



Engagement Steps Sample Pages

Engagement Steps is our framework for pupils not yet engaged in subject specific learning. The framework allows schools to profile and show progress for pupils with complex needs.



BSquared 



Connecting Steps

Connecting Steps is our market-leading pupil-tracking software that makes showing progress for all pupils easy.

‘B Squared has really made a difference in our school - it has been a great system for tracking the progress of our SEND pupils ’

Carolyn Sykes, Assistant Head Teacher, Ferndale Primary School

Connecting Steps is widely recommended by advisors and local authorities and receives great feedback from inspectors.

‘B Squared is an excellent resource for our school. It enables us to track the small steps of progress our learners make. ’

Jamie Wright, Deputy Headteacher, Acorn School

Connecting Steps is the robust assessment package that is trusted in over 3000 schools worldwide. The assessment software has been designed to make assessment and tracking progress easier. The cloud-based software is designed to save teachers time by providing teachers with feedback that can then be used in their planning, report-writing and for other documents. Connecting Steps also supports meaningful communication with parents by giving clear information about progress and attainment.

To find out how Connecting Steps can make a difference in your school go to the website below to arrange a free online meeting. We can show you how Connecting Steps works, what frameworks are right for you and the benefits to your school.

www.connectingsteps.com/meetings

Our Assessment Software

Levels of Achievement

Within Connecting Steps are different levels of achievements. Teachers can record more than just achieved or not achieved. Each school can choose how many of these they wish to use and turn off the ones they don't want. This will depend on the type of school, type of pupils and the levels of attainment the pupils are working at.



Non-linear Progress

Schools need to assess a wider range of development, they need to show progress in a non-linear way and they need more flexibility to suit the development and individual progress for pupils with SEND. Connecting Steps features a number of reports for showing non-linear progress so schools are not left being unable to report the progress pupils with SEND make.

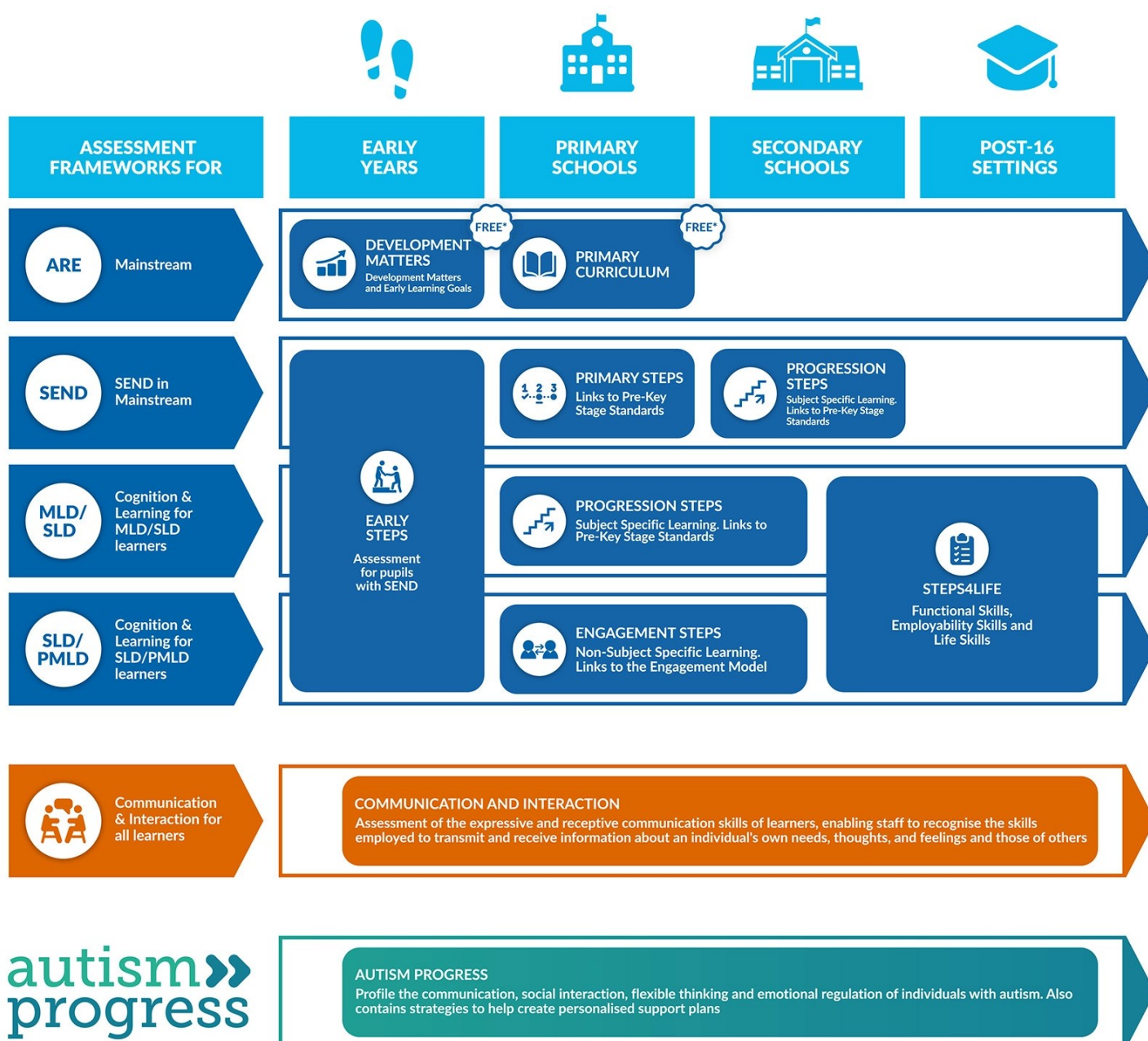
Simple Reporting

Teachers can instantly produce a range of reports designed to be shared with parents or professionals. The information is displayed clearly and simply to help increase parental engagement. The Connecting Steps Analysis Module allows leaders to build graphs for different cohorts in a few clicks. Tailored for each curriculum, the graphs are designed to present information clearly and concisely.

Our Assessment Frameworks

Frameworks

We have developed a range of frameworks to suit a wide range of abilities and ages. The image below gives you an overview of all our different frameworks and help you to identify which frameworks will apply to your setting.



*Requires Connecting Steps subscription

Our Assessment Frameworks

B Squared Framework Comparison Chart

STATUTORY FRAMEWORKS			B SQUARED ASSESSMENT FRAMEWORKS																																			
P Levels and NC Levels		Pre-Key Stage Standards	Early Steps (EYFS 2021)	Engagement Steps	Progression Steps	Primary Steps	Steps4Life	Autism Progress	Broad Areas of Need																													
NC 7					Progression Step 10		Level 2	Level 17	Level 16 (13–15 yrs)																													
NC 6											Level 15 (11–13 yrs)																											
NC 5																																						
NC 4																																						
NC 3																																						
NC 2	NC 2a	Standard 6							Exc. ELG		Progression Step 9	Greater Depth & Breadth	Level 1	Level 15	Level 14 (9–11 yrs)																							
	NC 2b																																					
	NC 2c																																					
NC 1	NC 1a	Standard 5													ELG	Children in Reception	Progression Step 8	Year 6	Year 5	Entry 3	Level 14	Level 13 (7–9 yrs)																
	NC 1b	Standard 4																																				
	NC 1c	Standard 3																																				
P8		Standard 2	3 & 4 year olds	Progression Step 7	Year 4	Year 3	Entry 2	Level 13										Level 12 (6–7 yrs)																				
P7																																						
P6					Standard 1	2½–3 years												Engagement Step 6	Progression Step 6			Year 2	Entry 1	Level 12	Level 11 (5–6 yrs)													
P5																											2–2½ years	Engagement Step 5	Year 1	Level 11	Level 10 (4–5 yrs)							
P4									18–24 months	Primary Step 3	Step 7	Level 10	Level 9 (3–4 yrs)																									
P3(ii)																									12–18 months	Primary Step 2					Step 6	Level 9	Level 8 (2½–3 yrs)					
P3(i)													9–12 months	Primary Step 1																					Step 5	Level 8	Level 7 (2–2½ yrs)	
P2(ii)															6–9 months	Step 4	Level 7			Level 6 (18–24m)																		
P2(i)																																	3–6 months	Step 3			Level 6	Level 5 (12–18m)
P1(ii)																				0–3 months	Step 2																	
P1(i)		Engagement Step 1	Step 1	Level 4			Level 3 (6–9m)																															
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					Engagement Step 3	Step 2	Level 2	Level 1																														
																		Engagement Step 2	Step 1			Level 1	(0–3 months)															
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Our Assessment Frameworks

Early Steps

Our EYFS assessment covers the range from birth to the Exceeded Early Learning Goals (ELG) across all seven areas based on the Development Matters 2020 and Early Years Foundation Stage Framework 2021.

Primary Steps

Our Primary assessment breakdown structure is based on the 2014 National Curriculum. If you are looking at using B Squared assessment with both mainstream and SEN pupils in a Primary setting then the Primary Steps works well for you. It includes the End of Year Outcomes and the first 3 levels of our Progression Steps for pupils working below Year 1.

Core Subjects

English, Maths and Science

Plus Subjects

Citizenship, Computing, E-Safety, PE and PSHE

Foundation Subjects

Art & Design, DT, Geography, History, Languages, Music and Religious Education

Progression Steps

Progression Steps is our new formative assessment framework for pupils who are engaging with subject-specific learning. It will over time comprise books which reflect the four broad areas of need. This framework covers the ability range identified by the new pre-key stage standards.

Core Subjects (available in paper)

English, Maths and Science

Plus Subjects

Citizenship, Computing, E-Safety, PE and PSHE

Foundation Subjects

Art & Design, DT, Geography, History, Languages, Music and Religious Education

Performing Arts

Acting, Singing, Dancing and Stagecraft



Our Assessment Frameworks

Engagement Steps

Engagement Steps is our new formative assessment framework for pupils not yet engaged in subject-specific learning. This framework will help teachers to record the achievements of pupils who are working profoundly beneath age-related expectations and who are working on an informal curriculum.

Steps4Life

Steps4Life is our new framework for individuals with SEND who are working towards independent living. It is primarily designed to be used from Key Stage 4 onwards. Some individuals will be working towards independent living, with employment while others will be working towards semi-independent living and others will be in supported living. The Steps4Life covers a wide range of areas and a wide ability range, it includes 7 levels that are the equivalent of P1 to P8 which replace the old Milestones, Entry Levels 1, 2 and 3 and RFQ Level 1 and 2.

Academic Skills

English, Maths, PSHE and Digital Skills

Life Skills

Food, Self-Care, Independence, Travel

Employability Skills

Identifying and Getting a Job, Your Rights, Workplace Routines and Skills

Preparing for Adulthood

We have created a small Preparing for Adulthood framework that covers the 4 PFA areas. It uses the same level structure as the Progression Steps, so goes from a developmental stage of around 18 months to around the developmental stage of a typical 15-year-old. It is not a big framework, it is not designed to be used on its own to support older learners. It has been created to be used alongside a subject based curriculum to the end of key stage 3. It works well with our Primary Steps or Progression Steps frameworks.



Our Assessment Frameworks

Autism Progress

We recognised a need for an assessment tool which could be used by all to assess the impact of a person's autism. Using autism descriptors already created by B Squared, the developers at Autism Progress have created a set of progressive levels in the following areas of autism:

- Communication
- Social Interaction
- Flexibility of Thought
- Emotional Regulation

Communication & Interaction

Our Communication and Interaction framework aims to give more structure around assessment and progress of a pupil's communication and interaction skills. The framework is designed to be used by Speech and Language Therapists and school staff to lead to a more collaborative approach. The framework is split into the following areas:

- Spontaneous Verbal Communication (Spoken Language, Sign Language and Symbols)
- Recorded Verbal Communication (Writing)
- Non-verbal Communication
- Using Technology to Communicate (AAC)

Primary Curriculum & Development Matters

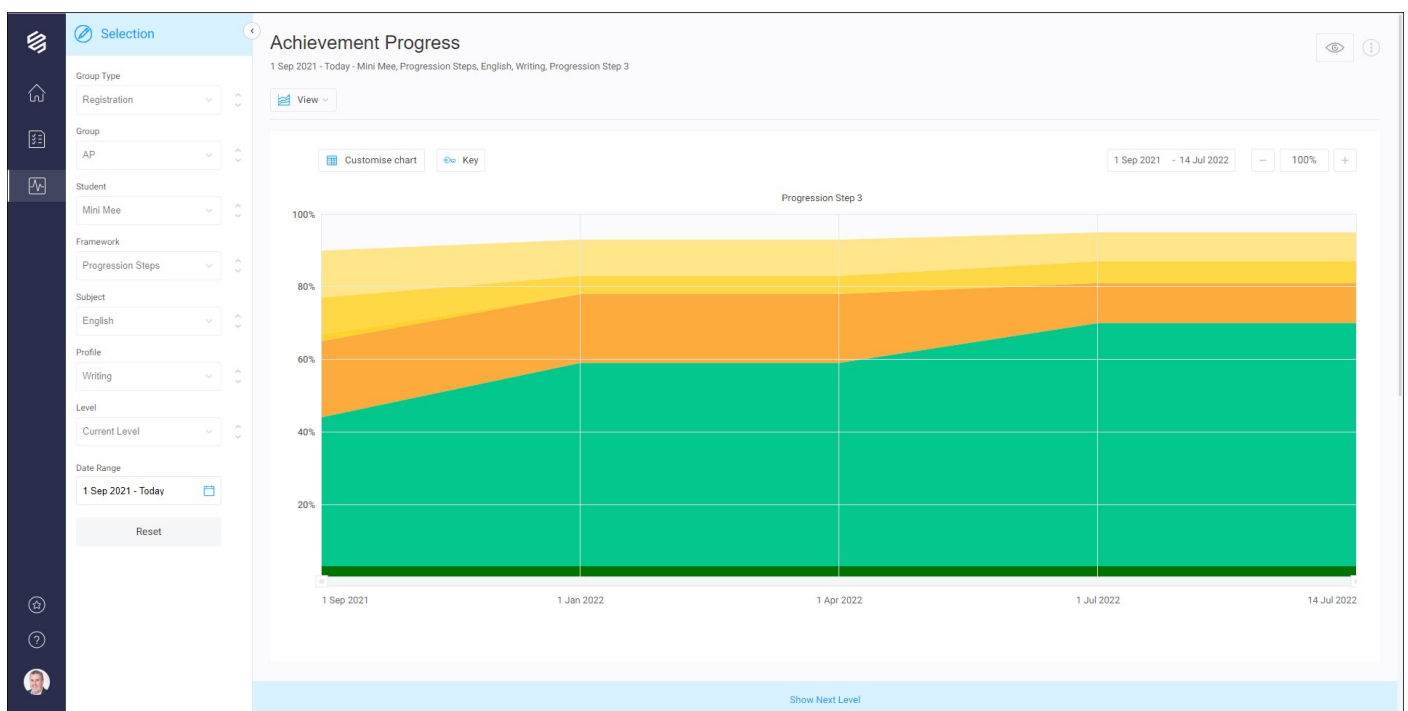
To reduce workload and costs for schools, we are developing Connecting Steps to work for all pupils. We have created 2 new frameworks (Development Matters and Primary Curriculum) to allow Connecting Steps to be used in mainstream primary schools for all pupils. Schools can use the Development Matters and Primary Curriculum for pupils working at or near Age Related Expectations (ARE) and Early Steps and Primary Steps for pupils with SEND working below ARE.

Sample Pages

The samples over the next few pages are designed to give you an overview of

Engagement Steps

They show the different areas covered by this assessment framework and cover a range of ability levels.



Name:

Started:..... Completed:.....

Attention Skills

- | | | |
|---------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Demonstrates a reflex response to their own sounds | <input type="checkbox"/> Reacts to light with minor physiological changes when environmental lighting changes dramatically | <input type="checkbox"/> Reacts to textures with minor physiological changes when feeling rough or smooth surfaces |
| <input type="checkbox"/> Demonstrates reflex responses when not engaged with others, e.g. movement of mouth muscles | <input type="checkbox"/> Reacts to movement with minor physiological changes when objects or people move suddenly | <input type="checkbox"/> Startles to a sudden change in light |
| <input type="checkbox"/> Gives momentary attention to familiar food containers in front of them | <input type="checkbox"/> Reacts to noise with minor physiological changes when the environmental volume changes suddenly | <input type="checkbox"/> Startles to sudden loud noises |
| <input type="checkbox"/> Gives momentary attention to pictures put in front of them | <input type="checkbox"/> Reacts to physical contact with minor physiological changes when hands are touched lightly | <input type="checkbox"/> Startles to sudden movement |
| <input type="checkbox"/> Glances at light briefly when the source enters their field of vision | <input type="checkbox"/> Reacts to physical contact with minor physiological changes when their hands are touched | <input type="checkbox"/> Reacts to pain and other unpleasant stimuli |
| <input type="checkbox"/> Glances at objects within 50 centimetres when the objects are moved closer | | <input type="checkbox"/> Vocalises in response to pain or other unpleasant stimuli |
| <input type="checkbox"/> Opens their eyes for brief periods of time when encountering stimulating events | | |
| <input type="checkbox"/> Reacts to a range of sounds that are close by | | |

Name:

Started:..... Completed:.....

Communicating Preference & Choice

- | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Communicates consistent preferences with emotional responses when choices are provided | <input type="checkbox"/> Initiates communication with a member of staff by pulling them to a location | <input type="checkbox"/> Communicates with a member of staff by using an individual action or gesture when they are hungry or thirsty |
| <input type="checkbox"/> Requests a favourite activity through their chosen form of communication when self-selecting tasks | <input type="checkbox"/> Initiates social games by taking a proactive role when engaging with a member of staff, e.g. hides their face and reveals it to start peek-a-boo | <input type="checkbox"/> Gestures to a member of staff to attract attention when not engaged in a task |
| <input type="checkbox"/> Requests physical contact with gestures or vocalisations when playing with peers | <input type="checkbox"/> Makes an intentional selection by eye-pointing/switch-pressing/etc. when provided with a choice of two | <input type="checkbox"/> Protests the conclusion of an activity after working with a member of staff |
| <input type="checkbox"/> Communicates with a member of staff by using an individual action or gesture when they want something | <input type="checkbox"/> Makes requests for desired objects with gestures or vocalisations | <input type="checkbox"/> Indicates they wish to handle a new/unfamiliar object |
| <input type="checkbox"/> Communicates with a member of staff by using consistent vocal noises when they want something | <input type="checkbox"/> Protests vocally to a disliked or unknown foodstuff | <input type="checkbox"/> Attracts attention from a member of staff when they want something |
| <input type="checkbox"/> Engages in new activities willingly when offered them by a familiar member of staff | <input type="checkbox"/> Reacts to the question "More?" with a heightened expressive response when offered continuation of an activity | <input type="checkbox"/> Refuses an object, activity or foodstuff when given to them by a member of staff, e.g. verbally or physically |
| <input type="checkbox"/> Indicates a preference when provided with two symbols of equally liked items | <input type="checkbox"/> Rejects interaction/an object by turning their head or pushing away when provided with a disliked activity | |
| <input type="checkbox"/> Indicates a preference when provided with two pictures of equally liked items | <input type="checkbox"/> Requests 'more' of an action or object in their chosen form of communication | |
| <input type="checkbox"/> Indicates a preference when provided with two equally liked items | | |
| <input type="checkbox"/> Initiates communication with a member of staff by going to a specific place, e.g. waiting by the cupboard for it to be opened | | |

Name:

Started:..... Completed:.....

Interaction

<input type="checkbox"/> Babbles and uses single words during play	<input type="checkbox"/> Understands 20 spoken words, signs, or symbols	<input type="checkbox"/> Looks for a member of staff's reaction in an unfamiliar situation
<input type="checkbox"/> Begins to vocally demonstrate the tone and rhythm of the language spoken at home	<input type="checkbox"/> Understands 30 spoken words, signs, or symbols	<input type="checkbox"/> Offers an object to a member of staff on their own initiative
<input type="checkbox"/> Begins words with a range of consonant sounds when communicating	<input type="checkbox"/> Understands 50 spoken words, signs, or symbols	<input type="checkbox"/> Offers an object to a peer on their own initiative
<input type="checkbox"/> Changes pitch indiscriminately whilst babbling to themselves or others	<input type="checkbox"/> Understands a wide range of single words and some two-word phrases in familiar contexts, e.g. 'give me', 'shoe on'	<input type="checkbox"/> Persists when trying to communicate
<input type="checkbox"/> Changes volume indiscriminately whilst babbling to themselves or others	<input type="checkbox"/> Answers yes/no questions using gestures or facial expressions when working with a member of staff	<input type="checkbox"/> Repeats a known phrase (delayed echolalia) to initiate interaction or request
<input type="checkbox"/> Says a few words, signs or symbols understood by familiar adults	<input type="checkbox"/> Answers yes/no questions using rough signs or single words when working with a member of staff	<input type="checkbox"/> Copies gestures and words from members of staff
<input type="checkbox"/> Communicates with a vocabulary of 5 words, signs, or symbols	<input type="checkbox"/> Answers yes/no questions using symbols when working with a member of staff	<input type="checkbox"/> Imitates new words, signs, or symbols
<input type="checkbox"/> Communicates 10 single words using signs (not always clearly or accurately) when working with an adult	<input type="checkbox"/> Asks questions using gestures or facial expressions when working with a member of staff	<input type="checkbox"/> Attempts to use sound/sign/symbol to imitate an animal
<input type="checkbox"/> Communicates 10 single words using photos (not always clearly or accurately) when working with an adult	<input type="checkbox"/> Asks questions using rough signs or single words when working with a member of staff	<input type="checkbox"/> Greets familiar people with consistent responses when contact is initiated by a member of staff
<input type="checkbox"/> Communicates 10 single words verbally (not always clearly or accurately) when working with an adult	<input type="checkbox"/> Asks questions using symbols when working with a member of staff	<input type="checkbox"/> Greets familiar peers when asked to
<input type="checkbox"/> Gazes from one speaker to another	<input type="checkbox"/> Copies 10-20 words immediately (echoing)	<input type="checkbox"/> Communicates 'Hello' using words, signs, or symbols
<input type="checkbox"/> Imitates gestures or signs that a member of staff often uses	<input type="checkbox"/> Creates their own words (jargon) when communicating with others	<input type="checkbox"/> Says 'Bye-bye' to familiar people with consistent responses when the situation is appropriate
<input type="checkbox"/> Imitates words, signs, or symbols of 5 objects	<input type="checkbox"/> Demonstrates an interest in words through facial expressions when members of staff talk to them	<input type="checkbox"/> Communicates 'Yes' and 'No' using words, signs, or symbols appropriately
<input type="checkbox"/> Imitates words, signs, or symbols of 10 objects	<input type="checkbox"/> Greets familiar people with consistent responses when contact is initiated by themselves	<input type="checkbox"/> Creates long babbling sentences
<input type="checkbox"/> Imitates words, signs, or symbols of 20 objects	<input type="checkbox"/> Looks at the person talking to them	<input type="checkbox"/> Communicates with peers using words, gestures, or symbols
<input type="checkbox"/> Imitates words, signs, or symbols of 30 words		<input type="checkbox"/> Gives familiar people a name
<input type="checkbox"/> Imitates words, signs, or symbols of 50 words		<input type="checkbox"/> Momentarily maintains silence when another is talking
<input type="checkbox"/> Seeks recognition by means of eye contact when their name is mentioned		<input type="checkbox"/> Plays give-and-take games with little support
<input type="checkbox"/> Takes part in a 'conversation' with a member of staff		
<input type="checkbox"/> Understands 10 spoken words, signs, or symbols		

Name:

Started:..... Completed:.....

Fine Motor Skills

<input type="checkbox"/> Blows bubbles in water	<input type="checkbox"/> Puts rings on a stacker	<input type="checkbox"/> Removes clothes that are unfastened
<input type="checkbox"/> Drinks from a cup	<input type="checkbox"/> Releases an object to pass to another person	<input type="checkbox"/> Turn a screw toy to the right
<input type="checkbox"/> Manipulates a dial	<input type="checkbox"/> Screws and unscrews jar lids	<input type="checkbox"/> Turns doorknobs
<input type="checkbox"/> Builds a tower of seven bricks	<input type="checkbox"/> Takes the lid off to find an object placed in a container	<input type="checkbox"/> Brushes their teeth thoroughly only with supervision
<input type="checkbox"/> Demonstrates good pencil control	<input type="checkbox"/> Threads three large beads onto a string	<input type="checkbox"/> Flushes the toilet
<input type="checkbox"/> Scribbles in circles	<input type="checkbox"/> Scoops with a fork	<input type="checkbox"/> Throws a bean bag into a box
<input type="checkbox"/> Copies a circle	<input type="checkbox"/> Stabs with a fork	<input type="checkbox"/> Bounces a small ball once
<input type="checkbox"/> Imitates drawing circles and horizontal and vertical lines	<input type="checkbox"/> Attempts to serve themselves at the table, with spills	<input type="checkbox"/> Controls both hands simultaneously
<input type="checkbox"/> Unwraps a small object	<input type="checkbox"/> Draws a roughly straight line	<input type="checkbox"/> Chews and swallows a variety of textures
<input type="checkbox"/> Snips with scissors	<input type="checkbox"/> Holds an object with a tripod grip	<input type="checkbox"/> Rolls a rough ball in malleable material
<input type="checkbox"/> Produces a single bounce of a ball	<input type="checkbox"/> Puts the lid on a container	<input type="checkbox"/> Squeezes a ball, dough, etc.
<input type="checkbox"/> Puts large round pegs into peg board		<input type="checkbox"/> Turn a screw toy to the left

Name:

Started:..... Completed:.....

Gross Motor Skills

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| <input type="checkbox"/> Grabs their feet by lifting their legs up when lying on their back
<input type="checkbox"/> Holds large objects in two hands during periods of play
<input type="checkbox"/> Holds large objects in two hands when working with a member of staff
<input type="checkbox"/> Sits up with support when eating
<input type="checkbox"/> Sits without support when eating
<input type="checkbox"/> Maintains the equilibrium of their body posture during immobility | <input type="checkbox"/> Holds their head steady when eating
<input type="checkbox"/> Kicks their legs, stretching them out while lying on their stomach or back
<input type="checkbox"/> Maintains the equilibrium of their head during immobility, e.g. keeps their head stable on their neck
<input type="checkbox"/> Pushes down through their legs when their feet are on a firm surface
<input type="checkbox"/> Watches their own hands as they move towards an object | <input type="checkbox"/> Maintains the equilibrium of their body posture during movement
<input type="checkbox"/> Maintains the equilibrium of their head during movement, e.g. keeps their head stable on their neck
<input type="checkbox"/> Rolls from prone to supine position unaided (stomach to back)
<input type="checkbox"/> Rolls from supine to prone position unaided (back to stomach) |
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Name:

Started:..... Completed:.....

Cognitive

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| <input type="checkbox"/> Communicates surprise if familiar object fails to complete an action, e.g. make a noise when button is pressed | <input type="checkbox"/> Explores new objects willingly when offered by a familiar member of staff | <input type="checkbox"/> Pushes different shapes through matching holes when encouraged to do so by an adult |
| <input type="checkbox"/> Identifies family members by looking or pointing when given a photograph | <input type="checkbox"/> Explores objects by banging them when given appropriate items | <input type="checkbox"/> Puts different objects into containers when encouraged to do so by a member of staff |
| <input type="checkbox"/> Identifies family members by looking or pointing when they are present | <input type="checkbox"/> Explores objects by dropping them when given appropriate items | <input type="checkbox"/> Scribbles on paper with a pen/pencil/crayon to imitate others when working |
| <input type="checkbox"/> Interacts with a common object briefly when its name is spoken or signed | <input type="checkbox"/> Explores objects by scrunching them when given appropriate items | <input type="checkbox"/> Searches for appropriate clothing visually within a selection of two and with adult encouragement, when transitioning subjects |
| <input type="checkbox"/> Looks at their visual timetable with interest when it is placed in front of them | <input type="checkbox"/> Explores objects by shaking them when given appropriate items | <input type="checkbox"/> Searches for objects with their eyes/hands when they fall out of sight |
| <input type="checkbox"/> Responds to different environmental sounds appropriately when they are part of familiar routines, e.g. looks at the door when the bell goes | <input type="checkbox"/> Explores objects by sliding them when given appropriate items | <input type="checkbox"/> Tests the responses of members of staff by seeking attention before attempting new activities |
| <input type="checkbox"/> Anticipates the results of an action with excited mannerisms when a member of staff undertakes a known activity | <input type="checkbox"/> Explores objects by tearing them when given appropriate items | <input type="checkbox"/> Tests the responses of members of staff by seeking attention before attempting previously prohibited activities |
| <input type="checkbox"/> Applies a familiar action to a familiar cause-and-effect activity after a previous positive response | <input type="checkbox"/> Explores objects by throwing them when given appropriate items | <input type="checkbox"/> Understands the meaning of the word 'No!' by responding when it has been exclaimed by a member of staff |
| <input type="checkbox"/> Applies a new action to a familiar cause-and-effect activity after a previous negative response | <input type="checkbox"/> Explores objects using a variety of actions when provided with a wide range of items, e.g. squeezes a stress ball, rubs the flour around their tray, pulls skipping rope from an adult, etc. | <input type="checkbox"/> Recognises activities by reacting with excitement when provided with familiar activities |
| <input type="checkbox"/> Applies a familiar action to a new cause-and-effect activity to try and make it work | <input type="checkbox"/> Explores sound-making objects with enjoyment when provided with rattles, bean bags, xylophones, etc. | <input type="checkbox"/> Releases an object voluntarily when offered a new object |
| <input type="checkbox"/> Copies a member of staff building towers of three or four blocks when playing with bricks | <input type="checkbox"/> Identifies common objects by pointing/looking at them when they have been named | <input type="checkbox"/> Explores objects on a tray in front of them |
| <input type="checkbox"/> Copies a member of staff to knock down towers when playing with bricks | <input type="checkbox"/> Moves to their hands and knees from a sitting position when trying to reach an object/person | <input type="checkbox"/> Moves symbols on their timetable when it is placed in front of them |
| <input type="checkbox"/> Copies simple actions using their facial expressions | <input type="checkbox"/> Moves towards a member of staff to attract attention when not engaged in a task | <input type="checkbox"/> Performs actions by trial and improvement when experiencing failed attempts |
| <input type="checkbox"/> Explores facial expressions visually when working with others | <input type="checkbox"/> Pats a picture in a book to indicate recognition when a member of staff asks them to find a specific item | |

Name:

Started:..... Completed:.....

Awareness

- | | | |
|-----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Smiles with enjoyment when helped to bounce | <input type="checkbox"/> Demonstrates sadness through expressions and body language when people upset them | <input type="checkbox"/> Demonstrates sadness through expressions and body language when actions upset them |
| <input type="checkbox"/> Smiles with enjoyment when eating a preferred food | <input type="checkbox"/> Demonstrates surprise through expressions and body language when noises shock them | <input type="checkbox"/> Reacts negatively when intense movements stop, e.g. cries when rocking is stopped |
| <input type="checkbox"/> Smiles with enjoyment when helped to stand | <input type="checkbox"/> Demonstrates excitement through expressions and body language when people/actions meet their expectations | <input type="checkbox"/> Reacts excitedly to a change of environment when provided with familiar experiences |
| <input type="checkbox"/> Smiles at a familiar person when engaging in an activity | <input type="checkbox"/> Demonstrates surprise through expressions and body language when actions shock them | <input type="checkbox"/> Reacts excitedly to a change of environment when provided with new experiences |
| <input type="checkbox"/> Smiles or laughs at familiar individuals intentionally whilst playing | <input type="checkbox"/> Demonstrates contentment through expressions and body language when textures please them | <input type="checkbox"/> Reacts excitedly to a familiar voice when a member of staff initiates interaction |
| <input type="checkbox"/> Demonstrates anger through expressions and body language when people/actions frustrate them | <input type="checkbox"/> Demonstrates general happiness through consistent responses when presented with familiar experiences | <input type="checkbox"/> Reacts excitedly to an activity when provided with new experiences |
| <input type="checkbox"/> Demonstrates contentment through expressions and body language when people meet their expectations | | <input type="checkbox"/> Reacts excitedly to intense movements when being swung or rocked |
| <input type="checkbox"/> Demonstrates contentment through expressions and body language when people/actions please them | | |

Name:

Started:..... Completed:.....

Regulation

- | | | |
|--------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| <input type="checkbox"/> Calms after hearing voices when previously in a state of distress | <input type="checkbox"/> Calms after physical contact when previously in a state of distress | <input type="checkbox"/> Vocalises cooing noises intermittently when self-stimulating |
| <input type="checkbox"/> Brings their hands to their mouth when self-stimulating | <input type="checkbox"/> Calms at the sight of a reassuring presence when previously in a state of distress | <input type="checkbox"/> Vocalises gurgling noises intermittently when self-stimulating |
| <input type="checkbox"/> Calms after being changed when previously in a state of distress | <input type="checkbox"/> Calms with physical contact | <input type="checkbox"/> Reduces vocal activity with physical contact |
| <input type="checkbox"/> Calms after being fed when previously in a state of distress | <input type="checkbox"/> Vocalises 'raspberry' noises intermittently | <input type="checkbox"/> Idles for long periods of time when their needs are met |
| <input type="checkbox"/> Calms after being swaddled when previously in a state of distress | | |

Name:

Started:..... Completed:.....

Sensory

<input type="checkbox"/> Responds to gentle tickling	<input type="checkbox"/> Reacts to noises from others occasionally	<input type="checkbox"/> Reacts when their hands are touched with different textures
<input type="checkbox"/> Acknowledges auditory pleasure by brief responsive smiling when provided with enjoyable music/noises	<input type="checkbox"/> Reacts to sounds with an intermittent heightened expressive response when hearing familiar noises, e.g. blinks at a musical toy	<input type="checkbox"/> Grasps a variety of textures
<input type="checkbox"/> Acknowledges motion-based pleasure by brief responsive smiling when provided with enjoyable movement experiences	<input type="checkbox"/> Reacts to the absence of sound after a period of noise, with an intermittent heightened expressive response, e.g. turns head to look for sound	<input type="checkbox"/> Turns their head to search for stimuli when their cheek is brushed
<input type="checkbox"/> Acknowledges tactile pleasure by brief responsive smiling when provided with enjoyable physical experiences	<input type="checkbox"/> Reacts to physical touch with an intermittent heightened expressive response when experiencing physiotherapy or massage	<input type="checkbox"/> Grasps objects briefly when they are placed in their hand
<input type="checkbox"/> Acknowledges visual pleasure by brief responsive smiling when provided with enjoyable optical experiences	<input type="checkbox"/> Turns their head to search for stimuli when smells alert them to food out of sight	<input type="checkbox"/> Reacts briefly to a change in position
<input type="checkbox"/> Alerts to an unusual sound	<input type="checkbox"/> Turns their head to search for stimuli when sounds alert them to actions out of sight	<input type="checkbox"/> Reacts when their fingers are touched
<input type="checkbox"/> Demonstrates fondness for soft textures	<input type="checkbox"/> Reacts to unpleasant noise or sounds, e.g. turns head away, cries	<input type="checkbox"/> Reacts when their toes are touched
<input type="checkbox"/> Engages briefly with high-contrast patterns visually when in close range	<input type="checkbox"/> Reacts when their feet are touched with different textures	<input type="checkbox"/> Seeks out proprioceptive input, e.g. grinds jaw
<input type="checkbox"/> Likes a food consistently	<input type="checkbox"/> Holds objects with a variety of textures	<input type="checkbox"/> Reacts to deep pressure tactile stimulus
<input type="checkbox"/> Dislikes a food consistently		<input type="checkbox"/> Reacts to light pressure tactile stimulus
<input type="checkbox"/> Reacts to light with an intermittent heightened expressive response when positioned towards a light source		<input type="checkbox"/> Reacts to soft texture tactile stimulus
		<input type="checkbox"/> Reacts to rough texture tactile stimulus
		<input type="checkbox"/> Reacts to water with an intermittent heightened expressive response when in hydro/swimming pool



Want to find out more?

To find out how Connecting Steps can make a difference in your school, go to the website below to arrange a free online meeting. We can show you how Connecting Steps works, what frameworks are right for you, and the benefits to your school.

www.connectingsteps.com/meetings

Or get in touch with us...

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