
























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>		
The 7 C's of resilience.	Physical Development Small Step Celebratory Checkpoints (<i>including Development Matters checkpoints</i>)	Characteristics of Effective Learning
<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>Contribution I make a difference to my family, to my</p>	<p>  Does the child move in response to sound and light, make movements with arms and legs that become more controlled?  Does the baby move with ease and enjoyment?  Does the child reach out for, touch objects and begin to hold objects, closing hand firmly around objects placed in palm?  When lying on tummy does the child become able to lift head and chest, supporting self with forearms and then straight arms?  Does the child sometimes take objects to mouth and explore?  Does the child bring hands to midline, pat and bang objects with a flat palm? Can the child attend to an object while performing an action for example holds a rattle and bang it?  Does the child maintain a sitting position when placed and then move from sitting to laying on tummy?  Does the child crawl, bottom shuffle or move continuously to move around, perhaps reaching out with one hand?  Does the child hold 2 objects, 1 in each hand, begin to pass a toy from one hand to the other and drop toys / objects deliberately or bang two objects together or attempt to uncover a partially hidden object?  Does the child put hand on bottle when feeding, have a coordinated swallow or suck on a spoon?  Can the child coordinate their hands to clap, isolate index finger to poke or prod and place a large ring onto a peg, knock down a tower of bricks or place a large knobbed puzzle in an inset board e.g. a circle?  Can the child grasp mark makers and makes marks on paper, scoop with spoon / shovel, pull a toy on a string or place a peg man in a hole or use two hands to drop a large object into a container? </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>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> Does the child sit unsupported on the floor and lean forward to pick up small objects, hold own bottle or covered cup, and bring finger food to mouth?</p> <p> At around 12 months, can the baby pull to stand from a sitting position and sit down? <i>Note: look out for babies and young toddlers who appear underweight, overweight or to have poor dental health. You will need to work more closely with parents and health visitors to help improve the child's health.</i></p> <p> Can the baby pick up something small with their first finger and thumb (such as a piece of string?)</p> <p> Can the child stand independently for several seconds?</p> <p> Does the child attempt to use a spoon and guide towards mouth (food may fall off), or locate mouth with spoon?</p> <p> Does the child respond to rhythm with movement?</p> <p> Has the child begun to walk around the furniture lifting foot and stepping sideways?</p> <p> Can the child point to familiar body parts in imitation?</p> <p> Does the child bump on bottom or slide downstairs safely, press switches, buttons and use an index finger to operate toys?</p> <p> Can the child turn a knob, thread large beads onto a stiff lace, thick rod or wire or take an object out of a container with hand?</p> <p> Can the child get into a child's chair themselves backwards or sideways, do they sit in a variety of ways when playing?</p> <p> Does the child walk independently, walk upstairs holding the hand of an adult and squat to pick an item up off the floor?</p> <p> Does the child hold a cup and drink without much spilling, scoop food onto a spoon independently and accept food from a fork?</p> <p> Has the child begun to move a small trike by pushing with feet or bounce on a trampoline when holding an adult's hands?</p> <p> Around their 2nd birthday can the toddler run well, kick a ball and jump with both feet off the ground at the same time?</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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Look out for children who find it difficult to sit comfortably on chairs. It helps to develop their core muscles. You can help them by encouraging them to scoot on sit down trikes without pedals and jump on soft play equipment.

-  Can the child use a range of different tools to make marks including paintbrush, crayons, clay modelling tools etc? (child may use large gross motor strokes using whole arm and fill spaces).
-  Does the child attempt to walk backwards but may sometimes falls over?
-  Can the child connect two stickle bricks together, build a small tower, and push a car along the floor?
-  Does the child jump up and down on the spot, attempt to kick a large ball but often misses?
-  Does the child hold cup and drink without much spilling, scoop food into a spoon independently and accept food from a fork?
-  Can the child use more complex actions, (pouring, sieving, digging) to fill containers with water or sand, fix two Duplo bricks together and use two hands to open and close scissors?
-  Can the child bend over to retrieve a toy from the floor, and carry a small chair to the table before sitting down?
-  Does the child manipulate doorknobs, windup toys, lids on containers and fit a simple shape into an inset puzzle or posting box?
-  Can the child walk along a PE bench without support, and catch a small ball using two hands?
-  Has the child begun to put a toothbrush loaded with toothpaste in mouth, rub hands and body with soap and put under water to rinse?
-  ***Around their third birthday can the child climb confidently, catch a large ball and pedal a tricycle?***

I can sort materials, putting different toys in together when tidying

I can review my progress as I try to achieve a goal, check how well I am doing to solve real problems

I use pretend play to think beyond the 'here and now' and to understand another perspective.

As I know more, I feel confident at coming up with my own ideas and make more links between those ideas.

I concentrate on achieving something that's important to me and am able to control my attention and ignore distractions

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.