<b>Comprehension in Context</b>	<b>Established</b>	<b>Observations and Comments</b>
Watches adult's face and gestures for cues.		
Responds to adult's behaviours eg. takes offered objects, takes held-out hand, follows a point.		
Pauses in response to 'no'.		
Responds to commands incorporating situational cues eg. here, sit down.		

<b>Organisation of Communication</b>	<b>Established</b>	<b>Observations and Comments</b>
Anticipates and fills a communicative turn eg. smiles, physical movement.		
Shares exchange with adult, adapting behaviours as the adult does eg. adult vocal, child vocal.		
Joint action with adult, though not necessarily using the same physical action.		

<b>Use of Communication</b>	<b>Established</b>	<b>Observations and Comments</b>
Uses signals which can be interpreted consistently for: <ul style="list-style-type: none"> <li>■ Interest/Like</li> <li>■ Discomfort/dislike</li> <li>■ want</li> <li>■ rejection</li> <li>■ surprise</li> <li>■ recognition</li> </ul>		

### P3 (1)

Beginning to communicate intentionally:

1. Seeks attention through eye-contact, gesture or action.
  2. Requests events or activities, eg. points to key objects or people, pushes another person's hand towards a switch.
  3. Participates in shared activities with less support.
  4. Sustains concentration for short periods.
  5. Explores materials in increasingly complex ways eg. reaches out and feels for objects as tactile cues to events or moves in and out of sound beam to create different effects.
  6. Observes the results of own actions with interest, eg. listening to own vocalisations; feeling the changing vibrations as they switch a massage table on and off.
- Remembers learned responses over more extended periods, eg. follows the sequence of a familiar daily routine and responds appropriate; returns to a favourite item of equipment in the multi-sensory environment from session to session.

### DESCRIPTION OF BEHAVIOURS

Physical Production For those with severe physical impairments use this section with discretion.	Established	Observations and Comments
Uses whole body action plus eye contact to communicate intentionally.		
Places adult's hands on objects eg. on clockwork toy to activate.		
Uses eye or hand point at, or to indicate an object, person or event.		
Uses facial expressions and eye contact with adult.		

Vocal Production For those with severe physical impairments use this section with discretion.	Established	Observations and Comments
Produces vocalisations: <ul style="list-style-type: none"> <li>■ consonant-vowel and vowel-consonant-vowel structures eg. 'ta', 'da', 'ada'.</li> <li>■ plus action to gain attention, object, event.</li> <li>■ when sharing an activity.</li> </ul>		

Imitation For those with severe physical impairments use this section with discretion.	Established	Observations and Comments
Imitates: <ul style="list-style-type: none"> <li>■ adult intonation eg. 'here you are', 'hiya', 'ta'.</li> <li>■ actions/gestures of adult .</li> <li>■ actions with objects eg. pushing car, feeding dolly.</li> </ul>		

Cognition	Established	Observations and Comments
Relates to adult and object together.		
Establishes cause and effect eg. switch to operate toy.		
Searches for object which has been hidden in front of learner.		

Comprehension in Context	Established	Observations and Comments
Responds to own name.		
Beginning to respond to everyday words in context.		

Organisation of Communication	Established	Observations and Comments
Integrates attention between self, adult and an object to establish joint reference.		
Initiates interaction with a familiar adult e.g comes for cuddles.		
Maintains an interaction with an adult.		
Responds to social turn-taking games eg. peek-a-boo.		
Attempts to repair an interaction that an adult has terminated e.g anger if adult walks away.		
Terminates an interaction.		

Use of Communication	Established	Observations and Comments
Uses vocal and/or physical repertoire of behaviours to: <ul style="list-style-type: none"> <li>■ attract attention.</li> <li>■ greet.</li> <li>■ request objects.</li> <li>■ make something happen.</li> <li>■ satisfy states and conditions eg. hunger, thirst, boredom.</li> </ul>		

### P3 (2)

Beginning to develop conventional communication:

1. Greets known people and may initiate interactions and activities, eg. prompting another person to join in with an interactive sequence.
2. Remembers learned responses over increasing periods of time and may anticipate known events eg. pre-empting sounds or actions in familiar poems or looking at the monitor screen when using the computer.
3. May responds to options and choices with actions or gestures, eg. by nodding or shaking their heads; operating one switch rather than another to achieve a desired result.
4. Actively explores objects and events for more extended periods, eg. turns the pages in a book shared with another person or creates effects using a touch screen.

Applies potential solutions systematically to problems eg. brings an object to an adult in order to request a new activity or presses a switch repeatedly after a power source has been turned off.

### DESCRIPTION OF BEHAVIOURS

Physical Production	Established	Observations and Comments
For those with severe physical impairments use this section with discretion.		
Shakes head.		
Waves.		
Shows an object.		
Gives an object.		
Points using eye, hand or finger.		

Vocal Production	Established	Observations and Comments
For those with severe physical impairments use this section with discretion.		
Uses vocalisation/proto-words purposefully eg. <ul style="list-style-type: none"> <li>■ during play with adults eg. peep boo.</li> <li>■ to self.</li> <li>■ to own reflection.</li> <li>■ to people.</li> <li>■ to toys and objects.</li> </ul>		
Vocalisations vary in pitch, volume, stress and quality to express anger, eagerness, satisfaction etc.		
Vocalisations become more differentiated for different situations eg. while eating or when mum appears.		

<b>Imitation</b> For those with severe physical impairments use this section with discretion.	<b>Established</b>	<b>Observations and Comments</b>
Tries to hard to copy gestures/signs.		
Imitates shake of head for 'no'.		

<b>Cognition</b>	<b>Established</b>	<b>Observations and Comments</b>
Understands and demonstrates the function of objects.		
Combines objects purposefully eg. puts one object on another.		
Searches for favourite object which is out of sight (object permanence).		

<b>Comprehension in context</b>	<b>Established</b>	<b>Observations and Comments</b>
Shows understanding of a number of early words, which relate to familiar situations eg. dinner, no, sit down, come here.		
Gives or shows object on request.		
Understands simple actions in context eg. up, go, stop, push, help.		
Understands request for 'more'.		
Understands names of family/carers.		

<b>Organisation of Communication</b>	<b>Established</b>	<b>Observations and Comments</b>
Initiates an interaction with success.		
Repeats a behaviour which has just produced a response eg. laughter, ritualised game sequences such as peek-a-boo.		
Initiates and joins in with rough and tumble games with adult.		
Expresses recognition of familiar people.		
Plays near other students.		
Repairs a misunderstanding non-verbally by repetition.		
Can join in with familiar routine using single message VOCA, speech, gestures.		

<b>Use of Communication</b>	<b>Established</b>	<b>Observations and Comments</b>
Uses consistent behaviours for: <ul style="list-style-type: none"> <li>■ greeting</li> <li>■ requesting</li> <li>■ responding</li> <li>■ protesting</li> <li>■ indicating a person or event</li> </ul>		

**P4**

P-Levels are now related specifically to the curriculum areas.

Beginning to communicate a range of meanings leading to formal language:

1. Responds appropriately to simple requests, commands containing one key word, sign or symbol in familiar situations, eg., 'Get your coat' 'Stand up' or 'Stop'.
2. Demonstrates an understanding of names of familiar objects, places and people through the use of gesture, signs, symbols or single words.
3. Listens and may respond to familiar rhymes and stories.
4. Begins to understand that marks and symbols convey meaning, eg. scribbling alongside a picture.
5. Shows understanding of 'yes' and 'no'. Recognises and responds to animated praise or criticism.
6. Demonstrates interest in position and relationship between objects, eg. stacking cups, building towers.
7. Will repeat, copy and imitate between 10 and 20 single words, through the use of signs, speech, objects of reference, symbols.
8. Use of single words, gestures, signs, objects, pictures or symbols for familiar objects, eg. cup, biscuit.
9. Communicates about events and feelings, eg. likes and dislikes.
10. Beginning to respond to the feelings of others, eg. matching their emotions and laughing when another pupil is laughing.
11. Aware of cause and effect in familiar events and know that certain actions produce predictable results, eg. pressing a switch to make something happen on the computer, or to control a tape recorder with a switch.
12. May follow and perform familiar or simple actions on request using prompts eg. repetition, gesture.
13. Joins in with activities by initiating ritual actions or sounds.
14. May demonstrate an appreciation of stillness and quietness.

**DESCRIPTION OF BEHAVIOURS**

<b>Physical Production</b> For those with severe physical impairments use this section with discretion.	<b>Established</b>	<b>Observations and Comments</b>
Nods.		
Some gestures used consistently and meaningfully eg. 'gone' or 'where', tickling own hand for 'Round and Round the Garden'.		
Manipulates adult while acting on an object eg. moves object towards edge of table while looking at adult.		
Uses a repertoire of 10 – 20 signs/words.		

<b>Vocal Production</b> For those with severe physical impairments use this section with discretion.	<b>Established</b>	<b>Observations and Comments</b>
Beginning to use single words.		
Use of intonated jargon.		

<b>Imitation</b> For those with severe physical impairments use this section with discretion.	<b>Established</b>	<b>Observations and Comments</b>
Imitates between 10 and 20 familiar words and phrases eg. all gone, in a minute.		
Can imitate simple physical actions.		

<b>Cognition</b>	<b>Established</b>	<b>Observations and Comments</b>
Imitating simple one step play eg. feeds dolly.		
Combines objects functionally eg. scribbles on paper.		
Repeats part of an action using novel gestures eg. actions in 'wind a bobbin', lid opening gesture to open lid of bubbles.		

<b>Comprehension in Context</b>	<b>Established</b>	<b>Observations and Comments</b>
Shows familiar object/person within familiar routine.		
Points to named body part on request.		
Goes to known place or person on request eg. 'Go to mummy'.		
Points to self when asked 'Where's...'		
Carries out familiar every day actions eg. "Wash your hands".		

Organisation of Communication	Established	Observations and Comments
Regains adult's attention if adult turns away from student's activity.		
Shows distress when sequences of communication end.		
Uses adult to play game or action.		
Co-operates with adult lead in simple play routines.		
Attempts to manipulate adult to get own way eg. goes to touch plug, cries to get own way.		
Reacts with frustration when adult says 'no' eg. when touches plug or TV switches.		
Repairs a misunderstanding non-verbally by using a different pitch or novel gesture.		
Initiates an interaction with another student eg. will take or give toy/object, look at face and smile.		

Use of Communication	Established	Observations and Comments
<p>Communicates first meanings:</p> <ul style="list-style-type: none"> <li>■ <b>existence</b>: acknowledges an object exists</li> <li>■ <b>disappearance</b>: comments on/ requesting the disappearance of a person or object.</li> <li>■ <b>recurrence</b>: comments on/ requests: return of an object that existed but disappeared; repetition of an action that occurred and then stopped.</li> <li>■ <b>non-existence</b>: indicates that an object does not exist where it is expected to be.</li> <li>■ <b>location</b>: comments on the position of an object, person or event or the spatial relationship between two objects or requesting that an object is placed in a certain locations.</li> <li>■ <b>possession</b>: conveys the relationship between an object, person and themselves or another.</li> <li>■ <b>rejection</b>: conveys not wanting an object, adult or event or wanting an activity to cease.</li> <li>■ <b>denial</b>: by denying another person's proposition or assertion.</li> <li>■ <b>agent</b>: as the person (or animate or entity) that causes an action to occur.</li> <li>■ <b>object</b>: as the object or person (or animate or entity) that may be affected by an action.</li> <li>■ <b>action</b>: as any observable activity change of state.</li> <li>■ <b>attribute</b>: by commenting on or requesting to know a property of an object, person or event.</li> </ul>		

## P5

### Receptive Skills

They respond to simple questions about familiar events, experiences, people or places by vocalising, using gestures, symbols, signing or use of a simple VOCA, *for example, 'Where is the ball?' 'What are you doing?' 'Is it yellow?'*

They follow requests and instructions containing two key words, signs or symbols, *for example, 'Put the spoon in the dish' 'Give the book to Johnny'.*

They understand some basic concepts, *for example, taking big and little steps in movement activities or placing big and small balls in different baskets.*

They listen to a familiar instrument played behind a screen and match the sound to the correct instrument on a table. They show curiosity about content at a simple level, *for example they may answer basic two key-word questions about the story.* They take turns with a partner or in a small group.

### Expressive Skills

Pupils combine two key ideas or concepts. They combine single words, signs or symbols to communicate meaning to a range of listeners, *for example, 'Mummy gone' or 'more drink',* to express their feelings, needs or choices.

Pupils produce some meaningful print, signs or symbols associated with their own name or familiar spoken words, actions, images or events, *for example, contributing to records of their own achievements or to books about themselves, their families and interests.* They respond maintain interactions and take turns in a small group with some support.

Pupils enjoy and join in with familiar number rhymes, stories, songs and games. They can indicate one or two, *for example, by using their fingers or sounds.* Pupils attempt one or two words in the target language in response to cues in a song or familiar phrase. They demonstrate that they are aware of contrasting quantities, *for example, 'one' and 'lots', by making groups of objects with help.*

They join in discussions by responding appropriately (vocalising, using gestures, symbols or signing) to simple questions or instructions about familiar events or experiences, *for example, 'What does the baby need?'* Pupils combine two elements of communication to express their feelings, needs and choices. They match objects to pictures and symbols. Pupils take part in work or play involving two or three others.

They begin to sort sets of objects, according to a single attribute. Pupils search intentionally for objects in their usual place, *for example going to the mathematics shelf for the box of shapes.* They compare the overall size of one object with that of another where there is a marked difference, *for example compare the cup from the dolls' house with a breakfast cup and find which is bigger.* They find big and small objects on request. They explore the position of objects, *for example, putting objects in and out of containers or lining them up.* They start to sort and classify objects in terms of simple features or properties, *for example, pebbles or rocks found on a local walk, according to colour or size.*

Pupils operate simple computer programs, *for example, matching shapes or grouping objects by size using a touch screen, concept keyboard or mouse.*

Pupils consolidate a sense of place and direction, *for example, they can follow set routes around familiar places.*

## DESCRIPTION OF BEHAVIOURS

Physical Production	Established	Observations and Comments
For those with severe physical impairments use this section with discretion.		
Continues to use gestures.		
Produces twenty plus recognisable signs/words.		
Links gesture and sign.		

Vocal Production	Established	Observations and Comments
For those with severe physical impairments use this section with discretion.		
Uses twenty plus recognizable single words.		
Uses 2 word utterances.		

Cognition	Established	Observations and Comments
Represents simple domestic routines in pretend play eg. pretend to cook dinner.		
Links two ideas in play eg. picks up item and puts in bag in drama/role play.		
Sorts into simple categories.		

Comprehension In Context	Established	Observations and Comments
Within context, understands: <ul style="list-style-type: none"> <li>■ an increasing number of words.</li> <li>■ simple 2/3 element phrases.</li> <li>■ early questioning but may confuse "Who, What and Where".</li> </ul>		



	<b>P1 (1)</b>	<b>P1 (2)</b>	<b>P2 (1)</b>	<b>P2 (2)</b>
<b>Aims</b>	To encounter a wide range of sensory and communicative experiences.	To show awareness of sensory activities, experiences and people. To begin to attend and respond to sensory activities, experiences and people.	To begin to attend and respond, with some consistency to people, activities and experiences leading towards engagement in the environment.	To engage purposefully with people and the environment leading towards participation in the environment.
<b>Objective</b>		<ol style="list-style-type: none"> <li>To be aware of interactions – student’s behaviour becomes more consistent with adult interaction.</li> <li>To be aware of activities and objects.</li> </ol>	<ol style="list-style-type: none"> <li>To develop more consistent actions, responses and behaviours.</li> <li>To develop the student’s understanding of sensory cues/personal objects.</li> <li>To encounter technology through the use of switches/touch screen i.e. random selections.</li> </ol>	<ol style="list-style-type: none"> <li>To begin to show consistent individual behaviours in communication eg. likes and dislikes.</li> <li>To understand the significance of personal objects and/or sensory cues, which could be used to refer to particular daily events.</li> <li>To engage with, and/or explore the environment.</li> <li>To develop turn-taking skills.</li> <li>To begin to use switches/touch screen with intent to control the immediate environment i.e. the student knows the switch operates something.</li> </ol>

**Section 1: Unit 5: Aims & Objectives**

<b>Aims</b>	<b>P3 (1)</b>	<b>P3 (2)</b>	<b>P4</b>	<b>P5</b>
<b>Objective</b>	<ol style="list-style-type: none"> <li>To begin to communicate intentionally.</li> <li>To work towards active involvement with events and the environment.</li> </ol>	<ol style="list-style-type: none"> <li>To be purposefully and actively involved in communicative interactions and the environment.</li> </ol>	<ol style="list-style-type: none"> <li>To use first meanings through conventional communication systems (speech, sign, symbols, VOCA).</li> </ol>	<ol style="list-style-type: none"> <li>To use conventional communication systems for most interactions.</li> </ol>
<b>Objective</b>	<ol style="list-style-type: none"> <li>To develop situational understanding through the use of objects/sensory cues/simple gestures/eye-pointing.</li> <li>To begin to intentionally communicate basic language functions through facial expression, body posture, vocalisation, pointing and gestures eg. choice making requesting responding rejecting</li> <li>To encounter a range of cognitive experiences of basic concepts eg. recurrence (again, more) non-existence (gone)</li> <li>To attend to simple graphic information eg. photos, pictures</li> <li>To begin to use consistent personal gestures.</li> <li>To introduce a simple VOCA to attract attention.</li> <li>To use a switch/touch screen purposefully i.e. deliberately hit a switch/touch the touch screen to cause change.</li> </ol>	<ol style="list-style-type: none"> <li>To demonstrate cognitive understanding of some first meanings eg. looks around for objects or people who have disappeared.</li> <li>Use some first meanings consistently through an emerging conventional system eg. pointing, waving bye, head nod, photographs.</li> <li>To use gesture / photos / pictures / simple VOCA to:                         <ol style="list-style-type: none"> <li>draw attention</li> <li>request</li> <li>initiate conversation</li> </ol> </li> <li>To attend and begin to respond to formal graphic symbols</li> <li>To develop awareness of control of technology through switch functions eg. one switch operates a fan and the second switch operates the tape recorder; developing awareness of when to press a switch.</li> </ol>	<ol style="list-style-type: none"> <li>To develop an understanding of a larger vocabulary related to everyday situations.</li> <li>To use a core vocabulary consisting of words from the first meaning vocabulary eg. favourite routines and activities names of people more stop go help like don't like look gone mine no you yucky</li> <li>To develop control of technology through scanning (one or two switches), joystick/trackerball/mouse through the use of simple software eg. Choose It, simple grids in Clicker/Writing with Symbols 2000.</li> </ol>	<ol style="list-style-type: none"> <li>To use a topic vocabulary related to personal interests.</li> <li>To spontaneously use own favourite topic to initiate an interaction with less familiar communication partners.</li> <li>To respond to simple questions about familiar events or experiences.</li> <li>To understand and follow a range of messages containing 2-3 key words.</li> <li>To use core vocabulary and access topic vocabulary in any appropriate way (eg. gesture, sign, graphic symbol, VOCA).</li> <li>To begin to use ICT tools for specific purposes.</li> </ol>

## Section 2: Unit 1

### Adult Version









Successful completion of the assessment depends on careful observation of the individual's behaviours in a variety of contexts over a period of time. Video material can be very useful. The accuracy of the assessment depends on the observational skills and objectivity of the assessors. It is recommended that the assessment sheets are completed in collaboration between at least 2 people, one of whom knows the individual well.

The p-level descriptors at the beginning of each section of the **assessment table** can be used to determine, roughly, the level at which the individual is working.

Begin the assessment at an earlier level to produce a baseline of established behaviours.

Work through the descriptors in turn, noting established behaviours and relevant observations. Continue until the descriptors are no longer appropriate to the skills of the individual.

Once the assessment is complete, the **assessment summary chart** can be filled in to produce a profile of established behaviours across the p-levels/milestones. The following is an excerpt from a student profile:

	P1 (1) Encounter	P1 (2) Awareness	P2 (1) Att/response
Physical Production			
Auditory Behaviours			
Mutual Gaze Visual Behaviours			

- Blue rectangles indicate that the *majority* of descriptors are established at that Milestone.
- Yellow triangles indicates that *some* descriptors are established at that Milestone.

### Section 2: Unit 1: Aims and Objectives (adult version)

<b>Aims</b>				
<b>Objective</b>				
	<b>M1a</b>	<b>M1b</b>	<b>M2a</b>	<b>M2b</b>
	To encounter and become aware of a wide range of sensory and communicative experiences.	To develop awareness of sensory activities, experiences and people. To begin to attend and respond to sensory activities, experiences and people.	To begin to attend and respond, with some consistency to people, activities and experiences leading towards engagement in the environment.	To engage purposefully with people and the environment leading towards participation in the environment.
		1. To be aware of interactions – student's behaviour becomes more consistent with adult interaction. 2. To be aware of activities and objects.	1. To ensure what student is doing is effective – the adult needs to interpret, respond to and act upon the student's communication. 2. To develop more consistent actions, responses and behaviours. 3. To develop the student's understanding of sensory cues. 4. To encounter technology through the use of switches/touch screen i.e. random selections.	1. To begin to show consistent idiosyncratic behaviours in communication eg. likes and dislikes. 2. To understand the significance of personal objects and/or sensory cues, which could be used to refer to particular events. 3. To engage with, and/or explore the environment. 4. To develop turn-taking skills. 5. To begin to use switches/touch screen with intent to control the immediate environment i.e. the student knows the switch operates something.

<b>Objective</b>	<ol style="list-style-type: none"> <li>To develop situational understanding through the use of objects/sensory cues/simple gestures/eye-pointing.</li> <li>To begin to communicate intentionally i.e. basic language functions through gesture, sign, pictures etc.</li> <li>To encounter a range of cognitive experiences of basic concepts of:                             <ol style="list-style-type: none"> <li>Disappearance eg. gone</li> <li>existence eg. here it is</li> <li>location eg. here, there</li> <li>agent eg.</li> <li>action eg. run, go</li> <li>rejection eg. don't</li> <li>recurrence eg. again, more</li> <li>attribute eg. big, little</li> <li>non-existence eg. gone</li> <li>object eg.</li> <li>denial eg. no</li> <li>possession eg. mine, yours.</li> </ol> </li> <li>To attend to simple graphic information eg. photos, pictures in communicative exchanges.</li> <li>To begin to use consistent personal gestures.</li> <li>To introduce a simple VOCA to attract attention.</li> <li>To use a switch/touch screen purposefully i.e. deliberately hit a switch/touch the touch screen to cause change.</li> </ol>					
<b>Aims</b>	<ol style="list-style-type: none"> <li>To begin to communicate intentionally.</li> <li>To work towards active involvement with events and the environment.</li> </ol>	<ol style="list-style-type: none"> <li>To be purposefully and actively involved in communicative interactions and the environment.</li> </ol>	<ol style="list-style-type: none"> <li>To demonstrate cognitive understanding of some first meanings eg. looks around for objects or people who have disappeared.</li> <li>Use some first meanings consistently through an emerging conventional system eg. pointing, waving bye, head nod, photographs.</li> <li>To use gesture / photos / pictures / simple VOCA to:                             <ol style="list-style-type: none"> <li>draw attention</li> <li>request</li> <li>initiate conversation.</li> <li>To develop an awareness of formal graphic symbols.</li> <li>To develop awareness of control of technology through switch functions eg. one switch operates a fan and the second switch operates the tape recorder: one switch draws a picture on the computer screen, the second switch makes the sound.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>To use first meanings through conventional communication systems (speech, sign, symbols, VOCA).</li> </ol>	<ol style="list-style-type: none"> <li>To develop an understanding of a larger vocabulary related to everyday situations.</li> <li>To use a core vocabulary consisting of words from the first meaning vocabulary eg. names of people, more, gone, look, help, go, stop, yucky, etc through signs, symbols, auditory scanning and/or a VOCA.</li> <li>To develop control of technology through scanning (one or two switches), joystick/trackerball/mouse through the use of simple software eg. Choose It, simple grids in Clicker/Writing with Symbols 2000.</li> </ol>	<ol style="list-style-type: none"> <li>To use a topic vocabulary related to personal interests.</li> <li>To link phrases containing core and topic vocabulary eg. "like chips".</li> <li>To use access technology for a range of activities eg. matching, sorting, writing through grids of whole words presented with pictures/symbols.</li> </ol>
	<b>M3a</b>	<b>M3b</b>	<b>M4</b>	<b>M5</b>		

**Section 2: Unit 2: Assessment Chart – Milestone 1-2**

	<b>Milestone 1a</b>	<b>Milestone 1b</b>	<b>Milestone 2a</b>	<b>Milestone 2b</b>
<b>Physical production (in response to sensory stimuli)</b> <b>For those with severe physical impairments use this section with discretion.</b>	<ol style="list-style-type: none"> <li>Frowns.</li> <li>Suck.</li> <li>Turns head</li> <li>Opens/closes mouth.</li> <li>Show finger activity</li> <li>Relaxes body.</li> <li>Stiffens body.</li> <li>Moves trunk or other body parts</li> <li>Grasps when palm is stimulated.</li> <li>Shows reflex rooting.</li> </ol>	<ol style="list-style-type: none"> <li>Smiles.</li> <li>Shows trunk-turning/orientation to stimulus.</li> <li>Stiffens whole body.</li> <li>Changes in activity level.</li> <li>Shows hand-to-mouth movement.</li> <li>Mouths.</li> <li>Produces facial movements eg. mouth puckering, tongue movement.</li> <li>Reaches for object when offered.</li> </ol>	<ol style="list-style-type: none"> <li>Reaches to object or person eg. batting, banging</li> <li>Grasps object when in view with hand or when hand is touching object.</li> </ol>	<ol style="list-style-type: none"> <li>Releases object to examine a new object.</li> <li>Uses complex behaviours on objects i.e. physically explores (hitting, shaking) and visually examines.</li> <li>Orientates body posture towards desired object or adult.</li> <li>Uses simple actions on others eg. pushing, looking.</li> </ol>
<b>Auditory behaviours</b>	<ol style="list-style-type: none"> <li>Reacts to intense noise.</li> </ol>	<ol style="list-style-type: none"> <li>Stills in responses to sounds.</li> <li>Turns head deliberately to voice.</li> </ol>	<ol style="list-style-type: none"> <li>Searches for sound.</li> <li>Shows preference for certain sounds.</li> <li>Glances at noisy object.</li> </ol>	<ol style="list-style-type: none"> <li>Listens to sounds.</li> <li>Responds physically ('dances' and /or vocalises) to music or rhythm.</li> </ol>
<b>Mutual Gaze/ visual behaviours</b>	<ol style="list-style-type: none"> <li>Will fixate on an object that is still.</li> <li>Will fixate on an adult's face when it appears in midline at a distance of 20-25 cms.</li> </ol>	<ol style="list-style-type: none"> <li>Will follow an object that is moving.</li> <li>Shifts gaze to object or person.</li> <li>Gives eye contact to adult eg. looks intently at adult's face while being talked to (mutual gaze)</li> </ol>	<ol style="list-style-type: none"> <li>Visually inspects people and objects.</li> <li>Will use a mature – i.e. broken – pattern of eye contact during an interaction.</li> </ol>	<ol style="list-style-type: none"> <li>Looks for a fallen object.</li> <li>Uses visually directed reaching i.e. looks then reaches for object.</li> </ol>
<b>Vocal production For those with severe physical impairments use this section with discretion.</b>	<ol style="list-style-type: none"> <li>Cries.</li> <li>Will use non-speech sounds eg. burp, smacking lips, gurgling noises.</li> </ol>	<b>As Milestone 1a</b> <ol style="list-style-type: none"> <li>Cries.</li> <li>Will use non-speech sounds eg. burp, smacking lips, gurgling noises.</li> </ol>	<ol style="list-style-type: none"> <li>Laughs.</li> <li>May produce a glottal eg. 'h'.</li> <li>May produce open vowels eg. 'oh' and 'ah'.</li> </ol>	<b>As Milestone 2a</b> <ol style="list-style-type: none"> <li>Laughs.</li> <li>May produce a glottal eg. 'h'.</li> <li>May produce open vowels eg. 'oh' and 'ah'.</li> <li>Produces different sounds for different events/stimuli.</li> </ol>
<b>Imitation</b>			Vocalises in response to a human voice.	Imitates behaviours already in physical or verbal repertoire eg. mouth movements.

<p><b>Use of Communication</b>  <b>Pre-intentional communication:</b>                  1 – 2  <b>Intentional communication:</b>                  3 – 5</p>	<p>Will show a small range of behaviours and/or reflexes in response to a limited range of stimuli, which will be interpreted by adults as</p> <ul style="list-style-type: none"> <li>– interest/like</li> <li>– discomfort/dislike</li> <li>– want</li> <li>– rejection</li> <li>– surprise</li> <li>– recognition</li> </ul>	<p>Will consistently use a repertoire of changes in behaviours in response to a range of stimuli, which is interpreted as conveying emotions such as:</p> <ul style="list-style-type: none"> <li>– interest/like</li> <li>– discomfort/dislike</li> <li>– want</li> <li>– rejection</li> <li>– surprise</li> <li>– recognition</li> </ul>	<p>Will make efforts to act on the environment which become signals to the adult who then assigns communicative intent and interprets the meaning of:</p> <ul style="list-style-type: none"> <li>– interest/like</li> <li>– discomfort/dislike</li> <li>– want</li> <li>– rejection</li> <li>– surprise</li> <li>– recognition</li> </ul>	<p>Uses signals which can be interpreted consistently for</p> <ul style="list-style-type: none"> <li>– interest/like</li> <li>– discomfort/dislike</li> <li>– want</li> <li>– rejection</li> <li>– surprise</li> <li>– recognition</li> </ul>
<p><b>Organisation of communication</b></p>			<p>1. Will fill a turn in an interaction if given time.</p>	<p>1. Anticipates and fills a communicative turn eg. smiles, physical movement.                  2. Shares exchange with adult, adapting behaviours as the adult does eg. adult vocal, student vocal                  3. Joint action with adult, though not necessarily using the same physical action.</p>
<p><b>Comprehension in context</b></p>	<p>1. Quietens when picked up or comfort.                  2. Orient to a person.                  3. Responds to adult's behaviour eg. intense periods of eye-to-eye/face-to-face contact.                  4. Moves in synchrony to adult speech.</p>	<p>1. Anticipates food and drink by opening mouth.                  2. Increases movements with attention from an adult.                  3. Reacts to adult's behaviours eg. tone of voice, facial expression.</p>	<p>Show differential responses to:</p> <ol style="list-style-type: none"> <li>1. intonation and voice quality eg. hearing angry voices.</li> <li>2. facial expressions eg. smiles, exaggerated facial expressions for surprise.</li> <li>3. adult's actions, such as arms held out for a hug.</li> </ol>	<p>1. Matches adult's face and gestures for cues.                  2. Responds to adult's behaviours eg. takes offered objects, takes held-out hand, follows a point.                  3. Pauses in response to 'no'.                  4. Responds to commands incorporating situational cues eg. here, sit down.</p>
<p><b>Cognition</b></p>	<p>1. Shows awareness of sensory activities eg. bright light, being moved, etc.                  2. Shows awareness of internal states eg. hunger, tummy ache etc.</p>	<p>Engages briefly in sensory activities e.g moves head in response to fan blowing on face.</p>	<p>1. Responds consistently to sensory activities eg. adult knows what they like and don't like.                  2. Begins to use a range of early behaviours to explore materials, objects and people eg. banging, banging.</p>	<p>1. Responds consistently to adult's interactions.                  2. Explores activities and objects with a wider range of behaviours.</p>

**Assessment Chart – Milestone 3-5**

	Milestone 3a	Milestone 3b	Milestone 4	Milestone 5
<p><b>Physical production</b>                      For those with severe physical impairments use this section with discretion.</p>	<p>1. Uses whole body action plus eye contact to communicate intentionally.                      2. Places adult's hands on objects eg. on blender to activate.                      3. Uses eye or hand point at, or to indicate an object, person or event.                      4. Uses facial expressions and eye contact with adult.</p>	<p>1. Shakes head.                      2. Waves.                      3. Shows an object.                      4. Gives an object.                      5. Points using eye, hand or finger.</p>	<p>1. Nods.                      2. Some gestures used consistently and meaningfully eg. 'gone' or 'where', tickling own hand for 'Round and Round the Garden'.                      3. Manipulates adult while acting on an object eg. moves object towards edge of table while looking at adult.                      4. Uses a repertoire of 10 – 20 signs/words.</p>	<p>1. Continues to use gestures.                      2. Produces 20 plus recognisable signs/words.                      3. Links gesture and sign.</p>
<p><b>Auditory behaviours</b></p>				
<p><b>Mutual Gaze/ visual behaviours</b></p>				
<p><b>Vocal production</b>                      For those with severe physical impairments use this section with discretion.</p>	<p>1. Produces vocalisations:                      – consonant-vowel and vowel-consonant-vowel structures eg. 'ta', 'da', 'ada'.                      – plus action to gain attention, object, event                      – when sharing an activity.</p>	<p>1. Uses vocalisation/proto-words purposefully eg.                      – during play with adults                      – to self.                      – to own reflection.                      – to people.                      – to toys and objects.                      2. Vocalisations vary in pitch, volume, stress and quality to express anger, eagerness, satisfaction etc.                      3. Vocalisations become more differentiated for different situations eg. noise while on the toilet, while eating or when mum appears</p>	<p>1. Beginning to use single words.                      2. Uses intonated jargon.</p>	<p>1. Uses 20 plus recognizable single words.                      2. Uses 2 word utterances.</p>

<b>Comprehension in context</b>	<ol style="list-style-type: none"> <li>1. Responds to own name.</li> <li>2. Beginning to respond to everyday words in context.</li> </ol>	<ol style="list-style-type: none"> <li>1. Shows understanding of a number of early words, which relate to familiar situations eg. dinner, no, sit down, come here.</li> <li>2. Gives or shows object on request.</li> <li>3. Understands simple actions in context eg. up, go, stop, push, help.</li> <li>4. Understands request for 'more'.</li> <li>5. Understands names of family/careers.</li> </ol>	<ol style="list-style-type: none"> <li>1. Regains adult's attention if adult turns away from student's activity.</li> <li>2. Shows distress when sequences of communication end.</li> <li>3. Uses adult to play game or action.</li> <li>4. Co-operates with adult lead in simple play routines.</li> <li>5. Attempts to manipulate adult to get own way eg. goes to touch plug, cries to get own way.</li> <li>6. Reacts with frustration when adult says 'no' eg. when touches plug or TV switches.</li> <li>7. Repairs a misunderstanding non-verbally by:             <ul style="list-style-type: none"> <li>– using a different pitch or novel gesture.</li> </ul> </li> <li>8. Initiates an interaction with another student eg. will take or give toy/object, look at face and smile.</li> </ol>	<ol style="list-style-type: none"> <li>1. Joins in a turn taking sequence with another student.</li> <li>2. Show signs of distress when misunderstandings occur.</li> <li>3. Engages in brief conversational exchanges (two – three comments) around topics of immediate interest.</li> <li>4. Shows interest in social play, endeavouring to establish a simple role eg. one student is shopkeeper while the other comes into the 'shop'.</li> <li>5. Begins to accept when adult says "No".</li> <li>6. Repairs a misunderstanding by:             <ul style="list-style-type: none"> <li>– repetition</li> <li>– adding a new sign, symbol or word.</li> </ul> </li> <li>7. Attempts to sustain interaction by adding a word, sign or symbol for comment.</li> </ol>
<b>Cognition</b>	<ol style="list-style-type: none"> <li>1. Relates to an object and an adult together.</li> <li>2. Establishes cause and effect eg. switch to operate blender.</li> <li>3. Searches for object which has been hidden in front of learner.</li> </ol>	<ol style="list-style-type: none"> <li>1. Understands and demonstrates the function of objects.</li> <li>2. Combines objects purposefully.</li> <li>3. Searches for favourite object which is out of sight (object permanence).</li> </ol>	<ol style="list-style-type: none"> <li>1. Initiates simple one step action eg. brushes hair.</li> <li>2. Combines objects functionally eg. scribbles on paper, putting straw in cup to drink.</li> <li>3. Repeats part of an action using novel gestures eg. lid opening gesture to open lid of bubbles.</li> </ol>	<ol style="list-style-type: none"> <li>1. Represents simple domestic routines in pretend play eg. pretend to cook dinner.</li> <li>2. Links two ideas in play eg. picks up item and puts in bag in drama/role play.</li> <li>3. Sorts into simple categories.</li> </ol>
<b>Imitation</b>	<ol style="list-style-type: none"> <li>1. Imitates:             <ul style="list-style-type: none"> <li>– adult intonation eg. 'here you are', 'hya', 'ta'.</li> <li>– actions/gestures of adult</li> <li>– actions with objects eg. putting a spoon in a cup or bowl.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Tries to copy gestures/signs.</li> <li>2. Initiates shake of head for 'no'.</li> </ol>	<ol style="list-style-type: none"> <li>1. Initiates between 10 and 20. familiar words and phrases.</li> <li>3. Can imitate simple physical actions.</li> </ol>	

<b>Use of Communication</b>  Pre-intentional communication: P11 - P21  Intentional communication: P31 – P5	<ol style="list-style-type: none"> <li>1. Uses vocal repertoire of behaviours to:             <ul style="list-style-type: none"> <li>– attract attention.</li> <li>– greet.</li> <li>– request objects</li> <li>– create/provide events and actions.</li> <li>– satisfy states and conditions eg. hunger, thirst, boredom.</li> </ul> </li> </ol>	<p>Uses consistent behaviours for:</p> <ul style="list-style-type: none"> <li>– greetings</li> <li>– responding</li> <li>– protesting</li> <li>– indicating a person or event.</li> </ul>	<p>Communicates first meanings:</p> <ol style="list-style-type: none"> <li>1. <b>existence:</b> acknowledges an object exists.</li> <li>2. <b>disappearance:</b> comments on/ requesting the disappearance of a person or object.</li> <li>3. <b>recurrence:</b> comments on/ requests: return of an object that existed but disappeared; repetition of an action that occurred and then stopped.</li> <li>4. <b>non-existence:</b> indicates that an object does not exist where it is expected to be.</li> <li>5. <b>location:</b> comments on the position of an object, person or event or the spatial relationship between two objects or requesting that an object is placed in a certain locations.</li> <li>6. <b>possession:</b> conveys the relationship between an object, person and themselves or another.</li> <li>7. <b>rejection:</b> conveys not wanting an object, adult or event or wanting an activity to cease.</li> <li>8. <b>denial:</b> by denying another person's proposition or assertion.</li> <li>9. <b>agent:</b> as the person (or animate or entity) that causes an action to occur.</li> <li>10. <b>object:</b> as the object or person (or animate or entity) that may be affected by an action.</li> <li>11. <b>action:</b> as any observable activity change of state.</li> <li>12. <b>attribute:</b> by commenting on or requesting to know a property of an object, person or event.</li> </ol>	<ol style="list-style-type: none"> <li>1. Using a formal communication system eg. sign, says, VOCA or uses a symbol, to:             <ul style="list-style-type: none"> <li>– request</li> <li>– give information</li> <li>– describe</li> <li>– direct</li> <li>– ask early questions.</li> </ul> </li> </ol>
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## Section 2: Unit 3

### M 1a

Learners encounter activities and experiences:

1. may be passive or resistant.
2. may show simple reflex responses, eg. startling at sudden noises or movements.
3. may have self-absorbed/self-stimulatory behaviours  
Any participation is fully prompted.

### DESCRIPTION OF BEHAVIOURS

Physical Production (in response to a sensory stimuli) For those with severe physical impairments use this section with discretion.	Established	Observations and Comments
Will frown.		
Will suck.		
Will head-turn.		
Will open/close mouth.		
Will show finger activity.		
Will relax body.		
Will stiffen body.		
Will move trunk or other body parts.		
Will grasp when palm is stimulated.		
Will show reflex rooting.		

Auditory Behaviours	Established	Observations and Comments
Reacts to intense noise.		

Mutual Gaze/Visual Behaviours	Established	Observations and Comments
Will visually fix on an object that is still.		
Will visually fix on an adult's face when it appears in midline at a distance of 20-25 cms.		

Vocal Production For those with severe physical impairments use this section with discretion.	Established	Observations and Comments
Cries.		
Will use non-speech sounds eg. burp, smacking lips, gurgling noises.		

Cognition	Established	Observations and Comments
Shows awareness of sensory activities eg. bright light, being moved, etc.		
Shows awareness of internal states eg. hunger, tummy ache etc.		

Comprehension in Context	Established	Observations and Comments
Quietens when picked up or comforted.		
Orients to a person.		
Responds to adult's behaviour eg. intense periods of eye-to-eye/face-to-face contact.		
Moves in synchrony to adult speech.		

Use of Communication	Established	Observations and Comments
Will show a small range of behaviours and/or reflexes in response to a limited range of stimuli, which will be interpreted by adults as conveying:  <ul style="list-style-type: none"> <li>■ Interest/Like</li> <li>■ Discomfort/dislike</li> <li>■ want</li> <li>■ rejection</li> <li>■ surprise</li> <li>■ recognition</li> </ul>		

### M 1b

Learners show an emerging awareness of activities and experiences:

1. They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects eg. attending briefly to interaction with a familiar person or attending briefly to lights, sounds or patterns of movement.
2. They may give intermittent reactions, eg. sometimes becoming excited in the midst of social activity or sometimes becoming quiet in response to the vibration of a bubble tube.
3. They may briefly interrupt a self-absorbed/self stimulatory behaviour.

### DESCRIPTION OF BEHAVIOURS

Physical Production (in response to a sensory stimuli) For those with severe physical impairments use this section with discretion	Established	Observations and Comments
Smiles		
Shows trunk-turning/orientation to stimulus.		
Stiffens whole body.		
Changes in activity level.		
Shows hand-to-mouth movement.		
Mouths.		
Produces facial movements eg. mouth puckering, tongue movement.		
Reaches for object when offered.		

Auditory Behaviours	Established	Observations and Comments
Stills in responses to sounds.		
Turns head deliberately to voice.		

Mutual Gaze/Visual Behaviours	Established	Observations and Comments
Will follow an object that is moving.		
Shifts gaze to object or person.		
Gives eye contact to adult eg. looks intently at adult's face while being talked to (mutual gaze).		

Vocal Production (as for P1(1)) For those with severe physical impairments use this section with discretion.	Established	Observations and Comments
Will cry.		
Will use non-speech sounds eg. burp, smacking lips, gurgling noises.		

Cognition	Established	Observations and Comments
Engages briefly in sensory activities eg. moves head in response to fan blowing on face.		

Comprehension in Context	Established	Observations and Comments
Anticipates food and drink by opening mouth.		
Increases movements with attention from an adult.		
Reacts to adult's behaviours eg. tone of voice, facial expression.		

Use of Communication	Established	Observations and Comments
Will use a repertoire of changes in behaviours in response to a range of stimuli, which are interpreted as conveying emotions such as: <ul style="list-style-type: none"> <li>■ Interest/Like</li> <li>■ Discomfort/dislike</li> <li>■ want</li> <li>■ rejection</li> <li>■ surprise</li> <li>■ recognition</li> </ul>		

## M 2a

Learners begin to develop consistent responses to familiar people, events and objects:

1. reacting to new activities and experiences eg. enjoying the movement of air as a nearby fan is switched on.
2. beginning to show interest in people, events, and objects, eg. smiling at familiar people or tracking moving images briefly across a TV or monitor screen.
3. accepting and engage in coactive exploration, for example, focusing their attention on sensory aspects of stories/drama when prompted or being encouraged to handle fibre-optic strands.

### DESCRIPTION OF BEHAVIOURS

Physical Production For those with severe physical impairments use this section with discretion.	Established	Observations and Comments
Reaches to object or person eg. batting, banging.		
Grasps objects when in view with hand or when hand is touching object.		

Auditory Behaviours	Established	Observations and Comments
Searches for sound.		
Shows preference for certain sounds.		
Glances at noisy object.		

Mutual Gaze/Visual behaviours	Established	Observations and Comments
Visually inspects people and objects.		
Will use a mature – i.e. broken – pattern of eye contact during an interaction.		

Vocal Production For those with severe physical impairments use this section with discretion.	Established	Observations and Comments
Laughs.		
May produce a glottal eg. 'h'.		
May produce open vowels eg. 'oh' and 'ah'.		

Imitation For those with severe physical impairments use this section with discretion.	Established	Observations and Comments
Vocalises in response to a human voice.		

Cognition	Established	Observations and Comments
Responds consistently to sensory activities eg. adult knows what they like and don't like.		
Begins to use a range of early behaviours to explore materials, objects and people eg. banging, batting.		

Comprehension in Context	Established	Observations and Comments
Show differential responses to: <ul style="list-style-type: none"> <li>■ intonation and voice quality eg. hearing angry voices.</li> <li>■ facial expressions eg. smiles, exaggerated facial expressions for surprise.</li> <li>■ adult's actions, such as arms held out for a hug.</li> </ul>		

Organisation of communication	Established	Observations and Comments
Will fill a turn in an interaction if given time.		

Use of Communication	Established	Observations and Comments
Will make efforts to act on the environment which become signals to the adult who then assigns communicative intent and interprets the meaning of: <ul style="list-style-type: none"> <li>■ Interest/Like</li> <li>■ Discomfort/dislike</li> <li>■ want</li> <li>■ rejection</li> <li>■ surprise</li> <li>■ recognition</li> </ul>		

**M 2b**

Beginning to be proactive in interactions:

1. Communicate consistent preferences and affective responses, eg. reaching out to a favourite person or turning towards a source of preferred music.
2. Recognise familiar people, events and objects, eg. vocalising or gesturing in a particular way in response to a favourite visitor or moving towards the TV in a familiar room.
3. Reperform actions, often by trial and improvement and they remember learned responses over short periods of time, eg. pressing a switch repeatedly to turn on a light or sound source. Co-operate with shared exploration and supported participation, eg. taking turns in interactions with a familiar person, imitating actions and facial expressions with a familiar person.

**DESCRIPTION OF BEHAVIOURS**

Physical Production For those with severe physical impairments use this section with discretion.	Established	Observations and Comments
Releases object to examine a new object.		
Uses complex behaviours on objects i.e. physically explores (hitting, shaking) and visually examines.		
Orientates body posture towards desired object or adult.		
Uses simple actions on others eg. pushing, looking.		

Auditory Behaviours	Established	Observations and Comments
Listens to sounds.		
Responds physically ('dances' and /or vocalises) to music or rhythm.		

Mutual Gaze/Visual Behaviours	Established	Observations and Comments
Looks for a fallen object.		
Uses visually directed reaching i.e. looks then reaches for object.		

Vocal Production As P2(1) For those with severe physical impairments use this section with discretion.	Established	Observations and Comments
Laughs.		
May produce a glottal eg 'h'.		
May produce open vowels eg. 'oh' and 'ah'.		
Produces different sounds for different events/stimuli.		

Imitation For those with severe physical impairments use this section with discretion.	Established	Observations and Comments
Imitates behaviours already in physical or verbal repertoire eg. mouth movements.		

Cognition	Established	Observations and Comments
Responds consistently to adult's interactions.		
Explores activities and objects with a wider range of behaviours.		

Comprehension in Context	Established	Observations and Comments
Watches adult's face and gestures for cues.		
Responds to adult's behaviours eg. takes offered objects, takes held-out hand, follows a point.		
Pauses in response to 'no'.		
Responds to commands incorporating situational cues eg. here, sit down.		

Organisation of Communication	Established	Observations and Comments
Anticipates and fills a communicative turn eg. smiles, physical movement.		
Shares exchange with adult, adapting behaviours as the adult does eg. adult vocal, child vocal		
Joint action with adult, though not necessarily using the same physical action.		

Use of Communication	Established	Observations and Comments
Uses signals which can be interpreted consistently for: <ul style="list-style-type: none"> <li>■ Interest/Like</li> <li>■ Discomfort/dislike</li> <li>■ want</li> <li>■ rejection</li> <li>■ surprise</li> <li>■ recognition</li> </ul>		

### M 3a

Beginning to communicate intentionally:

1. Seeks attention through eye-contact, gesture or action.
  2. Requests events or activities, eg. points to key objects or people, pushes another person's hand towards a switch.
  3. Participates in shared activities with less support.
  4. Sustains concentration for short periods.
  5. Explores materials in increasingly complex ways eg. reaches out and feels for objects as tactile cues to events or moves in and out of sound beam to create different effects.
  6. Observes the results of own actions with interest, eg. listening to own vocalisations; feeling the changing vibrations as they switch a massage table on and off.
- Remembers learned responses over more extended periods, eg. follows the sequence of a familiar daily routine and responds appropriate; returns to a favourite item of equipment in the multi-sensory environment from session to session.

### DESCRIPTION OF BEHAVIOURS

Physical Production	Established	Observations and Comments
For those with severe physical impairments use this section with discretion.		
Uses whole body action plus eye contact to communicate intentionally.		
Places adult's hands on objects eg. on clockwork toy to activate.		
Uses eye or hand point at, or to indicate an object, person or event.		
Uses facial expressions and eye contact with adult.		

Vocal Production	Established	Observations and Comments
For those with severe physical impairments use this section with discretion.		
Produces vocalisations: <ul style="list-style-type: none"> <li>■ consonant-vowel and vowel-consonant-vowel structures eg. 'ta', 'da', 'ada'.</li> <li>■ plus action to gain attention, object, event.</li> <li>■ when sharing an activity.</li> </ul>		

<b>Imitation</b> For those with severe physical impairments use this section with discretion.	<b>Established</b>	<b>Observations and Comments</b>
Imitates:  <ul style="list-style-type: none"> <li>■ adult intonation eg. 'here you are', 'hiya', 'ta'.</li> <li>■ actions/gestures of adult .</li> <li>■ actions with objects eg. pushing car, feeding dolly.</li> </ul>		

<b>Cognition</b>	<b>Established</b>	<b>Observations and Comments</b>
Relates to adult and object together.		
Establishes cause and effect eg. switch to operate toy.		
Searches for object which has been hidden in front of learner.		

<b>Comprehension in Context</b>	<b>Established</b>	<b>Observations and Comments</b>
Responds to own name.		
Beginning to respond to everyday words in context.		

<b>Organisation of Communication</b>	<b>Established</b>	<b>Observations and Comments</b>
Integrates attention between self, adult and an object to establish joint reference.		
Initiates interaction with a familiar adult e.g comes for cuddles.		
Maintains an interaction with an adult.		
Responds to social turn-taking games eg. peek-a-boo.		
Attempts to repair an interaction that an adult has terminated e.g anger if adult walks away.		
Terminates an interaction		

<b>Use of Communication</b>	<b>Established</b>	<b>Observations and Comments</b>
Uses vocal and/or physical repertoire of behaviours to:  <ul style="list-style-type: none"> <li>■ attract attention</li> <li>■ greet</li> <li>■ request objects</li> <li>■ make something happen</li> <li>■ satisfy states and conditions eg. hunger, thirst, boredom.</li> </ul>		

**M3 (b)**

Beginning to develop conventional communication:

1. Greets known people and may initiate interactions and activities, eg. prompting another person to join in with an interactive sequence.
2. Remembers learned responses over increasing periods of time and may anticipate known events eg. pre-empting sounds or actions in familiar poems or looking at the monitor screen when using the computer.
3. May responds to options and choices with actions or gestures, eg. by nodding or shaking their heads; operating one switch rather than another to achieve a desired result.
4. Actively explores objects and events for more extended periods, eg. turns the pages in a book shared with another person or creates effects using a touch screen.
5. Applies potential solutions systematically to problems eg. brings an object to another person in order to request a new activity or presses a switch repeatedly after a power source has been turned off.

**DESCRIPTION OF BEHAVIOURS**

Physical Production For those with severe physical impairments use this section with discretion.	Established	Observations and Comments
Shakes head		
Waves		
Shows an object		
Gives an object		
Points using eye, hand or finger		

Comprehension in context	Established	Observations and Comments
Shows understanding of a number of early words, which relate to familiar situations eg. dinner, no, sit down, come here.		
Gives or shows object on request.		
Understands simple actions in context eg. up, go, stop, push, help		
Understands request for 'more'.		
Understands names of family/carers.		

Organisation of Communication	Established	Observations and Comments
Initiates an interaction with success.		
Repeats a behaviour which has just produced a response eg. laughter, ritualised game sequences such as peek-a-boo.		
Initiates and joins in with rough and tumble games with adult.		
Expresses recognition of familiar people.		
Plays near other students.		
Repairs a misunderstanding non-verbally by repetition.		
Can join in with familiar routine using single message VOCA, speech, gestures		

Use of Communication	Established	Observations and Comments
Uses consistent behaviours for: <ul style="list-style-type: none"> <li>■ greeting</li> <li>■ requesting</li> <li>■ responding</li> <li>■ protesting</li> <li>■ indicating a person or event</li> </ul>		

**M4**

P-Levels are now related specifically to the curriculum areas.

Beginning to communicate a range of meanings leading to formal language:

1. Responds appropriately to simple requests, commands containing one key word, sign or symbol in familiar situations, eg., 'Get your coat' or 'Stop'.
2. Demonstrates an understanding of names of familiar objects, places and people through the use of gesture, signs, symbols or single words.
3. Listens and may respond to familiar rhymes and stories.
4. Begins to understand that marks and symbols convey meaning, eg. scribbling alongside a picture.
5. Shows understanding of 'yes' and 'no'. Recognises and responds to animated praise or criticism.
6. Demonstrates interest in position and relationship between objects.
7. Will repeat, copy and imitate between 10 and 20 single words, through the use of signs, speech, objects of reference, symbols.
8. Use of single words, gestures, signs, objects, pictures or symbols for familiar objects, eg. cup, biscuit.
9. Communicates about events and feelings, eg. likes and dislikes.
10. Beginning to respond to the feelings of others, eg. matching their emotions and laughing when another pupil is laughing.
11. Aware of cause and effect in familiar events and know that certain actions produce predictable results, eg. pressing a switch to make something happen on the computer, or to control a tape recorder with a switch.
12. May follow and perform familiar or simple actions on request using prompts eg. repetition, gesture.
13. Joins in with activities by initiating ritual actions or sounds.
14. May demonstrate an appreciation of stillness and quietness.

**DESCRIPTION OF BEHAVIOURS**

Physical Production For those with severe physical impairments use this section with discretion.	Established	Observations and Comments
Nods.		
Some gestures used consistently and meaningfully eg. 'gone' or 'where', tickling own hand for 'Round and Round the Garden'.		
Manipulates adult while acting on an object eg. moves object towards edge of table while looking at adult.		
Uses a repertoire of 10 – 20 signs/words.		

Vocal Production For those with severe physical impairments use this section with discretion.	Established	Observations and Comments
Beginning to use single words.		
Use of intonated jargon.		

Imitation For those with severe physical impairments use this section with discretion.	Established	Observations and Comments
Imitates between 10 and 20 familiar words and phrases eg. all gone, in a minute		
Can imitate simple physical actions		

Cognition	Established	Observations and Comments
Imitating simple one step play in role play/drama eg. playing a keyboard, mixing a cake.		
Combines objects functionally eg. makes marks on paper, put straw in cup.		
Repeats part of an action using novel gestures eg. lip opening gesture to open jar, mime/gesture/dance routines to accompany songs.		

Comprehension in Context	Established	Observations and Comments
Shows familiar object/person within familiar routine.		
Points to named body part on request.		
Goes to known place or person on request eg. 'Go to kitchen'.		
Points to self when asked 'Where's...'		
Carries out familiar every day actions eg. "Wash your hands".		

Organisation of Communication	Established	Observations and Comments
Regains adult's attention if adult turns away from student's activity.		
Shows distress when sequences of communication end.		
Uses adult to play game or action.		
Co-operates with partner's lead in simple action routines (song/music/dance).		
Initiates an interaction with another learner eg. will take or give object, look at face and smile.		

Use of Communication	Established	Observations and Comments
<p>Communicates first meanings:</p> <ul style="list-style-type: none"> <li>■ <b>Existence:</b> acknowledges an object exists</li> <li>■ <b>Disappearance:</b> comments on/ requesting the disappearance of a person or object.</li> <li>■ <b>Recurrence:</b> comments on/ requests: return of an object that existed but disappeared; repetition of an action that occurred and then stopped.</li> <li>■ <b>non-existence:</b> indicates that an object does not exist where it is expected to be.</li> <li>■ <b>location:</b> comments on the position of an object, person or event or the spatial relationship between two objects or requesting that an object is placed in a certain locations.</li> <li>■ <b>possession:</b> conveys the relationship between an object, person and themselves or another.</li> <li>■ <b>rejection:</b> conveys not wanting an object, adult or event or wanting an activity to cease.</li> <li>■ <b>denial:</b> by denying another person's proposition or assertion.</li> <li>■ <b>agent:</b> as the person (or animate or entity) that causes an action to occur.</li> <li>■ <b>object:</b> as the object or person (or animate or entity) that may be affected by an action.</li> <li>■ <b>action:</b> as any observable activity change of state.</li> <li>■ <b>attribute:</b> by commenting on or requesting to know a property of an object, person or event.</li> </ul>		

**M5**

1. In familiar events or experiences, the individual uses vocalisations, gestures, symbols, signing, simple VOCA to:
  - responds to simple questions
  - combine two key ideas or concepts to express feelings, needs, choices
  - joins in discussions by responding to simple questions or instructions
2. Follows requests and instructions containing two key words, signs or symbols, eg. ‘Put the spoon in the dish,’
3. Understands some basic concepts, eg. big and little steps in movement activities or placing big and small dishes/glasses/mugs in different cupboards.
4. Shows curiosity about content at a simple level, eg. answers basic two key-word questions about an event that has just happened or story created with digital photographs.
5. They take turns with a partner or in a small group.
6. Produce some meaningful print, signs or symbols i.e. own name, familiar spoken words, actions, images or events, eg. contributing to books about themselves, families and interests.
7. Learners enjoy and join in with familiar stories, songs and games.
8. Indicates one or two, eg., by using their fingers or sounds.
9. Demonstrates that they are aware of contrasting quantities, eg. ‘one,’ and ‘lots,’ by making groups of objects with help.
10. Matching objects to pictures and symbols.
11. Beginning to sort sets of objects, according to a single attribute. Will search intentionally for objects in their usual place, eg. going to cupboard to find marmalade.
12. Will find big and small objects on request.
13. Explores the position of objects, eg. putting objects in and out of containers or lining them up.
14. Beginning to sort and classify objects in terms of simple features or properties, eg. colour or size of pebbles or rocks found on a walk.
15. Use of simple computer programs, eg. matching shapes or grouping objects by size using a suitable means of input eg. touch screen, switch etc.
16. Consolidation of a sense of place and direction, eg. they can follow set routes around familiar places.

**DESCRIPTION OF BEHAVIOURS**

<b>Physical Production</b> For those with severe physical impairments use this section with discretion.	<b>Established</b>	<b>Observations and Comments</b>
Continues to use gestures.		
Produces twenty plus recognisable signs/words.		
Links gesture and sign.		

<b>Vocal Production</b> For those with severe physical impairments use this section with discretion.	<b>Established</b>	<b>Observations and Comments</b>
Uses twenty plus recognizable single words.		
Uses 2 word utterances.		

<b>Cognition</b>	<b>Established</b>	<b>Observations and Comments</b>
Represents simple domestic routines in pretend play eg. pretend to cook dinner.		
Links two ideas in play eg. picks up item and puts in bag in drama/role play.		
Sorts into simple categories.		

<b>Comprehension In Context</b>	<b>Established</b>	<b>Observations and Comments</b>
Within context, understands: <ul style="list-style-type: none"> <li>■ an increasing number of words.</li> <li>■ simple 2/3 element phrases.</li> <li>■ early questioning but may confuse “Who, What and Where”.</li> </ul>		



### Section 3: Unit 1

#### ACTIVITY FRAMEWORK

**Setting the total communication environment:**

It is important to create a general communicative environment, although there are specific considerations related to certain activities. These are listed under the sample activities contained in the activity framework. The principles which are common to all are listed below:

- Organising the day so that the individual has opportunities to experience communication.
- Organising the day so communication is immediately meaningful and engaging to the individual.
- To set the optimum physical environment to take into consideration the individual's personal needs in order for them to access activities.
- Reduce the sensory and verbal 'clutter' in order to make communication meaningful and engaging to the individual.
- Ensuring there is enough time for communication to take place.

**Facilitator skills:**

- To observe and record the individual's communicative behaviours.
- To respond consistently and appropriately to the individual's communicative attempts.
- To use a variety of techniques to elicit and encourage interaction eg. close proximity, clear facial expression, intonation, use of touch/sound/singing, to pause and wait, facial expression, small talk/communicative fillers (uh huh, oh oh etc).
- To be aware of the basic principles relating to effective positioning and to know where to seek advice (eg. OT and/or physiotherapist).
- To be aware of the basic principles relating to positioning of switches and how to use them.
- To know and make use of what motivates and interests an individual.
- The planning and preparation for each activity should specify facilitator's communicative style and opportunities for individuals to develop their communication.
- To consider and create informal communication opportunities throughout the whole day.
- To be aware of one's own expressive language to:
  - create silence to allow the individual time to respond
  - communicate at a level that is slightly above the individual's level
- Have fun communicating!

### P1 (1)

Experience of activities and situations without an obvious learning outcome:

1. May be passive or resistant.
2. May show simple reflex responses, eg. startling at sudden noises or movements.
3. There may be self-absorbed/self-stimulatory behaviours.

Any participation is fully prompted.

**Aim**

To encounter a wide range of sensory and communicative experiences.

**Tools**

- An interesting, stimulating, multi-sensory environment.
- A range of sensory experiences.

P1 (1) Objectives	Facilitator's role	Sample Activities
To encounter and become aware of a wide range of sensory and communicative experiences	<ul style="list-style-type: none"> <li>■ To build a rapport /relationship with the individual.</li> <li>■ To respond to any reaction positively.</li> <li>■ Emphasise the stimuli.</li> <li>■ Keep verbal and other distractions to a minimum.</li> <li>■ Explore which sensory stimuli students respond to most, eg. tactile/auditory/visual/olfactory/kinaesthetic.</li> <li>■ Raise awareness of each sensory area eg. touch, in a range of sensory environments and with a range of people.</li> <li>■ Observe and record.</li> </ul>	<p>Frequently occurring routines eg.</p> <ul style="list-style-type: none"> <li>■ Dressing</li> <li>■ Mealtimes</li> <li>■ Drinks</li> <li>■ Personal care situations</li> <li>■ Greetings</li> <li>■ Hydro/swimming</li> <li>■ Physio sessions</li> </ul> <p>Familiar places e.g</p> <ul style="list-style-type: none"> <li>■ Outside/playground/</li> <li>■ Dinning room/common room</li> <li>■ Light/dark room</li> </ul> <p>Other eg.</p> <ul style="list-style-type: none"> <li>■ Tac Pack</li> </ul>

### P1 (2)

Emerging awareness of activities and experiences.

1. There are periods when the individual appears to be alert and ready to focus their attention on certain people, events, objects or parts of objects. For example, *attending briefly to interaction with a familiar person or attending briefly to lights, sounds or patterns of movement.*
2. May give intermittent reactions, for example, *sometimes becoming excited in the midst of social activity or sometimes becoming quiet in response to the vibration of a bubble tube.*
3. May briefly interrupt a self-absorbed/self stimulatory behaviour.

**Aims**

To show awareness of sensory activities, experiences and people.  
 To begin to attend and respond to sensory activities, experiences and people.

**Objectives**

1. To be aware of interactions – student’s behaviour becomes more consistent with adult interaction.
2. To be aware of activities and objects.

**Tools**

- An interesting, stimulating, multi-sensory environment.
- A range of sensory experiences and objects.

P1 (2) Objectives	Facilitator’s role	Sample Activities
1. To be aware of interactions – student’s behaviour becomes more consistent with adult interaction.	<ul style="list-style-type: none"> <li>■ To build a rapport/relationship with the individual.</li> <li>■ To respond to any reaction positively.</li> <li>■ Emphasise the stimuli.</li> </ul>	Frequently occurring routines eg. <ul style="list-style-type: none"> <li>■ Dressing</li> <li>■ Mealtimes</li> <li>■ Drinks</li> </ul>
2. To be aware of activities and objects.	<ul style="list-style-type: none"> <li>■ Emphasise familiar activities.</li> <li>■ Keep verbal and other distractions to a minimum.</li> <li>■ Explore which sensory stimuli individual respond to most, eg. tactile/auditory/visual/olfactory/ kinaesthetic.</li> <li>■ Raise awareness of each sensory area eg. touch, in a range of sensory environments and with a range of people.</li> <li>■ Observe and record.</li> <li>■ Assist with switching i.e countdown “1,2,3 press”.</li> </ul>	<ul style="list-style-type: none"> <li>■ Personal care situations</li> <li>■ Greetings</li> <li>■ Hydro/swimming</li> <li>■ Physio sessions</li> </ul> Familiar places eg. <ul style="list-style-type: none"> <li>■ Outside/playground/</li> <li>■ Dining room/common room</li> <li>■ Light/dark room</li> </ul> Other eg. <ul style="list-style-type: none"> <li>■ Tac Pack</li> </ul>

### P2 (1)

Pupils begin to respond consistently to familiar people, events and objects.

1. Reacts to new activities and experiences. For example, *withholding their attention of enjoying the movement of a air as a nearby fan is switched on.*
2. Begins to show interest in people, events, and objects, for example, *smiling at familiar people or tracking moving images briefly across a TV or monitor screen.*
3. Accepts and engages in coactive exploration, for example, *focusing attention on sensory aspects of stories or rhymes when prompted or being encouraged to handle fibre-optic strands.*

**Aim**

To begin to attend and respond, with some consistency to people, activities and experiences leading towards engagement in the environment.

**Objectives**

1. To develop more consistent actions, responses and behaviours.
2. To develop understanding of sensory cues.
3. To encounter technology through the use of switches/touch screen i.e. random selections.

**Tools**

- An interesting, stimulating, multi-sensory environment.
- A range of sensory experiences and objects
- A range of switches including taction pads.
- Mains/battery operated latching timer boxes
- Battery operated toys and devices such as a tape recorder, fan, light

P2 (1) Objectives	Facilitator’s role	Sample Activities
To develop more consistent actions, responses and behaviours.	To interpret and respond to individual’s behaviour consistently.	<ul style="list-style-type: none"> <li>■ Intensive interaction</li> <li>■ Sensory experiences                             <ul style="list-style-type: none"> <li>– Cooking</li> <li>– Music</li> <li>– Paint</li> <li>– Blanket games</li> </ul> </li> <li>■ Tac Pack</li> <li>■ Sensory stories</li> </ul>
To develop the student’s understanding of sensory cues/personal objects.	To introduce a sensory cue/personal individual object before and during the relevant activity.	<ul style="list-style-type: none"> <li>■ Dinner</li> <li>■ Drinks</li> <li>■ Going out</li> <li>■ Swimming</li> <li>■ Going home</li> <li>■ Bedtime</li> </ul>
To encounter technology through the use of switches /touch screen i.e. random selections Repeat actions that have an interesting result.	Assist the switching process eg.presenting switch and removing switch after activation, physical prompting.	<ul style="list-style-type: none"> <li>■ Environmental control using tape recorder, mains controlled devices with latching timer box.</li> </ul>

## P2 (2)

Students begin to be proactive in their intentions.

1. Communicates consistent preferences and affective responses, for example, *reaching out to a favourite person or turning towards to source of preferred music.*
2. Recognises familiar people, events and objects, for example, *vocalising or gesturing in a particular way in response to a favourite visitor or moving towards the TV in a familiar room.*
3. Performs actions, often by trial and improvement and they remember learned responses over short periods of time, for example, *showing pleasure each time a particular puppet or character appears in a poem dramatised with sensory cues or pressing a switch repeatedly to turn on a light or sound source.*
4. Cooperates with shared exploration and supported participation, for example, *taking turns in interactions with a familiar person, imitating actions and facial expressions or working with an adult or a peer to operate a touch screen.*

### Activity Framework

#### Aim

To engage purposefully with people and the environment leading towards participation in the environment.

#### Objectives

1. To begin to show consistent individual behaviours in communication eg. likes and dislikes.
2. To understand the significance of personal objects and/or sensory cues, which could be used to refer to particular daily events.
3. To engage with, and/or explore the environment.
4. To develop turn-taking skills.
5. To begin to use switches/touch screen with intent to control the immediate environment i.e. the student knows the switch operates something.

#### Tools

- An interesting, stimulating, multi-sensory environment.
- A range of sensory experiences and objects.
- A range of switches including taction pads.
- Mains/battery operated latching timer boxes
- Battery operated toys and devices such as a tape recorder, fan, light.
- Switch building software.
- Touch screen.

P2 (2) Objectives	Facilitator's role	Sample Activities
To begin to show consistent individual behaviours in communication eg. likes and dislikes.	<ul style="list-style-type: none"> <li>■ To continue to offer a range of stimuli (likes, dislikes and distractors).</li> <li>■ To act on and reinforce responses.</li> </ul>	<ul style="list-style-type: none"> <li>■ Sensory activities:               <ul style="list-style-type: none"> <li>– Cooking</li> <li>– Gardening</li> </ul> </li> <li>■ Sensory stories</li> <li>■ TacPac</li> </ul>
To understand the significance of personal objects and/or sensory cues, which could be used to refer to particular daily events.	<ul style="list-style-type: none"> <li>■ To use individual personal objects immediately before the activity.</li> <li>■ Provide a sensory cue in particular situations or before particular events.</li> </ul>	<ul style="list-style-type: none"> <li>■ Dinner</li> <li>■ Drinks</li> <li>■ Going out</li> <li>■ Swimming</li> <li>■ Going home</li> <li>■ Bedtime</li> <li>■ Snack time</li> <li>■ Greetings</li> </ul>
To engage with, and/or explore the environment.	<ul style="list-style-type: none"> <li>■ To create an environment that is accessible for exploration.</li> </ul>	<ul style="list-style-type: none"> <li>■ Free exploration of activities that provide a sensory and physical experience so individuals can engage in the environment eg. sensory trays, sand and water play.</li> </ul>
To develop turn-taking skills.	<ul style="list-style-type: none"> <li>■ Follow individual's lead i.e. respond to individual's vocalisations/movements etc by repeating the vocalisation/movement and adding to it and then waiting for a response.</li> <li>■ Use of object markers to indicate an individual's turn in structured activities.</li> </ul>	<ul style="list-style-type: none"> <li>■ Semi-formalised games eg. using rhymes and rhythms, poems to develop anticipation.</li> <li>■ Intensive interaction.</li> <li>■ Beat That / Sound About.</li> </ul>
To begin to use switches/touch screen with intent to control the immediate environment i.e. the student knows the switch operates something.	<ul style="list-style-type: none"> <li>■ To reduce the amount of assistance in the switching process eg. physical prompting switch countdown eg. "123__" "321__" to promote independent action and anticipation.</li> </ul>	<ul style="list-style-type: none"> <li>■ Switch building using single switch or touch screen.</li> <li>■ Latching timer boxes and switches to promote cause and effect switch activation – toys, music, fan etc.</li> <li>■ Dark/light room.</li> </ul>

## P3 (1)

### Beginning to communicate intentionally.

1. *Seeks attention through eye-contact, gesture or action.*
2. *Requests events or activities, for example, pointing to key objects or people or pushing another person's hand towards a switch.*
3. *Participates in shared activities with less support.*
4. *Sustains concentration for short periods.*
5. *Explores materials in increasingly complex ways. For example, reaching out and feeling for objects as tactile cues to events or moving in and out of the sound beam to create different effects.*
6. *Observes the results of their own actions with interest, for example, listening to their own vocalisations or feeling the changing vibrations as they switch a massage table on and off.*
7. *Remembers learned responses over more extended periods, for example, following the sequence of a familiar daily routine and responding appropriately or returning to a favourite item of equipment in the multi-sensory environment from session to session.*

### Aims

- To begin to communicate intentionally.
- To work towards active involvement with events and the environment.

### Objectives

1. To develop situational understanding through the use of general objects/sensory cues/simple gestures/eye-pointing.
2. To begin to intentionally communicate basic language functions through facial expression, body posture, vocalisation, pointing and gestures. eg.
  - a. Choice making
  - b. requesting
  - c. rejecting
  - d. responding
3. To encounter a range of cognitive experiences of basic concepts. eg. Recurrence (again, more), non-existence (gone).
4. To attend to simple graphic information eg. photos, pictures, in communicative exchanges.
5. To begin to use consistent personal gestures.
6. To begin to use a simple VOCA to attract attention.
7. To use a switch/touch screen purposefully i.e. deliberately hit a switch/ touch the touch screen to cause a change in the environment.

### Tools

- Digital camera.
- Computer and colour printer.
- Photos, pictures of real objects, people etc in the individual's environments.
- Switches.
- Switch operated toys/latching boxes, hair dryers.
- Simple single message VOCAs eg, Chipper, Talking Buddy, Big Mack, One-Step Communicator.

P3 (1) Objectives	Facilitator's role	Sample Activities
To develop situational understanding through the use of general objects/sensory cues/simple gestures/eye-pointing.	To continue to use objects of reference and photographs.	<ul style="list-style-type: none"> <li>■ Daily routines               <ul style="list-style-type: none"> <li>– Drink time</li> <li>– Snack time</li> <li>– Story time</li> <li>– Music/songs</li> <li>– Play</li> <li>– Lunch</li> <li>– Places to go</li> <li>– People</li> </ul> </li> <li>■ Daily curriculum activities</li> </ul>
To begin to intentionally communicate basic language functions through facial expression, body posture, vocalisation, pointing and gestures. eg. <ul style="list-style-type: none"> <li>– choice making</li> <li>– requesting</li> <li>– rejecting</li> <li>– responding</li> </ul>	<ul style="list-style-type: none"> <li>■ Responding to individual's attempts at choice making.</li> <li>■ To interpret and model use of simple gestures eg. head shake for 'no'.</li> </ul>	
To encounter a range of cognitive experiences of basic concepts.	<ul style="list-style-type: none"> <li>■ To create a environment where an individual can explore/experience basic cognitive concepts that the facilitator models eg.               <ul style="list-style-type: none"> <li>– more</li> <li>– finished</li> <li>– combining objects</li> <li>– disappearance of objects (gone).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>■ Sand</li> <li>■ Water</li> <li>■ Bubbles</li> <li>■ Light/dark rooms</li> <li>■ Cooking</li> <li>■ Gardening</li> <li>■ Modelling clay</li> </ul>
To attend to simple graphic information eg. photos.	To make available photos of familiar objects and/or people in context.	<ul style="list-style-type: none"> <li>■ Slide show of photographs on the computer eg. with Powerpoint operated with a single switch.</li> <li>■ Photos presented in greeting sessions.</li> <li>■ Labelling things in the environment with photos.</li> </ul>
To begin to use consistent personal gestures.	To act and reinforce personal gestures.	Greetings and farewells.
To introduce a simple VOCA to attract attention.	<ul style="list-style-type: none"> <li>■ Staff model use of VOCA in a variety of activities.</li> <li>■ Ability to prompt appropriately</li> <li>■ Respond to child's attempts at attracting attention,               <ul style="list-style-type: none"> <li>– rushing over,</li> <li>– moving over</li> <li>– responding at a physical distance.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>■ Message to attract attention eg. "come here".</li> <li>■ Taking the register (Names of key people important to the child.)</li> </ul>
To use a switch/touch screen purposefully.	To create a suitable environment for the individual to independently use switches/ touch screen.	Content rich software eg. cause and effect software that has a large effect eg. Touch It, SENS Switcher.

**P3 (2)**

**Beginning to develop conventional communication.**

1. Greets known people and may initiate interactions and activities, for example, *prompting another person to join in with an interactive sequence or switching on a tape or CD player.*
2. Remembers learned responses over increasing periods of time and may anticipate known events, for example, *pre-empting sounds or actions ion familiar poems or looking at the monitor screen as they activate a concept keyboard.*
3. May respond to options and choices with actions or gestures, for example, *by nodding or shaking their heads or operating one switch rather than another to achieve a desired result.*
4. Actively explore objects and events for more extended periods, for example, *turning the pages in a book shared with another person or creating effects using a touch screen.*
5. Applies potential solutions systematically to problems, for example, *bringing an object to an adult in order to request a new activity or pressing a switch repeatedly after a power source has been turned off.*

**Aims**

To be purposefully and actively involved in communicative interactions and the environment.

**Objectives**

1. To demonstrate cognitive understanding of some first meanings eg. looks around for objects or people who have disappeared.
2. Use some first meanings consistently through an emerging conventional system eg. pointing, waving bye, head nod, photographs.
3. To use gesture / photos / pictures / simple VOCA to:
  - draw attention
  - request
  - initiate conversation.
4. To attend and begin to respond to formal graphic symbols.
5. To develop awareness of control of technology through switch functions eg. one switch operates a fan and the second switch operates the tape recorder; one switch draws a picture on the computer screen, the second switch makes the sound.

**Tools**

- Digital camera.
- Computer and colour printer.
- Photos, pictures of real objects, people etc in the individual’s environments.
- Switches.
- Switch operated toys/latching boxes, hair dryers.
- Simple single message VOCAs eg, Chipper, Talking Buddy, Big Mack, One-Step Communicator.

P3 (1) Objectives	Facilitator’s role	Sample Activities
To demonstrate cognitive understanding of some first meanings eg. looks around for objects or people who have disappeared.	<ul style="list-style-type: none"> <li>■ Creating situations when the unexpected happens e.g:                             <ul style="list-style-type: none"> <li>– dropping something and expecting a reaction</li> <li>– giving a cup without a drink in it at snack time.</li> </ul> </li> <li>■ Creating activities that will generate the ‘ooo’ factor eg. unexpected activities that stimulate interest–noisy/joke toys.</li> </ul>	<ul style="list-style-type: none"> <li>■ Adaptation of Special Times play</li> <li>■ Sand</li> <li>■ Water</li> <li>■ Bubbles</li> <li>■ Light/dark rooms</li> <li>■ Cooking</li> <li>■ Gardening</li> <li>■ Modelling clay</li> </ul>
Use some first meanings consistently through an emerging conventional system eg. pointing, waving bye, head nod, photographs.	<ul style="list-style-type: none"> <li>■ Create opportunities to:                             <ul style="list-style-type: none"> <li>– see exciting things</li> <li>– routines including greetings.</li> </ul> </li> <li>■ Establishing that familiar routines are understood.</li> <li>■ Modelling responses to contrived situations.</li> </ul>	
To use gesture / photos / pictures / simple VOCA to: <ul style="list-style-type: none"> <li>– draw attention</li> <li>– request</li> <li>– initiate conversation.</li> </ul>	Prepare simple graphic information eg. photos/pictures of people, drinks, places in the environment, favourite activities. (Use E-Tran frame for eye-pointers).	<ul style="list-style-type: none"> <li>■ Greetings and farewells.</li> <li>■ Use Big Mack in favourite activity to request ‘more’.</li> </ul>
To attend and begin to respond to formal graphic symbols.	<ul style="list-style-type: none"> <li>■ Add graphic symbols to photos of everyday activities.</li> <li>■ Raising awareness by the indicating symbol/photo before an activity or item used.</li> </ul>	<ul style="list-style-type: none"> <li>■ Routine activities.</li> </ul>
To develop awareness of control of technology through switch functions.	To prompt awareness of when a switch needs to be pressed.	<ul style="list-style-type: none"> <li>■ Simple VOCAs available with appropriate vocabulary e.g repeated line in a story.</li> <li>■ Using a switch to respond to a cue with timing eg. Switch It programs.</li> </ul>

## P4

**Beginning to communicate a range of meanings leading to formal language:**

1. Responds appropriately to simple requests, commands containing one key word, sign or symbol in familiar situations, eg., ‘Get your coat’ ‘Stand up’ or ‘Stop’.
2. Demonstrates an understanding of names of familiar objects, places and people through the use of gesture, signs symbols or single words.
3. Listens and may respond to familiar rhymes and stories.
4. Begin to understand that marks and symbols convey meaning, eg. scribbling alongside a picture or placing photographs or symbols on a personal timetable.
5. Shows understanding of ‘yes’ and ‘no’. Recognises and responds to animated praise or criticism.
6. Beginning to search for objects (out of sight. hearing or touch) demonstrating the beginning of object permanence.
7. Demonstrates interest in position and relationship between objects, eg. stacking cups, building towers.
8. Will repeat, copy and imitate between 10 and 20 single words, through the use of signs, speech, objects of reference, symbols.
9. Use of single words, gestures, signs, objects, pictures or symbols for familiar objects, eg. cup, biscuit.
10. Communicates about events and feelings, eg. likes and dislikes.
11. Beginning to respond to the feelings of others, eg. matching their emotions and laughing when another pupil is laughing.
12. Aware of cause and effect in familiar events and know that certain actions produce predictable results. eg. pressing a switch to make something happen on the computer or controlling a tape recorder with a switch.
13. May follow or perform familiar or simple actions on request using prompts. eg. repetition, gesture.
14. Joins in with activities by initiating ritual actions or sounds.
15. May demonstrate an appreciation of stillness and quietness.

### Aims

To use first meanings through conventional communication systems (speech, sign, symbols, VOCA).

### Objectives

1. To develop an understanding of a larger vocabulary related to every day situations.
2. To use a core vocabulary consisting of words from the first meaning vocabulary eg. favourite routines and activities, names of people, more, stop, go, help, like, don't like, look, gone, mine, no, you, yucky.
3. To develop control of technology through scanning (one or two switches), joystick/trackerball/mouse through the use of simple software eg. Choose It, simple grids in Clicker/Writing with Symbols 2000.

### Tools

- Digital camera
- Computer and colour printer
- Graphic symbols
- Switches
- Simple multi-message VOCAs eg. GoTalk, Barry Box, MessageMate, Partner 4, 4Talk4, Tech Talk 8

P4 Objectives	Facilitator's role	Sample Activities
To develop an understanding of a larger vocabulary related to every day situations.	<ul style="list-style-type: none"> <li>■ Use simple language related to the activity.</li> <li>■ Follow individual's lead.</li> </ul>	<ul style="list-style-type: none"> <li>■ Circle time</li> <li>■ Water play/ washing up</li> <li>■ House corner/cleaning the house</li> <li>■ Going out</li> </ul>
To use a core vocabulary consisting of words from the first meaning vocabulary eg. <ul style="list-style-type: none"> <li>■ Favourite routines and activities</li> <li>■ names of people</li> <li>■ more</li> <li>■ stop</li> <li>■ go</li> <li>■ help</li> <li>■ like</li> <li>■ don't like</li> <li>■ look</li> <li>■ gone</li> <li>■ mine</li> <li>■ no</li> <li>■ you</li> <li>■ yucky</li> </ul>	<ul style="list-style-type: none"> <li>■ To model use of selected first word vocabulary.</li> <li>■ To structure activities to promote the use of core vocabulary.</li> <li>■ Making the vocabulary available as single words on communication charts/VOCAs.</li> <li>■ Engage in shared activities with individual.</li> </ul>	<ul style="list-style-type: none"> <li>■ Playing in the sand</li> <li>■ Playing with bubbles eg. more, gone</li> <li>■ Shopping</li> <li>■ Riding</li> <li>■ Eating out</li> </ul>
To develop control of technology through scanning (one or two switches), joystick/trackerball/mouse through the use of simple software.	<ul style="list-style-type: none"> <li>■ Knowledge of a range of accessing devices.</li> <li>■ Knowledge of a range of simple software.</li> <li>■ Working alongside individual.</li> <li>■ Knowing when to wait for a response.</li> </ul>	<ul style="list-style-type: none"> <li>■ Developing control of specific software eg.                             <ul style="list-style-type: none"> <li>– Choose IT</li> <li>– Built IT</li> <li>– Abracadabra</li> <li>– Northern Grid for Learning CD</li> <li>– Clicker 4</li> </ul> </li> </ul>

## P5

### Uses a formal language system:

1. In familiar events or experiences, the individual uses vocalisations, gestures, symbols, signing, simple VOCA to:
  - responds to simple questions
  - combine two key ideas or concepts to express feelings, needs, choices
  - joins in discussions by responding to simple questions or instructions
2. Follows requests and instructions containing two key words, signs or symbols, eg. 'Put the spoon in the dish'.
3. Understands some basic concepts, eg. big and little steps in movement activities or placing big and small balls in different baskets.
4. Shows curiosity about content at a simple level, eg. answers basic two key-word questions about the story.
5. They take turns with a partner or in a small group.
6. Produce some meaningful print, signs or symbols i.e. own name, familiar spoken words, actions, images or events, eg. contributing to records of achievements, books about themselves, families and interests.
7. Pupils enjoy and join in with familiar number rhymes, stories, songs and games.
8. Indicates one or two, eg., by using their fingers or sounds.
9. Demonstrates that they are aware of contrasting quantities, eg. 'one' and 'lots', by making groups of objects with help.
10. Matching objects to pictures and symbols.
11. Beginning to sort sets of objects, according to a single attribute. Will search intentionally for objects in their usual place, eg. going to maths shelf for the box of shapes.
12. Will find big and small objects on request.
13. Explores the position of objects, eg. putting objects in and out of containers or lining them up.
14. Beginning to sort and classify objects in terms of simple features or properties, eg. colour or size of pebbles or rocks found on a walk.
15. Use of simple computer programs, eg. matching shapes or grouping objects by size using a suitable means of input eg. touch screen, switch etc.
16. Consolidation of a sense of place and direction, eg. they can follow set routes around familiar places.

### Aims

To use conventional communication systems for most interactions.

### Objectives

1. To use a topic vocabulary related to personal interests.
2. To use access technology for a range of activities eg. matching, sorting, writing through grids of whole words presented with pictures/symbols.
3. To respond to simple questions about familiar events or experiences.
4. To understand and follow a range of messages containing 2-3 key words.
5. To use core vocabulary and access topic vocabulary in any appropriate way (eg. gesture, sign, graphic symbol, VOCA).
6. To begin to use ICT tools for specific purposes.

### Tools

- Digital camera.
- Computer and colour printer.
- Graphic symbols.
- Switches.
- Multi-message VOCAs eg. TechSpeak 32, Macaw, Springboard, Vantage, DV4, MT4, Tellus and MindExpress.

P5 Objectives	Facilitator's role	Sample Activities
<p>To use a topic vocabulary related to personal interests.</p> <p>To spontaneously use own favourite topic to initiate an interaction with less familiar communication partners.</p>	<ul style="list-style-type: none"> <li>■ Respond to all attempts to communicate 'novel' information.</li> <li>■ To discover individual interests eg. contacting family.</li> <li>■ Extend interaction through structured questioning eg. what, where, who.</li> <li>■ To know the vocabulary available in the user's AAC systems.</li> <li>■ To expand vocabulary use by modelling the received utterance through AAC.</li> </ul>	<ul style="list-style-type: none"> <li>■ Giving news by creating a 'novel' AAC utterance.</li> <li>■ Making collages of favourite things</li> <li>■ Involvement in creating own communication passport.</li> <li>■ News time/Diary</li> <li>■ Hobbies/interests</li> <li>■ Personal Preferences (Talking Mats)</li> </ul>
<p>To respond to simple questions about familiar events or experiences.</p>	<ul style="list-style-type: none"> <li>■ To ask simple who, what, where, questions about the here and now.</li> </ul>	<ul style="list-style-type: none"> <li>■ Home/School/College/ Centre people</li> <li>■ What are we going to buy</li> <li>■ Cooking</li> <li>■ Art</li> <li>■ Dressing</li> <li>■ What are we going to do today and what do we need</li> </ul>
<p>To use core vocabulary and access topic vocabulary in any appropriate way (eg. gesture, sign, graphic symbol, VOCA).</p>	<ul style="list-style-type: none"> <li>■ Organise topic and core vocabulary for individual's favourite activity/(ies) on chart/VOCA— must be in the here and now.</li> <li>■ Be familiar with the individual's vocabulary.</li> <li>■ Graphic symbols attached to the environment to reinforce topic vocabulary.</li> <li>■ Use the individual's AAC system in the activity to model/reinforce 2-3 word utterances.</li> </ul>	<ul style="list-style-type: none"> <li>■ Activities that interest the individual.</li> </ul>
<p>To begin to use ICT tools for specific purposes.</p>	<ul style="list-style-type: none"> <li>■ To prepare relevant materials about the here and now.</li> <li>■ To create opportunities for the individual to use technology.</li> </ul>	<ul style="list-style-type: none"> <li>■ Activities that interest the individual.</li> <li>■ Specific curriculum work.</li> </ul>

## Section 3: Unit 2

This unit contains a number of sample activities, it is hoped these activities will encourage you to create stimulating, exciting activities yourself.

We hope the sample activities also show you how you can easily make a single activity as simple or as challenging as necessary for your students/learner. The sample activities used here have all taken place with Redway School and Penhurst School.

### Activity Plan

#### Topic: Arctic Experience

- Sensory igloo – visual, touch and auditory experiences.
- Sensory story (arctic adventure).
- Fishing game.
- Tasting / feeling cold things.
- Key words: cold, wind, taste, feel, listen, like, don't like, fish, igloo.

#### Resources:

- Igloo – made out of white Quadro frame, big enough for wheelchair to fit in, covered with structure of milk bottles or bubble wrap. Then hang a variety of white, silver and blue sensory equipment from the Quadro frame.
- Sensory story – simple story, commercially available or made up; ideally featuring cold, wind, polar bears, penguins, adventure. Complete with sensory props (fan, ice cubes in gauze, soft animal toys).
- VOCAs – Big Macks, One Steps, simple 2 or 4 cell devices.
- Various flavours of ice pops.
- Water tray with water and ice cubes.
- Fishing game – rods with magnets, paper fish with paper clips.
- Fans and switches and Powerlink switch box.
- Soft toys for scene setting.
- Symbols for choosing flavours, like/don't like etc.

P level	Objectives	Strategy
P1 (1)	To encounter a wide range of sensory and communicative experiences.	Provide experience of sensory elements of igloo and sensory story. Taste/feel cold (ice pops, fan water).
P1 (2)	To be aware of activities and objects.	Provide experience and look for awareness of sensory elements of igloo, sensory story, and tasting/feeling cold (ice pops, fan, water). Enable participation in fishing game.
P2 (1)	To develop more consistent actions, responses and behaviours.	Provide experience of and look for consistent responses to sensory elements of igloo, fishing game and sensory story, and to tasting/feeling cold things (ice pops, fan, water).
P2 (1)	To encounter technology through the use of switches (random selections).	Assisted switching to operate fan (positioned for student to feel air blowing). "123....press".
P2 (2)	To begin to show consistent individual behaviours in communication eg. likes and dislikes.	Look for consistent like/dislike behaviours in response to eg. cold, flavours, sounds. Reinforce responses.
P2 (2)	To engage with and/or explore the environment.	Give opportunity for engagement in and exploration of sensory elements of eg. igloo, water, sensory story, fishing game.
P2 (2)	To begin to use switches with intent to control the immediate environment.	Switch countdown "123..." with independent action and anticipation to operate fan.
P3 (1)	To begin to intentionally communicate basic language functions (choice making, requesting, rejecting, responding).	Student to be given choices eg. flavours of ice pops by eg. reaching out to touch 1 out of 2. Always accept first choice.
P3 (1)	To encounter a range of cognitive experiences of basic concepts.	Reinforce the concept "cold" by speech and sign appropriately throughout the activities.
P3 (1)	To use a switch purposefully to cause change.	Provide the opportunity for independent hits on a single switch to operate fan.
P3 (2)	To use simple VOCAs to draw attention, request, initiate conversation.	Use Big Mack or One Step to take part in sensory story with sound effects, or as switch to operate fan with message eg. "Look at me – I'm making the wind blow", or in fishing game to announce "I've caught a fish".
P3 (2)	To develop awareness of switch functions.	Provide student with 2 switches, each operating a different reward eg. fan and VOCA with sound effect "brrr".
P4	To use a core vocabulary through symbols / VOCA.	(i) Enable student to make choices of 1 out of 2 or 4 activities or flavours using eg. eye-pointing to symbols, or accessing cells on a simple VOCA. Respond with selected item. (ii) Enable student to indicate like vs dislike via symbols or VOCA as above.

## ACTIVITY PLAN

### Cooking – This includes any food based activity

#### DESCRIPTION OF SESSION

**Resources:** For example

- Real cooking implements – large spoons, bowls.
- Switches, Switch box and liquidiser.
- Communication board showing photos of common implements. (Only make this board if you do similar cooking session very often).
- Communication board with core vocabulary of me, you, more, stop, help, like, don't like.
- Big Macks recorded with ME.
- Barry box or similar with core vocabulary.
- Ingredients to make a very easy instant snack, make sure there is a simple choice. eg. milk shake, fruit puree and yoghurt, cooked vegetables to make soup by liquidising them, Angel Delight powder and milk (this is a favourite because it can be stirred in with hands and then eaten off fingers).

#### Introduction

Show the ingredients.

Model use of the implements.

- Encourage physically able children to play with the implements and food. Model and encourage this group of children to request different foods and implements using AAC.
- Offer help but remember this is a hands in stirring and tasting activity.
- Use the communication board and VOCA to comment on the finished foods eg. "I LIKE it" .
- Keep a few items out of reach so children must ask for them.
- Physically disabled children get to use the switch to operate the liquidiser or food mixer held by you. Make sure it's close enough for them to really get that buzz. Encourage eye pointing to choose ingredients. Children who are waiting get to have the Big Macks so they can demand attention.

#### Plenary

A sort of rolling plenary where you and children comment on what they are eating as they finish. The level of language depends on the child.

#### TEACHING POINTS

Model the use of AAC using the communication boards and VOCA.

Clarify children's communications by using AAC, for example if a child points to more milk you say "you want "more".

Keep listening and observing the communications that take place and be ready to respond. When the child points to request items out of reach, use a communication board to clarify what they want.

#### Record:

- Any communications about the activity.
- Any spontaneous use of linked words.
- Any descriptive words.
- Use and understanding of what the switch is doing.

P level	Objectives	Strategy
P1 (1)	To encounter and become aware of sensory experiences.	Small tastes of food through out the activity. Respond to signals of like and dislike.
P1 (2)	To show awareness of sensory activities.	As above
P1 (2)	To begin to attend and respond to sensory activities.	As above
P1 (2)	To develop more consistent actions	As above
P2 (1)	To encounter technology.	Operating switch with help – make sure the liquidiser is close enough for the child to feel the vibrations and hear the noise.
P2 (2)	To begin to show consistent individual behaviours in communication.	Small tastes of food through out the activity. Respond to signals of like and dislike.
P2 (2)	To engage with and explore the environment.	Get those hands in and mixing.
P2 (2)	To use switches with intent.	Operating switch with help – make sure the liquidiser is close enough for the child to feel the vibrations and hear the noise.
P3 (1)	To begin to intentionally communicate basic language functions eg. making choices, requesting, rejecting, responding.	Make the activity interactive with different food choices such several different colours of Angel delight or different fruits to make into a milk shake. Put them out of reach so children have to indicate what they want.
P3 (1)	To attend to simple graphic information.	To recognise the photos of the cooking implements.
P3 (1)	To begin to use a simple VOCA to attract attention.	Have the Big Mack handy when children are waiting for help.
P3 (1)	To use a switch purposefully.	Switch on the liquidiser or food mixer.
P3 (2)	To intentionally communicate using an emerging formal language system to draw attention to self, to request or to initiate conversation.	To use the Big Mack to demand attention when left alone with it. Make sure you respond! Encourage indicating implement pictures on communication board.
P3 (2)	To attend and begin to respond to formal representational symbols.	Model the use of the core vocabulary e.g More, help, stop.
P4	To use a core vocabulary with signs, symbols or on a VOCA.	Model the use of the core vocabulary with the VOCA or communication board while engaged in the playful activity. Pause, holding out the AAC and wait for the learner to communicate. The plenary is a good time for some direct teaching of this.

P level	Objectives	Strategy
P4	To develop an understanding of a larger vocabulary related to everyday situations.	Name common foods and implements for the learner when they try request different items.
P5	To link phrases using core and topic vocabulary.	Have communication boards and VOCA available for general use – but beware, VOCAs may not like Angel delight.

## ACTIVITY PLAN

### Dressing Up

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### DESCRIPTION OF SESSION

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#### Resources :

- Mirror.
- A selection of clothes, some of which the children can put on by themselves, some of which they need help with. Enough clothes for all the children to choose and play with. Each item of clothing should have a small laminated picture of it (either photo or computer generated picture) attached to it.
- Individual photographs of some of the most noticeable clothes. Could be made into a simple picture book.
- Communication boards showing the key items of clothes and a core vocabulary of more help, me you, stop, like, don't like.
- Communication board showing colours.
- VOCA such as Barry box or GoTalk with a core and topic (clothes) vocabulary.

#### Introduction

Produce the clothes in a special container e.g a fancy bag, a suitcase with labels etc. Look at a few of the items as a group. Draw attention to the labels.

- Encourage children to play with the clothes.
- Offer help with difficult items.
- Use the communication board and VOCA to comment on children eg. "I LIKE it" .
- Keep a few items out of reach so children must ask for them. When they point use a communication board to clarify what they want.
- Plenary  
Sit down and admire what everyone has finished up wearing. Children at P3 can be admired. Children at P4 can respond to the question "What are you wearing?" by showing the clothes on themselves or using AAC. Children at P5 can describe their favourite item e.g "red hat"

### TEACHING POINTS

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Model the use of AAC using the communication boards and VOCA.

Clarify children's communications by using AAC, for example if a child brings an item of clothes say "you want HELP".

Children who cannot find their own clothes can use the communication board to show what they want to wear.

Keep listening and observing the communications that take place and be ready to respond.

#### Record:

- Any communications about the activity.
- Any spontaneous use of linked words.
- Any descriptive words

P level	Objectives	Strategy
P3 (1)	To begin to intentionally communicate basic language functions eg. making choices, requesting, rejecting, responding.	Give the learner lots of opportunity to express these language functions during playful activities with hats, scarves and the mirror.
P3 (1)	To attend to simple graphic information.	Share the photographs of some of the most noticeable of the clothes with the learner. A few of these could be arranged in a book form.
P3 (2)	To intentionally communicate using an emerging formal language system to draw attention to self, to request or to initiate conversation.	Give the learner lots of opportunity to express these language functions during playful activities with hats, scarves and the mirror.
P3 (2)	To attend and begin to respond to formal graphic symbols.	As P3(i) and use a simple VOCA labelled with photographs to choose from 2 items.
P4	To use a core vocabulary with signs, symbols or on a VOCA.	Model the use of the core vocabulary with the VOCA or communication board while engaged in the playful activity. Pause, holding out the AAC and wait for the learner to communicate. The plenary is a good time for some direct teaching of this.
P4	To develop an understanding of a larger vocabulary related to everyday situations.	Emphasise common vocabulary concerned with dressing while carrying out the actions e.g “arms up” “shoe on foot”. Model the vocabulary on the AAC where it is possible.
P5	To link phrases using core and topic vocabulary.	Encourage linking to request items to dress up in or to comment “like hat”.

## ACTIVITY PLAN

### Gardening

#### DESCRIPTION OF SESSION

##### Resources

- Several deep trays of growing compost. One or two planted with fast growing seeds e.g cress.
- Lots of seeds
- Water in a watering can,
- Tools such as small trowels and forks.
- Photo picture boards of available tools and watering can.
- Photos of children playing in the garden.
- Single message VOCA recorded with “more water” and labelled with a picture of the water.
- Communication board showing core vocabulary of more, help, me, you, stop, like, don't like.
- VOCA such as a Barrybox or Go talk with a core vocabulary

##### Introduction

- Allow children to explore trays of compost with growing plants or with just growing compost. Demonstrate using tools and pouring water.
- Children can handle the compost and water and growing plants (keep plenty of growing trays handy), play with the tools and mix water and compost together.
- They can be encouraged to comment on the activity using AAC and request out of reach items.
- Finish by looking for the tools using the photograph board and putting them in a box. Model “gone”

Allow the child to finish when they are ready.

#### TEACHING POINTS

Encourage children at P3 and above to play with tools in the compost, putting compost in buckets or stirring with a spade.

Use of AAC to clarify what the children are communicating, for example if they point to the water, use the Big Mack to say “more water”.

Use AAC to comment on what the children are doing, eg. spade.

##### Record:

- Any communications about the activity.
- Any spontaneous use of photos to request tools or water.
- Any use of the core vocabulary.

P level	Objectives	Strategy
P1 (1)	To encounter and become aware of sensory experiences.	Handling growing compost. Water poured on hand. Respond to signals of like and dislike.
P1 (2)	To show awareness of activities and objects.	As above.
P2 (1)	To develop more consistent actions.	As above.
P2 (1)	To encounter technology.	To press Big Mack randomly but where the response is more water poured gently on hand.
P2 (2)	To begin to show consistent individual behaviours in communication.	Clearly expressing like or dislike of handling compost.
P2 (2)	To engage with and explore the environment.	Using hands to explore compost, water and seeds.
P3 (1)	To begin to intentionally communicate basic language functions eg. making choices, requesting, rejecting, responding.	Put the watering can and some tools out of reach so children have to indicate what they want. Respond to any rejections of the activity.
P3 (1)	To attend to simple graphic information.	To recognise the photos of the tools and of children playing.
P3 (1)	To begin to use a simple VOCA to attract attention.	Have the Big Mack handy when children are waiting for help.
P3 (1)	To encounter a range of concepts eg. non-existence <i>gone</i> , recurrence <i>more</i> .	Model these words when the child experiences the concept during play.
P3 (2)	To intentionally communicate using an emerging formal language system to draw attention to self, to request or to initiate conversation.	To use the VOCA to demand attention or more water when left alone with it. Make sure you respond! Encourage indicating tool pictures on communication board.
P3 (2)	To attend and begin to respond to formal representational symbols.	Model the use of the core vocabulary, e.g More, help, stop.
P3 (2)	To use some first meaning consistently through an emerging conventional communication system.	Comment on the child's activity and pause to wait for responses such as head nodding or shaking.
P4	To use a core vocabulary with signs, symbols or on a VOCA.	Model the use of the core vocabulary with the VOCA or communication board while engaged in the playful activity. Pause, holding out the AAC and wait for the learner to communicate. The plenary is a good time for some direct teaching of this.
P4	To develop an understanding of a larger vocabulary related to everyday situations.	Name tools and materials for the learner when they try request different items.
P5	To link phrases using core and topic vocabulary.	Have communication boards and VOCA available for general use – but beware, VOCAs may not like water.

## ACTIVITY PLAN

### Music

### DESCRIPTION OF SESSION

#### Resources:

Big Mack, Go Talk, Music sack with Go talk inside.

Learners in comfortable seating allowing access to technology.

- Adults sing introductory song "Pass the bag around the ring" while passing bag. Learner is helped to remove Go talk from bag.
- Songs for this session:  
(list of appropriate songs)
- Learner chooses song by activating Go Talk.
- Adults sing the song while helping children to do the actions.
- Learners are helped to play with the VOCAs to "sing" the song.
- Continue playing with each song, alternating adults singing and use of VOCAs until every one is ready to move to the next song.
- Finish by singing the dinnertime song / or other indication of the next activity.

### TEACHING POINTS

Make sure someone can sing in tune and record each song onto the "Go Talk".

Record a phrase from each song onto the Big Mack during the session with the learners watching.

Focus learners onto choosing the correct song on the Go Talk.

P level	Objectives	Strategy
P1 (1)	To encounter and become aware of a wide range of sensory and communicative experiences.	Enjoy singing and music. Adult singing close to face with eye contact.
P1 (2)	To begin to attend and respond to sensory activities.	As above.
P2 (1)	To encounter technology through the use of switches (random selections).	Big Mack placed where learner can activate it with random or purposeful movement and hear a phrase of the song.
P2 (2)	To begin to use switches with intent to control the immediate environment.	As above.
P3 (1)	To use a switch purposefully.	To deliberately hit the Big Mack to produce a phrase of the song. At this stage the learner should not be expected to hit the switch to time but rather a random effort to join in with the singing.
P3 (2)	To use simple VOCA to request.	<ul style="list-style-type: none"> <li>■ To hit the Big Mack to request the singing of the whole song by the adults. I.e. The Big Mack has only a short phrase recorded so the learner is requesting someone to sing the rest of the song to him.</li> <li>■ To choose a song from a VOCA with several choices eg. GO TALK.</li> </ul>
P4	To develop control of technology.	To make a purposeful choice of song from a selection on a VOCA (as P3ii), a low tech board with pictures of 3–4 songs or scan and select on a computer programme such as Choose It.
P4	To use a core vocabulary to request and comment on the singing eg. “more” “don’t like”.	Have a simple VOCA or low tech comment board available for the learner to use to request or give opinions.
P5	To link phrases using core and topic vocabulary.	To request or comment on the singing using core vocabulary and song titles on VOCA or a topic board. eg. More XXX .

## ACTIVITY PLAN:

### Train set group activity

### DESCRIPTION OF SESSION

Introduce train set with carriages.  
 Add props – driver, passengers, scenery.  
 Students can.....operate train  
 .....operate Big Mack with train whistle  
 .....choose for train to go fast/slow  
 .....operate train music.  
 Key words: train, whistle, fast, slow, music, driver, listen, look.

#### Resources:

- Large train set on circular track.
- Props – Duplo or Playmobil figures for driver and passengers.  
 – trees, tunnel, station.
- Big Macks or One Step VOCAs with train whistle, “All aboard”, “My go please”.
- Simple 2 or 4 cell VOCAs for choice making.
- Powerlink switch box and switches.
- Tape recorder with “The runaway train” music.
- Symbols for fast/slow, like/dislike, and photos for props.

P level	Objectives	Strategy
P1 (1)	To encounter and become aware of a wide range of sensory and communicative experiences.	1. Provide experience of visual and auditory elements of the activity. 2. Assisted switching to operate train whistle (immediate reward).
P1 (2)	To be aware of activities and objects.	1. Provide experience of and look for awareness of sensory elements of the activity. 2. Assisted switching to operate train or whistle. “123...press”.
P2 (1)	To develop more consistent actions, responses and behaviours.	Enable participation in the activity and look for consistent responses, eg. smiling when train goes fast.
P2 (1)	To encounter technology through the use of switches.	Working towards independent switch presses (with verbal or physical prompts) to operate train, whistle or music.
P2 (2)	To engage with and/or explore the environment.	Encourage active participation eg. placing passengers on the train, clapping to music.
P2 (2)	To develop turn-taking skills.	Look for students’ awareness of others’ turns or pleasure when it is their turn.
P2 (2)	To begin to use switches with intent to control the immediate environment.	Independent switch presses with some verbal and physical prompts to operate train, whistle or music.

P level	Objectives	Strategy
P3 (1)	To begin to intentionally communicate basic language functions eg. choice making, requesting, rejecting, responding.	1. Provide opportunities for choice making – eg. reaching out to touch 1 out of 2 or 4 objects to choose props or an activity. 2. "Who's turn is it?" Students vocalise to request a turn.
P3 (1)	To attend to simple graphic information in communication exchanges.	Present photos of props or activities to students to reinforce what they are doing.
P3 (1)	To begin to use a simple VOCA to attract attention.	Offer eg. a Big Mack with "My go please".
P3 (1)	To use a switch purposefully to cause a change in the environment.	Independent and intentional switch presses to operate train, whistle or music.
P3 (2)	To use simple VOCA to draw attention, request or initiate conversation.	Provide Big Mack or One Step with "All aboard" message.
P3 (2)	To attend and begin to respond to formal graphic symbols.	Present symbols of "fast" and "slow" at appropriate times during the activity.
P3 (2)	To develop awareness of control of technology through switch functions.	Provide 2 switches to control contrasting activities eg. train and music.
P4	To develop understanding of a larger vocabulary related to everyday situations.	Use key words via speech or sign throughout the activity.
P4	To use a core vocabulary through symbols, or VOCA.	(i) Enable student to make choices of 1 out of 2 or 4 activities/props/ concepts (fast/slow) by eg. eye-pointing to symbols or accessing cells on a simple VOCA. (ii) Enable student to indicate like vs dislike via symbols or VOCA as above.

## Section 4

### An access progression for switch use of ICT



This is one example of an access progression used in one school for pupils with profound and multiple learning difficulties. It is based on 5 access levels from experiencing ICT through simple cause and effect to the beginnings of accurate and timed use of a switch. The access levels are referenced to the P levels and also to the framework taken from the document "Recognising progress and achievement" [http://www.nc.uk.net/ld/GG\\_recog.html](http://www.nc.uk.net/ld/GG_recog.html).

The scheme was designed to provide guidelines as to the appropriate use of ICT, to help in the recording of pupils ICT and to begin to answer the question "what next?" in using ICT with pupils with profound and multiple learning difficulties. It has also proved useful in auditing software and discovering where the gaps are in our software library.

The important and specific role of the adult or facilitator in developing early switch skills is also highlighted within the progression.

When this access progression is used with the AAC progression (language levels) as described in this document it can help to give a successful context for pupils who have profound and multiple learning difficulties using ICT.

### Example framework progressions

- The milestones:
- Spectator
- Participator
- Initiator
- Creator

Access Level	P level	Attainment Level
1. No input	P1 (1)	Encounter
2. Single action cause and effect	P1 (2)	Awareness/Attention and response
3. Building	P2 (1)	Attention and response/Engagement
4. Turn taking and choosing	P2 (2)	Engagement/Participation
5. Timing and accuracy	P3 (1)	Participation/Involvement
6. Scanning	P4+	Gaining skills and understanding

#### The access progression:

A framework for recognising attainment:

- Encounter
- Awareness
- Attention and response
- Engagement
- Participation
- Involvement
- Gaining skills and understanding

## Access Level 1

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### P1 (1) Encounter

Students/learners encounter activities and experiences. They may be passive or resistant. They may show simple reflex responses, *for example, startling at sudden noises or movements*. Any participation is fully prompted.

The student/learner is experiencing ICT devices by listening, looking, attending, and beginning to respond to the use of ICT equipment, showing an interest by watching, listening or changing attitude. The use of ICT can be used to enhance sensory awareness by amplifying or selectively promoting visual, auditory or tactile stimulation.

Students/Learners maybe present during an experience or activity without any obvious learning outcome, although for some Students/Learners, *for example those who withhold their attention or their presence from many situations*, their willingness to tolerate a shared activity may, in itself be significant.

The role of the facilitator (teacher/LSA etc) can be very important in developing the Students/Learners awareness of ICT experiences. When a Student/Learner is experiencing, learning to respond and trying to make sense of different experiences it is important that the language used with them is consistent, simple and appropriate, for example

“Look”  
 “Listen”  
 “Feel”  
 “Smell”  
 “Gone”

It can be effective to highlight the effects of ICT devices (sounds, lights etc) simply through touch and physical prompts reducing any spoken language so that the ICT effect becomes the most important stimuli rather than the verbal interaction.

The computer is probably not the best device to use the very early stage of developing awareness of cause and effect. It can be better to use active multi-sensory ICT equipment in the sensory room or quiet room/ corner. *for example using*

- Foot spa
- Lights
- Portable electric fan
- Hairdryer
- Massager
- Aromatherapy diffuser
- Bubble maker
- Coffee grinder

or a range of similar devices that have an obvious physical effect.

## Access level 2. Single action cause and effect.

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### P1(2) Awareness/Attention and response

Students/learners show emerging awareness of activities and experiences. They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects, *for example, attending briefly to lights, sounds or patterns of movement*. They may give intermittent reactions, *for example, sometimes becoming quiet in response to the vibration of a bubble tube*.

Students/learners attend and begin to respond, often not consistently, to what is happening, for example, by showing signs of surprise enjoyment, frustration or dissatisfaction, demonstrating the beginnings of an ability to distinguish between different people, objects, events and places.

The pupil is interacting with ICT equipment in his immediate environment, he/she is developing an understanding that an action on their part can cause a reciprocal action in their environment. ICT based activities forms part of the pupils development into becoming an effective individual who can positively affect their environment.

### Access progression:

A single access to ICT equipment leads to a single response. For example using a computer a single switch press would lead to a discrete activity, animation or sound, the screen would then clear until the next switch press.

Using physical prompting (with hand on hand or hand under hand) or verbal prompts; “Press your switch” or “ready steady go” and “gone”). Some programs can be configured to give prompts if the switch is not pressed after a certain time but it is the quality of human interaction which is very important. Highlighting the beginnings and endings of effects is important

The computer responses may be bright and noisy to attract the pupil’s attention, the activity might be better carried out in a multi-sensory or a quiet, separate area.

The parameters you can change in single input cause and effect programs are:

#### ■ Time for reward

The time of the reward can be critical: too short and the pupil has not had sufficient time to notice and respond to the reward; too long and the pupil might lose the causal nature of their action (they might not connect their switch activity with the reward sequence)

#### ■ Sound for reward

This should be determined by the pupils own response to different sounds (pitch, volume, speech, music). If a pupil has a marked startle reaction you should obviously try to avoid rapid or loud short beeps.

#### ■ Animation for reward

Depending again on the characteristics of the user, generally very clear cartoon like animation is most easily recognised by most of our pupils.

You can create your own single action cause and effect programs using Multimedia framework programs (eg. Powerpoint, Opus, Hyperstudio SwitchItmaker).

The main advantages in creating your own cause and effect programs are that you can make it from resources (pictures and sounds) to which you know the pupil responds best.

## Access level 3. switch building

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### P2(1) P2(2) Attention and response/Engagement

**P2 (2)** Students/learners begin to respond consistently to familiar people, events and objects. They react to new activities and experiences, *for example, enjoying the movement of air as a nearby electric fan is switched on*. They begin to show interest in people, events and objects, *for example, tracking moving images briefly across a television or monitor screen*. They accept and engage in coactive exploration, *for example, being encouraged to handle fibre-optic strands*.

**P2 (2)** Students/learners begin to be proactive in their interactions. They communicate consistent preferences and affective responses, *for example, turning towards the source of preferred music*. They recognise familiar people, events and objects, *for example, moving towards the television in a familiar room*. They perform actions, often by trial and improvement, and they remember learned responses over short periods of time, *for example, pressing a switch repeatedly to turn on a light or sound source*. They cooperate with shared exploration and supported participation, *for example, working with an adult or a peer to operate a touch screen*.

**Access progression: level 3**

These are building programs. The program responds to each switch press (or input) by drawing part of a picture or adding to a scene. Repeated switch presses are required to finish the picture. When the picture is completed a short animation is usually the final reward. The screen then clears and the program waits for the next switch press to continue. The student/learner is learning to become more discriminating and to concentrate for a longer period of time. The variables that can be altered are the number of switch operations to complete the picture (and thus the time required for the student/learner to concentrate), the colours used and the sound. It can also be important to let the student/learner know when he/she has pressed the switch with an auditory and visual cue.

A major difficulty with programs at this level is switch banging; the student/learner can operate the program by tapping the switch repeatedly whilst paying no attention at all to the computer screen. The computer switches can be positioned so that switch banging is not encouraged (by increasing the difficulty of physical access to the switch or placing where the student/learner has to reach up to touch it). Perhaps the student/learner needs to move on to something more demanding or more interesting, certainly switch banging is less frequent when using better sounds and graphics or when the pictures and sounds are ones the student/learner is personally interested in. It can also be useful to present the switch to the student/learner and then to remove it after each switch activation, this allows you to personally reinforce the switch action and the computer responses. It might also be an idea to move onto the next stage in the Access progression; turn taking using two switches to break up the activity and try to make the student/learner think which switch he or she has to press next. If the student/learner has difficulty in using two separate switches (cognitively or physically) it can be useful using two switch turn taking programs with the adult controlling one of the switches. You will need to reinforce and accentuate each switch action of the student/learner, a brief commentary can be useful describing in succinct words what exactly you and the student/learner are doing.

**Access level 4. Turn taking and choosing****P3(1) P3(2) Participation/Involvement**

**P3 (1)** Students/learners begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities, *for example, pushing another person's hand towards a switch*. They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways, *for example, moving in and out of a sound beam to create different effects*. They observe the results of their own actions with interest, *for example, feeling the changing vibrations as they switch a massage table on and off*. They remember learned responses over more extended periods, *for example, returning to a favorite item of equipment in the multi-sensory environment from session to session*.

**P3 (2)** Students/learners use emerging conventional communication. They greet known people and may initiate interactions and activities, *for example, switching on a tape or CD player*. They can remember learned responses over increasing periods of time and may anticipate known events, *for example, looking at the monitor screen as they activate a concept keyboard*. They may respond to options and choices with actions or gestures, *for example, operating one switch rather than another to achieve a desired result*. They actively explore objects and events for more extended periods, *for example, creating effects using a touch screen*. They apply potential solutions systematically to problems, *for example, pressing a switch repeatedly after the power source has been turned off*.

**Access progression: level 4**

This access level involves the deliberate use of switches.

When using two switch turn taking it can be useful to differentiate the switches by using two different coloured or different types of switches. Two switches can be positioned at either side of the table, or you can use two head switches for one student/learner to operate.

The switch operation can be shared between two pupils enabling a degree of co-operation and changing the nature of the interaction from a solitary task to one promoting group turn taking, communication and negotiation. It can be used as the basis of a small group activities, and group games.

**Access level 5 Timing and accuracy.****P4 Gaining Skills**

Students/learners intentionally make selections to communicate meanings, *for example, identifying a symbol or creating a sound*. They know that certain actions produce predictable results, *for example, using a switch to activate a tape recorder*, and that ICT can be used to control objects, events and aspects of the environment, *for example, operating a powered wheelchair*.

**Access progression: level 5**

These are switch accuracy programs. The student/learner in operating these programs is required to press his/her switch at a particular time in response to an event on the computer. He/she has to monitor the events on screen, judging when to press the switch and when not to (the waiting is often the most difficult part). The variables that can alter the degree of accuracy required to operate the program are the time that the target is shown on screen, the size of target and the sound.

The cognitive and operational differences between level 3 (switch building) and level 4 (switch accuracy) are considerable. On the switch building level the pupil is encouraged to repeatedly press a switch, and can do so without reference to the computer program. However level 3 demands that the student/learner continually monitors the program to achieve a successful switch press at the right time. Students/learners can often be confused when some switch presses are successful and others are not.

In part the operation may rely on a certain cognitive ability some students/learners may never achieve. There are however teaching strategies and linking activities to promote accurate switching:

- Using two switch building programs in which the student/learner has to touch more than one switch for each progressive effect and using two physically different switches eg. a press switch and a wobble switch.
- Using switches at different positions eg. one on the floor and one on the table.
- Using related switch accuracy activities (switching on tape recorders, radios and light room apparatus with a timed switch operation).
- Using switch accuracy programs with the facilitator in control of one of the switches, so the student has to tell the teacher when to operate the switch. Using physical guidance to help the student to operate the switch at the necessary time and progressively reducing the help.

**Access level 6: Scanning access****P levels:**

**P5** Students/learners operate simple computer programs, *for example, matching shapes or grouping objects by size using a touch screen, concept keyboard or mouse*. They make connections between control devices and information on screen, *for example, pressing a specific symbol on a concept keyboard*. They pick out shapes, symbols or characters, *for example, on a communication aid or keyboard*, and, with support, may link them to communicate simple ideas.

**P6** Students/learners use ICT to interact with other pupils and adults, *for example, through the use of a communication aid*. They use a keyboard or concept keyboard to select letters and/or images for their own names. They save and retrieve simple information. They respond to simple instructions to control a device, *for example, pushing a button on a photocopying machine*. They operate some devices independently

**Access progression:**

This level is a continuation of the access level 5 (timing and accuracy) I have placed it into a separate scheme since scanning access is so important to our students/learners and it relies on the development of specific skills that build on timing and accuracy.

In switch scanning programs the student/learner is presented by a matrix of symbols from which he/she can choose an item. The variables are speed of scan (for 1 switch operation), size of grid (usually 2,4,8 or 16), and the elements within the matrix. Scanning is an important skill necessary for the operation of switch operated speech machines and of switch based word/symbol processors. It is also a very difficult skill requiring a degree of control, timed accuracy and co-ordination that is unobtainable for most of our pupils.

There does not appear to be a practical progression within scanning; eg from a one switch to a two switch method, both have their problems and inherent weakness. Generally the cognitive demands are greater when using one switch scanning and the physical demands are greater for two switch scanning.

For a fuller discussion on switch scanning see [Module 5 “Accessing Equipment, Books and Charts”](#).