



# The Derbyshire Early Years SEN Service - Celebratory Checkpoints. Pathway 4-5

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>		
The 7 C's of resilience.	Personal Social and Emotional Development Small Step Celebratory Checkpoints (including Early Learning Goals)	Characteristics of Effective Learning
<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></p>	<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>Does the child express a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt, and self-doubt?</li> <li>Does the child see themselves as a valuable individual?</li> <li>Does the child understand their own and other people's feelings, offering empathy and comfort?</li> <li>Does the child talk about their own and others' feelings and behaviour and its consequences?</li> <li>Does the child attempt to repair a relationship or situation where they have caused upset and understands how their actions impact other people?</li> <li>Does the child manage their feelings and tolerate situations in which their wishes cannot be met more ably?</li> <li>Does the child seek support, "emotional refuelling" and practical help in new or challenging situations?</li> <li>Does the child seek ways to manage conflict, for example through holding back, sharing, negotiation and compromise?</li> </ul> <p><b>ELGs</b> Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>	<p><b>Playing and exploring – I</b> 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>I make a difference to my 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><u>Managing Self</u></p> <ul style="list-style-type: none"> <li>Does the child increasingly follow rules, understanding why they are important?</li> <li>Does the child begin to develop a positive view of themselves according to the messages they hear from others?</li> <li>Does the child show their confidence and self-esteem through being outgoing towards people, taking risks, and trying new things or new social situations and being able to express their needs and ask adults for help?</li> <li>Does the child show resilience and perseverance in the face of challenge?</li> <li>Does the child recognise that they belong to different communities and social groups and communicates freely about own home and community?</li> <li>Does the child show confidence in speaking to others about their own needs, wants, interests and opinions in familiar group?</li> <li>Does the child describe their competencies, what they can do well and are getting better at, describing themselves in positive but realistic terms?</li> <li>Does the child show confidence in choosing resources and perseverance in carrying out a chosen activity?</li> </ul> <p><u>ELGs</u></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><u>Building Relationships</u></p> <ul style="list-style-type: none"> <li>Does the child practice skills of assertion, negotiation and compromise and look to a supportive adult for help in resolving conflict with peers?</li> <li>Does the child enjoy playing alone, alongside and with others, inviting others to play and attempting to join others' play?</li> <li>Does the child think about the perspective of others?</li> <li>Does the child represent and recreate what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others?</li> <li>Does the child develop particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking?</li> </ul>	<p><b>Active learning</b> – I participate in routines and can predict sequences of familiar routines.</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</p>
---	--	---

	 Does the child show increasing social skills and take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support?  Does the child return to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations?	<p>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>
	<p><b>ELGs</b></p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>	

#### Leuven signs of engagement (2008)

1 Extremely Low	2 Low	3 Moderate	4 High	5 Extremely High
I have limited activity or concentration, I daydream and stare. I am passive and do not demonstrate goal directed behaviour. I do not show signs of exploration or interests.	I show some degree of activity which is often interrupted. I have intermittent concentration and look away during activity or fiddle. I am easily distracted	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 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.	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 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.	I am continually engaged in the activity and completely absorbed and focussed. I am highly motivated and am not distracted by strong stimuli. I exhibit attention for details, shows precision and am constantly addressing all my capabilities and enjoys being engrossed in the activity.

