











The Derbyshire Early Years SEN Service – Celebratory Checkpoints. Birth to 3

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>Executive function 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 self-regulate, 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. Language development 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>The 7 C's of resilience.</p>	<p>Communication and Language Small Step Celebratory Checkpoints <i>(including Development Matters checkpoints)</i></p>	<p>Characteristics of Effective Learning</p>
<p>Competence I can achieve and make progress.</p> <p>Confidence I have a go and keep on trying.</p> <p>Connection I feel safe and secure in my relationships; I know who will support me and who I can ask for help.</p> <p>Character I have a unique personality, interests, and strengths.</p>	<p>Is the baby using speech sounds (babbling) to communicate with adults?</p> <p>Does the child make fleeting eye contact with an adult who is talking or turn head towards a sound and locate with accuracy?</p> <p>Does the child watch and follow adult movements, copy and imitate for example smile in response to a smiling adult or in response to recognisable playthings or imitate sticking tongue out?</p> <p>Does the child stop crying in response to a soothing voice, stop and still on hearing their name?</p> <p>Does the child communicate need (e.g., hungry) and feelings (e.g., uncomfortable, or annoyed) in a variety of ways including babbling, crying, squealing, and gurgling, or vocalise more when adult uses child directed speech?</p> <p>Around 6 months does the baby respond to familiar voices, turn to their own name and 'take turns' in conversations with babbling?</p> <p>Does the child respond to action rhymes such as round the garden or show a preference for some sounds and dislike of others?</p> <p>Does the child begin to associate meaning or show anticipation of activities with aid of objects of reference or cry to protest the end of an activity?</p> <p>Does the child explore with a strong sense of impulse, hand familiar items to adult on request and clearly demonstrate the desire for more of an activity?</p> <p>Does the child gesture no or still or stop what they are doing when adult shakes head and says "no" in exaggerated voice?</p> <p>Around 12 months, does the baby take turns by babbling and using single words? Does the baby point to things and use gesture to show things to adults and share interests?</p>	<p>Playing and exploring – 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>Contribution 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>Coping 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>Control I have a range of ways that help me feel in control and feel things are predictable.</p>	<p> <i>Around 12 months: is the baby beginning to use single words like mumum, dadad, tete (teddy)?</i></p> <p> Does the child turn immediately to familiar voices across room, listen to and distinguishes between intonation and sounds of voices but stop if the speaker turns away?</p> <p> Does the child follow with gaze when adult directs attention to near objects by looking and pointing?</p> <p> <i>At around 12 months can the baby choose between 2 objects: "Do you want the ball or the car?"</i></p> <p> Does the child attend to picture for short time when adult labels or makes comment and respond to adult speech when addressed directly to them?</p> <p> Does the child pay attention to dominant stimulus but is easily distracted by noise or other people talking?</p> <p> Does the child look for objects out of sight, find a hidden sound maker under a cushion?</p> <p> Does the child respond to simple familiar language in context for example runs to the door when adult holds the keys and says it's time to go?</p> <p> <i>Around 15 months, can the child say around 10 words (they may not all be clear)?</i></p> <p> Does the child sing along with favourite action rhymes (although words may not be clear) and identify the correct object from a sounds e.g. cow when adult says 'moo' and begin to imitate symbolic sounds?</p> <p> Does the child listen to familiar sounds and words during finger play, or to other adults / children talking during play?</p> <p> Has the child built vocabulary for familiar objects, animals and events? Can the child name pictures of common objects when pointed to or family members in photographs?</p> <p> <i>Around 18 months, is the toddler using a range of adult like speech patterns (jargon) and at least 20 clear words?</i></p> <p> Does the child understand most everyday words for people, objects, places and actions? Can the child ask for things by name e.g. 'drink' or 'cake'?</p> <p> Does the child express feelings by gesture and words, and understand the words for different types of emotions?</p> <p> <i>Around 18 months, does the toddler understand lots of different single words and some two-word phrases, such as "give me" and "shoes on"? Around 18 months, is the toddler listening and responding to simple instruction like: "Adam, put on your shoes?"</i></p> <p> Does the child exhibit fleeting attention not under child's control, new stimuli takes the whole attention? The child may move their whole body to sounds they enjoy or regular beat?</p> <p> Does the child talk to self, using simple, intelligible sentences while playing?</p> <p> <i>By around two years old is the child showing an interest in what other children are playing and sometimes join in?</i></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>Active learning – 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>Creating and thinking critically I take part in simple pretend play.</p>
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<ul style="list-style-type: none"> ✦ Can the child pick out a simple instruction when there is background noise e.g., ‘dinner time’? ✦ At around the age of two can the child understand many more words than they can say (between 200 and 500 words)? ✦ Does the child listen to music, respond when it is turned off e.g., stop singing, dancing or turn to look? ✦ Does the child notice a deliberate mistake in a rhyme or song or fill in a gap in a predictable sequence? ✦ Around the age of two can the child understand simple questions and instructions like “where’s your hat” or “what’s the boy in the picture doing?” ✦ Does the child understand questions such as, ‘where is ...’ ‘what has ...’ ‘who will...?’ Note: watch out for children whose speech is not easily understood by unfamiliar adults monitor their progress and consider whether a hearing test might be needed. ✦ Can the child talk about a thing seen and done or about personal preferences and what they would like? ✦ Can the children join in with a simple game e.g., sound lotto, understand the language of ready steady go games and begin to take turns? ✦ Does the child follow a conversation and respond appropriately, and understand prepositions ‘in’ and ‘on’ e.g., put dolly in the box? ✦ Around the age of three can the child show that they understand action words by pointing to the right picture in a book for example “who’s jumping?” ✦ By around three years old can the child shift from one task to another if you get their attention. Using the child’s name can help: “Jason can you stop now, we’re tidying up”. 	<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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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.

