




































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>Personal Social and Emotional Development 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>	<ul style="list-style-type: none">   Is the child comforted by touch, people's faces and voices, can they be soothed with a cuddle, stop crying when picked up or smile in response to touch and sound, seeking contact with others?   Does the child, laugh, gurgle, smile, and makes sound in response to eye contact or follow a moving object with interest?   Does the child suck on hands or clothes to pacify or self-calm, cry if adult attention ends, show distress at being left alone or wary of unfamiliar events?   At around 7 months, does the baby respond to their name and respond to the emotions in your voice?   Does the child respond differently to familiar voices than unfamiliar voices, or smile more often to familiar rather than unfamiliar people?   Does the child show anticipation of routines when many cues are given e.g., flannel moving towards face or the smell and sound of dinner preparation?   Does the child attend to two people at once and scan between them?   Does the child show a range of emotions such as pleasure fear and excitement, enjoy peek a boo game, show an awareness of being imitated, respond to a mirror by smiling and moving or follow the gaze of an adult?   Does the child use voice, gesture, eye contact and facial expression to make contact with people and keep their attention, are they affectionate giving hugs and kisses?   Does the child hand an object to an adult to request or continue more of a turn taking response or initiate a turn taking interaction?   Does the child react emotionally to other people's emotions laugh alongside an adult or become distressed if they hear another child crying? 	<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> Does the child make sound or movements to indicate that social interaction should continue, (or stop) or direct caregivers attention to something they wish to share?</p> <p> Around 12 months, does the baby start to be shy around strangers and show preference for certain people and toys?</p> <p>★ Does the child react to an audience, for example, repeats any activity or action which is received positively by a smile, or that is laughed at, applauded, or cheered? Does the child join in laughter during shared games?</p> <p>★ Does the child look in a mirror, reach out for a mirror image or play with reflection in mirror but not realise image is self?</p> <p>★ Does the child gaze at pictures of self, remember faces of people seen regularly for example a therapist or family friend?</p> <p>★ Does the child show differentiated feelings and emotions for example joy, fear, anger or surprise, do they make their body stiff and vocalise when protesting, do they become distressed if intended action is thwarted, for example reaches towards an unsafe object which is removed by an adult?</p> <p>★ Does the child take a toy to a familiar adult for them to make it work, enjoy sharing new experiences with a range of adults and begin to copy actions in play activities with adults, occasionally sharing resources?</p> <p>★ Does the child request a comfort toy or object to self-calm?</p> <p>★ Does the child name familiar people in their lives? e.g. gangan,</p> <p>★ Around 18 months is the toddler increasingly curious about their world and wanting to explore it and be noticed by you?</p> <p>★ Can the child find their own coat or shoes from a selection?</p> <p>★ Does the child accept an adult varying a game, and interact happily with less familiar adults if a familiar adult is close by?</p> <p>★ Does the child copy a range of actions displayed in the play of other children and join in games of chasing?</p> <p>★ Can the child usually be distracted when upset and moved to a different activity?</p> <p>★ Does the child take off most items of clothing when unfastened, attempt to wash hands with adult support, and insert spoon into mouth without turning it upside down?</p> <p>★ Does the child actively cooperate with nappy changing (lies still, lifts legs) and sits on the potty with occasional use?</p> <p>★ Around the age of two does the child start to see themselves as a separate person, for example, do they decide what to play with what to eat what to wear?</p> <p> Does the child become upset if someone tries to complete a task for them or show persistence in expressing needs or wishes if not met?</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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	<p> Does the child show awareness of bowel and bladder urges or of what a potty or toilet is used for?</p> <p> Does the child watch the emotional reactions of familiar adults and use them to guide in new situations, for example, watches your face before climbing steps on a slide and stops if adult looks anxious?</p> <p> Does the child demonstrate care towards other children, play confidently and usually cooperatively with other children and tolerate brief separations from special people?</p> <p> Does the child like to play chasing games with adults or other children, copy a range of actions observed in the play of other children and show curiosity about others and modify behaviour to fit in with what others are doing, for example removing shoes and socks before going on slide after seeing others doing this?</p> <p> Between the ages of two and three does the child start to enjoy the company of others and want to play with them? note watch out for children who get extremely upset by certain sounds smells or tastes and cannot be calmed or children who seem worried sad or angry for much of the time. You will need to work closely with parents and other agencies to find out more about these developmental difficulties.</p> <p> Does the child become nervous during new activities but will 'have a go' if a familiar adult is present, develop shyness with strangers, especially adults; may hide against a more familiar adult when introduced</p> <p> Does the child join in with social play activities led by more able partner and imitate some actions after they have seen them, show an awareness of the reaction of others and like to 'show off skills', liking to perform for others?</p> <p> Does the child show strong personal preferences for toys, clothes or show awareness of own feelings and knows that some actions and words can hurt others?</p> <p> Can the child communicate their need for the toilet and help to pull up or down clothing when using the toilet?</p> <p> Has the child begun to keep most food in a bowl or on a plate, and do they use a spoon and fork competently?</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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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.

