



## Thinking

	Experience	Respond	Engage	Actively Participate	Consolidate	
Awareness	Encounters a range of different stimuli – people, objects and activities	Recognise an obvious change happening very close to self	Anticipate stimulus that occur over and over again	Persists in simple cause and effect	Attend to stimuli against a busy background	
	Using the sensory room and hydrotherapy pool. Experiences a range of different sounds and music. Experiences changes in position throughout the day – standing frame, walker etc. Work with different people throughout the day and spend time in other classes meeting other pupils. Tac Pac Basket swing, wheelchair roundabout. Soundbeam Omni Vista	Stills when seeing a flashing light. Responds to an action on the computer screen. Stills when hand is massaged	Smile before being pushed on the swing after several pushes.	Transfer attention from one stimulus to another	Keep swiping at a wobble toy. Repeatedly pressing a switch to keep a toy active. Repeatedly making movements with body on the Omni Vista.	Find a favourite toy in a box of several toys. Turn to name in a busy room. Watch another child moving around the classroom.
		Respond to a range of stimuli that are quieter and less obvious	Looks at jumping dog and when it finishes look at moving car.			Attend to stimuli further away
		Smiles at singing.	Use their senses to register interesting events around them  Listens to a drum. Watch a moving toy. Touch corn flour.	Accept stimuli for an increasing amount of time	Hears music from a few feet away. Smells the lunch being served in the hall.	
		Recognise when a stimulus starts and stops			Will hold objects for longer amounts of time. Will allow feet to stay in the foot spa for longer.	Attend to stimuli in a busy classroom
		Turns after music has stopped playing. Stills or moves limbs after a toy starts or stops.	Understands cause and effect – making things happen	Looks at an effect on a plasma screen after a switch has been pressed.	Watch another child in the classroom moving around.	
		Responds to a widening range of stimuli			Understands cause and effect – making things happen at the right time	
Turns to a range of flashing objects. Responds to a range of moving switch toys.			Waiting in a switch game for the object to be on the target before the switch is pressed. Waiting for ready steady.			
Exploration	Experience a range of different objects, materials and substances	Turns head to objects and sounds that are activated but in one place	Make things happen when they move randomly or activate a toy randomly – No link to cause and effect	Activate toys deliberately using different movements for different toys	Manipulates objects purposefully	
	Encounters a range of tactile resources – fabric, play dough, corn flour, sand, water, moon sand, glitter sand, space blankets, wind etc.	Turns head to find a flashing light. Turns towards a rolling ball.	Crackle the space blanket when they wriggle. Arm movement activates a bell.	Shaking bells and banging the drum.	Empty and fill containers. Use stacking blocks to build a tower.	
		Locate moving stimuli	Operate a toy that requires a single action			
Track a florescent ball. Moves head to track perfume as it passes from side to side.	Press a button on a Jack in the box.					

	Experience	Respond	Engage	Actively Participate	Consolidate
Control	Encounter a range of different objects and materials	Reacts to a stimuli – either positively or negatively	Make things move deliberately with gross and fine movements	Use objects and materials according to their function	Opens containers to find objects
	Interesting toys to develop deliberate actions. Toys that work with the smallest movement or a single switch. Objects in the Be Active Box. Encounters a range of tactile resources – fabric, play dough, corn flour, sand, water, moon sand, glitter sand, space blankets, wind etc.	Turns head towards or away from a stimuli.	Kick bells Swish body in the water. Whole hand or head to activate switch or swipe objects.	Uses a brush for hair, puts shoes on feet etc.	Lifts lid, presses buttons, pull top off.
				Press buttons to make a simple toy work	
			Press buttons on a keyboard.		
		Shift attention between different objects/actions	Look for favourite objects in a box of similar items – not deliberately hidden	Look for favourite objects when seeing them hidden	
		Looking at different stimuli in the sensory room.	Finds a toy from a group of toys.	Finds a toy in a box. Looks for an object under material.	
Sequence and Patterns	Experience predictable patterns and routines throughout the day	Recognises familiar places	Anticipate routine events	Take turns actively	Use early problem solving for a familiar event
	Presented with familiar routines and patterns throughout the day. Timetables with objects of reference.	Looks up at the lights in the sensory room. Go straight to a favourite place. Smiles when taken to the hydrotherapy pool.	Action songs anticipating favorite parts of the song. Being hoisted	Rolling a ball to a partner. Passing an object forwards and backwards. Playing a game.	Selecting a car to roll down a slope other than a piece of paper.
			Explore objects that are used in familiar routines	Takes turns in repetitive games where an adult stops to wait for a response	Use objects that require two or more actions to complete
		Respond to an object cue	Explores a spoon at mealtimes. Explores a drum in music.	Intensive interaction. In action songs where the adult pauses.	Posting a shape into a shape sorter. Simple form board puzzles.
		Sit down for a drink when they see the cup. Smiles when sees swimming bag.	Assist in putting away resources in a familiar routine	Operate toys/switch games that require more than one action to complete	Look at the bottom of a sliding toy for the object to appear when it can't be seen travelling
	Responding to tidy up music to help put away resources.	A music player with knobs. Switch games	Watches the bottom of a tube as a ball rolls down.		