
























# The Derbyshire Early Years SEN Service - Celebratory Checkpoints. Pathway 3-4

When considering the aspects of development being observed, we should always have in mind the foundational learning themes that accompany and underpin the play and interaction we see.

<p><b>Executive function</b> includes the child's ability to hold information in mind, focus their attention, think flexibly, inhibit impulsive behaviour. These abilities contribute to the child's growing ability to <b>self-regulate</b>, concentrate their thinking, plan what to do next, monitor what they are doing and adapt, regulate strong feelings, be patient for what they want and bounce back when things get difficult. <b>Language development</b> is central to self-regulation: children use language to guide their actions and plans. Pretend play gives many opportunities for children to focus their thinking, persist and plan ahead.</p>		
<p><b>The 7 C's of resilience.</b></p>	<p><b>Physical Development</b> Small Step Celebratory Checkpoints (<i>including Development Matters checkpoints</i>)</p>	<p><b>Characteristics of Effective Learning</b></p>
<p><b>Competence</b> I can achieve and make progress.</p> <p><b>Confidence</b> I have a go and keep on trying.</p> <p><b>Connection</b> I feel safe and secure in my relationships; I know who will support me and who I can ask for help</p> <p><b>Character</b> I have a unique personality, interests, and strengths.</p> <p><b>Contribution</b> I make a difference to my</p>	<p> Can the child stand momentarily on one foot when shown, run with ease and negotiate obstacles in their path?</p> <p> Does the child ride a tricycle using pedals, catch a large ball or aim towards a target with accuracy?</p> <p> Does the child draw lines and circles using gross motor movements?</p> <p> Can the child sit in a cross-legged position?</p> <p> Does the child hop up and down while holding adults' hand or attempts to skip but is sometimes uncoordinated, can they jump across the room feet apart?</p> <p> Can the child use one handed tools and equipment e.g., make snips in paper with child scissors, holds pencil between thumb and two fingers no longer using whole hand grasp</p> <p> can the child imitates making a train of cubes, build three steps with six cubes after demonstration or fix Duplo bricks together to build a simple structure?</p> <p> Can the child cut paper purposefully with scissors and understand that equipment and tools have to be used safely?</p> <p> Can the child make a fist and wiggle thumb – both hands, and use index finger of one hand to touch fingers on other hand, in turn</p> <p> Has the child begun to stay within the outline when colouring?</p> <p> Does the child observe the effect of activity on their bodies?</p>	<p><b>Playing and exploring</b> – I realise that my actions have an effect on the world, so I repeat them.</p> <p>I reach for and accept objects, making choices and exploring different resources and materials.</p> <p>I plan and think ahead about how to explore or play with objects.</p> <p>I guide my own thinking and actions by talking to myself while playing.</p> <p>I make independent choices and do things independently that I have been previously taught.</p> <p>I can collaborate and learn alongside my peers.</p> <p>I bring my own interests and fascinations into setting. This helps me develop my learning.</p> <p>I respond to new experiences that you bring to my attention.</p> <p><b>Active learning</b> – I participate in routines and can predict sequences of familiar routines.</p>

<p>family, to my setting and to the things I do and play with, all of which makes me feel important and valued.</p> <p><b>Coping</b> When things are difficult, I can use my own ways of helping myself, as well as looking to others for support (I can also let you know what works and what doesn't).</p> <p><b>Control</b> I have a range of ways that help me feel in control and feel things are predictable.</p>	<p> Does the child pull pants down and up after using toilet but may need help with fastenings, and do they try to turn clothes the right way around on request or attempt to unbutton large buttons?</p> <p> Does the child initiate holding an adults hand near a busy road and understands why this is necessary?</p> <p> Does the child help to lay the table, or tidy away toys?</p> <p> Can the child usually manage washing and drying hands, walks upstairs using alternating feet, one foot per step, march across a room coordinating arm and leg movements, log rolls from front to back and hops up and down a couple of times but sometimes loses balance?</p> <p> Does the child jump off an object and lands appropriately, jump backwards or skip across the room experimenting with different ways of moving?</p> <p> Can the child hold a pencil near point between first two fingers and thumb and use it with good control, draw an X and horizontal lines, or create spontaneous forms?</p> <p> Does the child chops soft fruit and vegetables with a knife, pour a drink a jug without much spillage and blow food for cooling?</p> <p> Can the child draw a simple person with head features or parts, copy shapes or letters from their name?</p> <p> Can the child place shoes on their feet, fasten/unfasten buckle or Velcro straps, and wash hands and face?</p> <p> Can the child hop up and down a couple of times (either foot) maintaining balance?</p> <p> Does the child use a knife and fork when food has been cut into small pieces, begin to use a knife for spreading and dresses with help e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers and pulls up zipper once it is fastened at the bottom?</p> <p> Does the child regularly use potty/toilet during day although may still have accidents or need reminding to go?</p>	<p>I demonstrate goal-directed behaviour to get to something I want.</p> <p>I can correct my mistakes, for example, instead of using increasing force to push a puzzle piece into the slot, I see if a different piece will fit.</p> <p>I repeat activities and make connections.</p> <p>I keep on trying when things are difficult.</p> <p>I learn through trial and error.</p> <p>I watch my peers and adults (modelling).</p> <p><b>Creating and thinking critically</b> I take part in simple pretend play.</p> <p>I can sort materials, putting different toys in together when tidying</p> <p>I can review my progress as I try to achieve a goal, check how well I am doing to solve real problems</p> <p>I use pretend play to think beyond the 'here and now' and to understand another perspective.</p> <p>As I know more, I feel confident at coming up with my own ideas and make more links between those ideas.</p> <p>I concentrate on achieving something that's important to me and am able to control my attention and ignore distractions</p>
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<b>Leuven signs of engagement (2008)</b>				
<b>1 Extremely Low</b>	<b>2 Low</b>	<b>3 Moderate</b>	<b>4 High</b>	<b>5 Extremely High</b>
I have limited activity or concentration, I daydream and stare. I am passive and do	I show some degree of activity which is often interrupted. I have	I am busy but without real concentration. I engage in some routine actions, but my attention is often superficial. I am not absorbed in the activity; activities are short	I demonstrate clear signs of intermittent involvement; I am engaged in the activity without interruption. Most of the time there is real concentration, but during	I am continually engaged in the activity and completely absorbed and focussed. I am highly motivated and am not distracted by

not demonstrate goal directed behaviour. I do not show signs of exploration or interests.	intermittent concentration and look away during activity or fiddle. I am easily distracted	lived. I have limited motivation with no real dedication, and do not feel challenged; I do not gain deep-level experiences or use my capabilities to full extent; The activity does not address my imagination.	brief moments attention is more superficial; there is a certain degree of motivation when challenges occur; My capabilities and imagination to a certain extent are addressed in the activity.	strong stimuli. I exhibit attention for details, shows precision and am constantly addressing all my capabilities and enjoys being engrossed in the activity.
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