

Name:

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

Responsiveness		
<input type="checkbox"/>	Blinks defensively	<input type="checkbox"/>
<input type="checkbox"/>	Calms after being changed when previously in a state of distress	<input type="checkbox"/>
<input type="checkbox"/>	Calms after being fed when previously in a state of distress	<input type="checkbox"/>
<input type="checkbox"/>	Calms after being swaddled when previously in a state of distress	<input type="checkbox"/>
<input type="checkbox"/>	Calms after hearing voices when previously in a state of distress	<input type="checkbox"/>
<input type="checkbox"/>	Calms after physical contact when previously in a state of distress	<input type="checkbox"/>
<input type="checkbox"/>	Calms at the sight of a reassuring presence when previously in a state of distress	<input type="checkbox"/>
<input type="checkbox"/>	Changes facial expressions incidentally during an interaction when engaged	<input type="checkbox"/>
<input type="checkbox"/>	Claps with hand-over-hand help	<input type="checkbox"/>
<input type="checkbox"/>	Demonstrates an awareness of sounds	<input type="checkbox"/>
<input type="checkbox"/>	Demonstrates a reflex response to their own sounds	<input type="checkbox"/>
<input type="checkbox"/>	Freezes momentarily upon hearing a new sound	<input type="checkbox"/>
<input type="checkbox"/>	Freezes momentarily upon hearing a quiet sound	<input type="checkbox"/>
<input type="checkbox"/>	Gives momentary attention to pictures put in front of them	<input type="checkbox"/>
<input type="checkbox"/>	Gives momentary attention to someone speaking close to them and in their direct line of vision (not consistent)	<input type="checkbox"/>
<input type="checkbox"/>	Glances at a face within 50 centimetres when it moves closer	<input type="checkbox"/>
<input type="checkbox"/>	Glances at light briefly when the source enters their field of vision	<input type="checkbox"/>
<input type="checkbox"/>	Glances at objects within 50 centimetres when the objects are moved closer	<input type="checkbox"/>
<input type="checkbox"/>	Glances at people within 2 metres when they are moving	<input type="checkbox"/>
<input type="checkbox"/>	Opens their eyes for brief periods of time when encountering stimulating events	<input type="checkbox"/>
<input type="checkbox"/>	Quietens after vocalising when they hear a sound	<input type="checkbox"/>
<input type="checkbox"/>	Quietens after vocalising when they hear a voice	<input type="checkbox"/>
<input type="checkbox"/>	Reacts to changes with an emotional response	<input type="checkbox"/>
<input type="checkbox"/>	Reacts to light with minor physiological changes when environmental lighting changes dramatically	<input type="checkbox"/>
<input type="checkbox"/>	Reacts to movement with minor physiological changes when objects or people move suddenly	<input type="checkbox"/>
<input type="checkbox"/>	Reacts to noise with minor physiological changes when the environmental volume changes suddenly	<input type="checkbox"/>
<input type="checkbox"/>	Reacts to pain and other unpleasant stimuli	<input type="checkbox"/>
<input type="checkbox"/>	Reacts to physical contact with minor physiological changes when their hands are touched	<input type="checkbox"/>
<input type="checkbox"/>	Reacts to some strong smells with minor physiological changes when potent odours are brought close	<input type="checkbox"/>
<input type="checkbox"/>	Reacts to temperature with minor physiological changes when moving from one extreme to another	<input type="checkbox"/>
<input type="checkbox"/>	Reacts to textures with minor physiological changes when feeling rough or smooth surfaces	<input type="checkbox"/>
<input type="checkbox"/>	Reacts to voices with minor physiological changes	<input type="checkbox"/>
<input type="checkbox"/>	Calms with physical contact	<input type="checkbox"/>
<input type="checkbox"/>	Reduces physical activity with physical contact	<input type="checkbox"/>
<input type="checkbox"/>	Reduces vocal activity with physical contact	<input type="checkbox"/>
<input type="checkbox"/>	Responds occasionally to a sound next to their ear, e.g. bell/click/whisper	<input type="checkbox"/>
<input type="checkbox"/>	Closes their hand when their palm is touched	<input type="checkbox"/>
<input type="checkbox"/>	Startles to a sudden change in light	<input type="checkbox"/>
<input type="checkbox"/>	Startles to sudden loud noises	<input type="checkbox"/>
<input type="checkbox"/>	Startles to sudden movement	<input type="checkbox"/>
<input type="checkbox"/>	Tenses or stills their muscles to a voice, sound or instrument	<input type="checkbox"/>
<input type="checkbox"/>	Vocalises 'raspberry' noises intermittently	<input type="checkbox"/>
<input type="checkbox"/>	Vocalises in response to pain or other unpleasant stimuli	<input type="checkbox"/>

Responsiveness: Assessment of responsiveness should evaluate any change in a pupil's behaviour that demonstrates he or she is being attentive to a new stimulus or reacting in a meaningful way. This type of assessment is important for establishing what differing stimuli motivate a pupil to pay attention. This is a prerequisite for learning. It is particularly relevant for assessing pupils with multiple sensory impairments who have reduced and/or atypical sensory awareness and perception.

Name:

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

Curiosity					
<input type="checkbox"/>	Acknowledges motion-based pleasure by brief responsive smiling when provided with enjoyable movement experiences	<input type="checkbox"/>	Attends briefly to items with their mouth when provided with suitable objects	<input type="checkbox"/>	Reacts to objects with an intermittent heightened expressive response when within their visual range
<input type="checkbox"/>	Acknowledges auditory pleasure by brief responsive smiling when provided with enjoyable music/noises	<input type="checkbox"/>	Focuses attention on moving faces intermittently when within their visual range	<input type="checkbox"/>	Reacts to physical touch with an intermittent heightened expressive response when experiencing physiotherapy or massage
<input type="checkbox"/>	Acknowledges tactile pleasure by brief responsive smiling when provided with enjoyable physical experiences	<input type="checkbox"/>	Focuses attention on moving objects intermittently when within their visual range	<input type="checkbox"/>	Reacts to repetition with an intermittent heightened expressive response when involved in familiar routines
<input type="checkbox"/>	Acknowledges visual pleasure by brief responsive smiling when provided with enjoyable optical experiences	<input type="checkbox"/>	Follows an object with their eyes briefly when it moves past midline	<input type="checkbox"/>	Reacts to social interaction with an intermittent heightened expressive response when a familiar person copies one of their actions
<input type="checkbox"/>	Anticipates being fed by opening their mouth when given familiar visual cues	<input type="checkbox"/>	Maintains attention on certain events for five seconds when alert and ready	<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"/>	Attends briefly to a change in the classroom environment when it happens within their field of vision	<input type="checkbox"/>	Maintains attention on certain objects for five seconds when alert and ready	<input type="checkbox"/>	Reacts to water with an intermittent heightened expressive response when in hydro/swimming pool
<input type="checkbox"/>	Gives intermittent reactions to the facial expressions of a familiar person during interactive play, e.g. sticks out tongue	<input type="checkbox"/>	Reaches for an object voluntarily with one hand	<input type="checkbox"/>	Reacts to well-known voices with an intermittent heightened expressive response when spoken to by a familiar person
<input type="checkbox"/>	Engages in an activity for three seconds with a familiar person	<input type="checkbox"/>	Reaches for an object voluntarily with one hand when playing with another person	<input type="checkbox"/>	Reacts to changes with facial gestures intermittently
<input type="checkbox"/>	Engages in an activity for five seconds with a familiar person	<input type="checkbox"/>	Reaches for an object with one hand when objects are within grasp	<input type="checkbox"/>	Turns their head to search for stimuli when sounds alert them to actions out of sight
<input type="checkbox"/>	Engages briefly with high-contrast patterns visually when in close range	<input type="checkbox"/>	Reacts to a range of new experiences with an intermittently heightened expressive response when prompted		
<input type="checkbox"/>	Attends briefly to their hands and fingers when not engaged with a member of staff	<input type="checkbox"/>	Reacts to the emotions in others' voices occasionally (responses may vary), e.g. smile, quieten, giggle, cry, etc.		
<input type="checkbox"/>	Attends briefly to their immediate environment intermittently with vision or grasp when not engaged with a member of staff	<input type="checkbox"/>	Reacts to light with an intermittent heightened expressive response when positioned towards a light source		

Curiosity: Assessment of curiosity demonstrates how a pupil is building on an initial reaction to a new stimulus, perhaps by reaching out or seeking the source of a new stimulus.

Name:

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

Investigation		
<input type="checkbox"/>	Applies potential solutions to problems systematically when attempting to resolve issues that affect them, e.g. looks nearby for their other shoe when one is missing, then further afield	<input type="checkbox"/>
<input type="checkbox"/>	Puts large pegs into a peg board	<input type="checkbox"/>
<input type="checkbox"/>	Dismantles an object	<input type="checkbox"/>
<input type="checkbox"/>	Experiments on an object using past activities as a basis, e.g. wants to see if an unfamiliar object floats or sinks after an activity testing other objects	<input type="checkbox"/>
<input type="checkbox"/>	Explores new things but still 'checks in' with a member of staff	<input type="checkbox"/>
<input type="checkbox"/>	Explores pages in books visually/haptically when working with a member of staff	<input type="checkbox"/>
<input type="checkbox"/>	Explores their environment inquisitively when working independently	<input type="checkbox"/>
<input type="checkbox"/>	Explores a range of natural objects	<input type="checkbox"/>
<input type="checkbox"/>	Expresses their independence by confidently exploring new surroundings when playing	<input type="checkbox"/>
<input type="checkbox"/>	Expresses their independence by confidently initiating activities when playing	<input type="checkbox"/>
<input type="checkbox"/>	Expresses their independence by confidently initiating conversation when playing	<input type="checkbox"/>
<input type="checkbox"/>	Indicates they wish to feel the texture	<input type="checkbox"/>
<input type="checkbox"/>	Knocks objects intentionally to make them move	<input type="checkbox"/>
<input type="checkbox"/>	Manipulates objects to make them move in different directions	<input type="checkbox"/>
<input type="checkbox"/>	Mixes substances in water and comments on what they see	<input type="checkbox"/>
<input type="checkbox"/>	Opens drawers	<input type="checkbox"/>
<input type="checkbox"/>	Picks objects off the floor to inspect them closely	<input type="checkbox"/>
<input type="checkbox"/>	Posts objects through holes when playing	<input type="checkbox"/>
<input type="checkbox"/>	Presses switches in random order to watch outcome, e.g. to activate lighting effects on a computer	<input type="checkbox"/>
<input type="checkbox"/>	Repeats an action in order to obtain a similar effect	<input type="checkbox"/>
<input type="checkbox"/>	Repeatedly undertakes an action to affect an outcome, e.g. hits a button multiple times	<input type="checkbox"/>
<input type="checkbox"/>	Requests to handle a new object	<input type="checkbox"/>
<input type="checkbox"/>	Returns to a new/unfamiliar object to further explore it	<input type="checkbox"/>
<input type="checkbox"/>	Shows an unknown object to a peer to see if they know what it is	<input type="checkbox"/>
<input type="checkbox"/>	Stays involved in an independent activity which interests them	<input type="checkbox"/>
<input type="checkbox"/>	Shows interest with an independent activity, e.g. requests to continue with an activity to find out more	<input type="checkbox"/>
<input type="checkbox"/>	Tests new/unfamiliar objects, e.g. through manipulation/squeezing	<input type="checkbox"/>
<input type="checkbox"/>	Turns a book around to look at pictures in different ways	<input type="checkbox"/>
<input type="checkbox"/>	Turns pages in a book when reading with a member of staff	<input type="checkbox"/>
<input type="checkbox"/>	Turns the pages of a book when looking at books independently	<input type="checkbox"/>
<input type="checkbox"/>	Touches a range of liquids with differing consistencies	<input type="checkbox"/>
<input type="checkbox"/>	Stretches, tears and squashes dough into rough shapes	<input type="checkbox"/>
<input type="checkbox"/>	Stops an activity to handle/view a new object	<input type="checkbox"/>
<input type="checkbox"/>	Searches for objects a member of staff has hidden	<input type="checkbox"/>
<input type="checkbox"/>	Searches for a sound source that has ceased	<input type="checkbox"/>
<input type="checkbox"/>	Reacts positively to a new activity when provided with new experiences	<input type="checkbox"/>
<input type="checkbox"/>	Presses buttons	<input type="checkbox"/>
<input type="checkbox"/>	Moves towards the object being discussed	<input type="checkbox"/>

Investigation: Assessment of investigation measures the extent to which a pupil is actively trying to find out more about an object or activity via prolonged, independent experimentation. This demonstrates a more advanced degree of autonomy than the other aspects of engagement and is important for ongoing learning.

Name:

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

Discovery		
<input type="checkbox"/>	Applies a new action to a familiar cause-and-effect activity after a previous negative response	<input type="checkbox"/>
<input type="checkbox"/>	Attends to changes pointed out by a member of staff in their environment aurally when transitioning from subject to subject	<input type="checkbox"/>
<input type="checkbox"/>	Attends to changes pointed out by a member of staff in their environment visually when transitioning from subject to subject	<input type="checkbox"/>
<input type="checkbox"/>	Engages in new activities willingly when offered them by a familiar member of staff	<input type="checkbox"/>
<input type="checkbox"/>	Explores objects by sliding them when given appropriate items	<input type="checkbox"/>
<input type="checkbox"/>	Explores new objects willingly when offered by a familiar member of staff	<input type="checkbox"/>
<input type="checkbox"/>	Explores objects by tearing them when given appropriate items	<input type="checkbox"/>
<input type="checkbox"/>	Explores objects by throwing them when given appropriate items	<input type="checkbox"/>
<input type="checkbox"/>	Indicates they wish to handle a new/unfamiliar object	<input type="checkbox"/>
<input type="checkbox"/>	Manipulates materials in increasingly complex ways when given intricate objects, e.g. turns penny-sized dials, pushes penny-sized buttons	<input type="checkbox"/>
<input type="checkbox"/>	Moves towards a new/unfamiliar object	<input type="checkbox"/>
<input type="checkbox"/>	Pats a picture in a book to indicate recognition when an a member of staff asks them to find a specific item	<input type="checkbox"/>
<input type="checkbox"/>	Picks up and looks at a new/unfamiliar object	<input type="checkbox"/>
<input type="checkbox"/>	Tracks different sensory stimuli briefly when provided with new stimuli	<input type="checkbox"/>
<input type="checkbox"/>	Tries a new food willingly when offered by a familiar member of staff	<input type="checkbox"/>
<input type="checkbox"/>	Explores objects by shaking them when given appropriate items	<input type="checkbox"/>
<input type="checkbox"/>	Explores objects by scrunching them when given appropriate items	<input type="checkbox"/>
<input type="checkbox"/>	Explores objects by dropping them when given appropriate items	<input type="checkbox"/>
<input type="checkbox"/>	Explores objects by banging them when given appropriate items	<input type="checkbox"/>
<input type="checkbox"/>	Applies a familiar action to a familiar cause-and-effect activity after a previous positive response	<input type="checkbox"/>
<input type="checkbox"/>	Applies a familiar action to a new cause-and-effect activity to try and make it work	<input type="checkbox"/>
<input type="checkbox"/>	Climbs up furniture tentatively when left to explore	<input type="checkbox"/>
<input type="checkbox"/>	Cruises around the room holding on to furniture whilst left to explore	<input type="checkbox"/>
<input type="checkbox"/>	Explores an object for five minutes when working co-actively	<input type="checkbox"/>
<input type="checkbox"/>	Explores an object for three minutes when working co-actively	<input type="checkbox"/>
<input type="checkbox"/>	Explores an activity for three minutes when working co-actively	<input type="checkbox"/>
<input type="checkbox"/>	Explores an activity for five minutes when working co-actively	<input type="checkbox"/>
<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"/>
<input type="checkbox"/>	Handles hot/cold objects with interest when provided with a variety of temperatures	<input type="checkbox"/>
<input type="checkbox"/>	Handles rough/soft objects with interest when provided with a variety of textures	<input type="checkbox"/>

Discovery: Assessment of discovery provides information about the changing ways in which a pupil interacts with, or responds to, a new stimulus, sometimes accompanied by expressions such as enjoyment and excitement. Curiosity and discovery are closely linked. At a more advanced point of development they both help to demonstrate a pupil's degree of interest in, and exploration of, activities and concepts. These both help to drive the acquisition of new knowledge and skills.

Name:

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

Anticipation		
<input type="checkbox"/> Anticipates being fed by opening their mouth when given familiar visual cues <input type="checkbox"/> Reacts to the arrival of a favourite person intermittently <input type="checkbox"/> Demonstrates an awareness of familiar faces through an intermittent heightened expressive response when interacting with a familiar person <input type="checkbox"/> Demonstrates recognition of familiar person by cessation of crying/agitation <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"/> Watches faces intermittently during interactions when a familiar person talks to them <input type="checkbox"/> Dislikes an event consistently when involved in familiar routines	<input type="checkbox"/> Dislikes an object consistently when involved in familiar routines <input type="checkbox"/> Likes an event consistently when involved in familiar routines <input type="checkbox"/> Likes an object consistently when involved in familiar routines <input type="checkbox"/> Maintains attention on certain events for five seconds when alert and ready <input type="checkbox"/> Maintains attention on certain objects for five seconds when alert and ready <input type="checkbox"/> Maintains attention on certain voices for five seconds when alert and ready <input type="checkbox"/> Reacts negatively when something unexpected happens <input type="checkbox"/> Reacts to a familiar object with an intermittent heightened expressive response <input type="checkbox"/> Reacts to repetition with an intermittent heightened expressive response when involved in familiar routines	<input type="checkbox"/> Reacts to the emotions in others' voices occasionally (responses may vary), e.g. smile, quieten, giggle, cry, etc. <input type="checkbox"/> Anticipates feeding by opening mouth when given familiar auditory cues <input type="checkbox"/> Demonstrates a negative reaction when attention is withdrawn <input type="checkbox"/> Demonstrates a negative reaction when food is withdrawn/finished <input type="checkbox"/> Demonstrates a positive reaction to attention received <input type="checkbox"/> Demonstrates a positive reaction to the appearance of food <input type="checkbox"/> Indicates a preference by reacting positively to the start of favourite music <input type="checkbox"/> Stills to a familiar voice

Anticipation: Assessment of anticipation should demonstrate whether a pupil is able to predict, expect or associate a particular stimulus with an event. This is important for measuring a pupil's concept of cause and effect.

Name:

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

Persistence					
<input type="checkbox"/>	Applies a familiar action to a familiar cause-and-effect activity after a previous positive response	<input type="checkbox"/>	Explores an activity for three minutes when working co-actively	<input type="checkbox"/>	Performs actions by trial and improvement when experiencing failed attempts
<input type="checkbox"/>	Applies a familiar action to a new cause-and-effect activity to try and make it work	<input type="checkbox"/>	Explores an activity for five minutes when working co-actively	<input type="checkbox"/>	Pushes different shapes through matching holes when encouraged to do so by an adult
<input type="checkbox"/>	Applies a new action to a familiar cause-and-effect activity after a previous negative response	<input type="checkbox"/>	Explores an object for five minutes when working co-actively	<input type="checkbox"/>	Puts different objects into containers when encouraged to do so by an adult
<input type="checkbox"/>	Concentrates on a task for three minutes when working independently	<input type="checkbox"/>	Explores an object for three minutes when working co-actively	<input type="checkbox"/>	Requests "more" of an action or object in their chosen form of communication
<input type="checkbox"/>	Concentrates on a task for five minutes when working independently	<input type="checkbox"/>	Explores new objects willingly when offered by a familiar member of staff	<input type="checkbox"/>	Responds to activities consistently when they frequently undertake them over extended periods of time
<input type="checkbox"/>	Copies a member of staff building towers of three or four blocks when playing with bricks	<input type="checkbox"/>	Explores sound-making objects with enjoyment when provided with rattles, bean bags, xylophones, etc.	<input type="checkbox"/>	Searches for appropriate clothing visually within a selection of two and with adult encouragement, when transitioning subjects
<input type="checkbox"/>	Copies a member of staff to knock down towers when playing with bricks	<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"/>	Searches for objects with their eyes/hands when they fall out of sight
<input type="checkbox"/>	Engages in new activities willingly when offered them by a familiar member of staff	<input type="checkbox"/>	Maintains interest in pictures for a minute while the content is named	<input type="checkbox"/>	Shows an interest in books when 'reading' with a member of staff
		<input type="checkbox"/>	Observes events with interest when they are the result of their own actions	<input type="checkbox"/>	Tracks different sensory stimuli briefly when provided with new stimuli

Persistence: Assessment of persistence measures the extent to which a pupil is sustaining attention towards a particular item or action and is therefore beginning to develop conceptual understanding. The ability to sustain attention is important for maintaining an activity long enough to develop the learning associated with it and for consolidating that learning.

Name:

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

Initiation					
<input type="checkbox"/>	Asks questions about a new or unfamiliar object	<input type="checkbox"/>	Explores sounds they can make with instruments	<input type="checkbox"/>	Puts large round pegs into peg board
<input type="checkbox"/>	Compares objects when investigating which interests them more	<input type="checkbox"/>	Explores unfamiliar equipment independently	<input type="checkbox"/>	Puts rings on a stacker
<input type="checkbox"/>	Demonstrates an interest in another's play and will join in	<input type="checkbox"/>	Goes to find an object being discussed	<input type="checkbox"/>	Requests information about a new activity/object/event
<input type="checkbox"/>	Demonstrates an understanding of how electronic toys work, e.g. pushes buttons to make a car move forward	<input type="checkbox"/>	Interacts logically with a new/unfamiliar object, e.g. presses a button on a new object expecting it to make a noise	<input type="checkbox"/>	Responds to moving parts, e.g. by manipulating them without being asked
<input type="checkbox"/>	Demonstrates an understanding of how mechanical toys work, e.g. winds up a car to make it move	<input type="checkbox"/>	Investigates what they can do to make something happen, e.g. keeping a balloon in the air	<input type="checkbox"/>	Responds to a new/unknown object, e.g. by manipulation
<input type="checkbox"/>	Drops a ball to watch it bounce	<input type="checkbox"/>	Listens for the answers to questions	<input type="checkbox"/>	Responds to something new with questions
<input type="checkbox"/>	Drops items into water to see if they float/sink	<input type="checkbox"/>	Looks at others to see their response, e.g. to a noise	<input type="checkbox"/>	Rolls a ball to knock down objects
<input type="checkbox"/>	Examines parts of familiar objects up close	<input type="checkbox"/>	Manipulates a dial	<input type="checkbox"/>	Screws and unscrews jar lids
<input type="checkbox"/>	Experiments with the use of tools with dough	<input type="checkbox"/>	Manipulates an object in their hand to find out properties	<input type="checkbox"/>	Selects different objects to try to balance on top of one another
<input type="checkbox"/>	Explores an activity/object for up to ten minutes	<input type="checkbox"/>	Mixes different paint colours and observes the change	<input type="checkbox"/>	Stacks three rings in size order
<input type="checkbox"/>	Explores items to find those which adhere to a specific property, e.g. objects that can bend	<input type="checkbox"/>	Pulls, pushes or spins an object to see how it moves	<input type="checkbox"/>	Suggests what to do with an object they have not seen before after examining it
<input type="checkbox"/>	Explores a new environment, away from members of staff	<input type="checkbox"/>	Opens door	<input type="checkbox"/>	Tests containers to find a suitable one for a task
		<input type="checkbox"/>	Presses a switch at a particular point to achieve a desired result	<input type="checkbox"/>	Tests out new ideas through discussion with themselves
				<input type="checkbox"/>	Uses discussion with themselves to work out problems
				<input type="checkbox"/>	Wants to share what they have found out

Initiation: Assessment of initiation demonstrates the different ways, and extent to which, a pupil investigates an activity or stimulus in order to bring about a desired outcome. It is an important part of developing the autonomy required for more advanced cognitive development and learning.

Name:

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

Expressive Communication		
<input type="checkbox"/>	Attempts to copy facial expressions	<input type="checkbox"/>
<input type="checkbox"/>	Babbles using consonant sounds when a member of staff initiates interaction, e.g. "Guh", "Kah", "Huh", etc.	<input type="checkbox"/>
<input type="checkbox"/>	Babbles using vowel-consonant-vowel/double syllable sounds when a member of staff initiates interaction, e.g. "Ag-ah", "Um-ah", etc.	<input type="checkbox"/>
<input type="checkbox"/>	Babbles in a speech-like way when a member of staff initiates interaction	<input type="checkbox"/>
<input type="checkbox"/>	Demonstrates anger through expressions and body language when people/actions frustrate them	<input type="checkbox"/>
<input type="checkbox"/>	Demonstrates contentment through expressions and body language when people/actions please them	<input type="checkbox"/>
<input type="checkbox"/>	Demonstrates excitement through expressions and body language when people/actions meet their expectations	<input type="checkbox"/>
<input type="checkbox"/>	Demonstrates general happiness through consistent responses when presented with familiar experiences	<input type="checkbox"/>
<input type="checkbox"/>	Demonstrates sadness through expressions and body language when actions upset them	<input type="checkbox"/>
<input type="checkbox"/>	Demonstrates sadness through expressions and body language when people upset them	<input type="checkbox"/>
<input type="checkbox"/>	Demonstrates surprise through expressions and body language when actions shock them	<input type="checkbox"/>
<input type="checkbox"/>	Demonstrates surprise through expressions and body language when people shock them	<input type="checkbox"/>
<input type="checkbox"/>	Expresses eagerness vocally or physically when presented with a familiar activity	<input type="checkbox"/>
<input type="checkbox"/>	Expresses eagerness vocally or physically when presented with a familiar object	<input type="checkbox"/>
<input type="checkbox"/>	Expresses eagerness vocally or physically when presented with a familiar person	<input type="checkbox"/>
<input type="checkbox"/>	Gestures for physical contact by raising their arms towards a member of staff when they are upset or happy	<input type="checkbox"/>
<input type="checkbox"/>	Imitates sounds in their own manner when interacting with a familiar member of staff or more able peer	<input type="checkbox"/>
<input type="checkbox"/>	Initiates communication with familiar members of staff when seeking attention	<input type="checkbox"/>
<input type="checkbox"/>	Initiates vocal play by chuckling when not engaged with a member of staff	<input type="checkbox"/>
<input type="checkbox"/>	Initiates vocal play by cooing when not engaged with a member of staff	<input type="checkbox"/>
<input type="checkbox"/>	Initiates vocal play by gurgling when not engaged with a member of staff	<input type="checkbox"/>
<input type="checkbox"/>	Makes sounds to a member of staff when engaging in an activity	<input type="checkbox"/>
<input type="checkbox"/>	Protests through facial expression or vocalisation when a desired activity stops or an object is removed by a member of staff	<input type="checkbox"/>
<input type="checkbox"/>	Reacts excitedly to a change of environment when provided with new experiences	<input type="checkbox"/>
<input type="checkbox"/>	Reacts excitedly to a familiar voice when a member of staff initiates interaction	<input type="checkbox"/>
<input type="checkbox"/>	Reacts excitedly to an activity when provided with new experiences	<input type="checkbox"/>
<input type="checkbox"/>	Reacts excitedly to intense movements when being swung or rocked	<input type="checkbox"/>
<input type="checkbox"/>	Reacts excitedly to music when sung to by a member of staff	<input type="checkbox"/>
<input type="checkbox"/>	Reacts excitedly to texture, showing signs when offered a variety of tactile experiences	<input type="checkbox"/>
<input type="checkbox"/>	Shows preferences by pointing/gesturing when provided with both a favoured and a disliked option	<input type="checkbox"/>
<input type="checkbox"/>	Smiles or laughs at familiar individuals intentionally whilst playing	<input type="checkbox"/>
<input type="checkbox"/>	Smiles with enjoyment when helped to bounce	<input type="checkbox"/>
<input type="checkbox"/>	Smiles with enjoyment when helped to stand	<input type="checkbox"/>
<input type="checkbox"/>	Vocalises to a member of staff in different ways when experiencing different needs	<input type="checkbox"/>

Expressive Communication: Assessment of Expressive Communication measures intentional and pre-intentional patterns of behaviour and communication which help the pupil get their needs met.

Name:

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

Receptive Communication					
<input type="checkbox"/>	Acknowledges their own name by stopping and facing the sound when they hear it spoken	<input type="checkbox"/>	Imitates the expressions of others during interactive play	<input type="checkbox"/>	Responds to familiar peers consistently when interacting with them
<input type="checkbox"/>	Acknowledges very quiet noises, e.g. when a member of staff whispers to them	<input type="checkbox"/>	Imitates hand-clapping with little support when clapping in a group	<input type="checkbox"/>	Responds to frequently used words or signs appropriately when used in appropriate context, e.g. "All gone", "Bye-bye", etc.
<input type="checkbox"/>	Anticipates a routine demonstrating an expectation of familiar actions when given a visual cue	<input type="checkbox"/>	Imitates specific sounds with some accuracy when communicating with a member of staff	<input type="checkbox"/>	Responds to other people's emotions with an emotional response
<input type="checkbox"/>	Anticipates a routine demonstrating an expectation of familiar actions when given an auditory cue	<input type="checkbox"/>	Listens to a member of staff briefly when they are spoken to	<input type="checkbox"/>	Responds to physical contact with happy facial expressions when playing with others
<input type="checkbox"/>	Anticipates outcomes with enthusiastic reactions when playing social games, e.g. peek-a-boo, pat-a-cake, etc.	<input type="checkbox"/>	Looks at peer to acknowledge them when familiar people's names are spoken	<input type="checkbox"/>	Responds to praise with positive facial expressions when successfully completing a task
<input type="checkbox"/>	Communicates with a member of staff by taking turns when engaged in conversation	<input type="checkbox"/>	Looks at their visual timetable with interest when it is placed in front of them	<input type="checkbox"/>	Responds to the words "You", "Yours", "Me", and "Mine" appropriately when in conversation with an adult
<input type="checkbox"/>	Copies speech actions by mimicking others' hand gestures when communicating	<input type="checkbox"/>	Maintains interest in pictures for a minute while the content is named	<input type="checkbox"/>	Stops and faces environmental sounds
<input type="checkbox"/>	Copies speech actions by mimicking others' mouth movements when communicating	<input type="checkbox"/>	Moves to music rhythmically when songs are sung in class	<input type="checkbox"/>	Tracks a smell until it moves out of range when odours are passed in front of them
<input type="checkbox"/>	Copies speech sounds by mimicking others' intonation when communicating	<input type="checkbox"/>	Pats a picture in a book to indicate recognition when an a member of staff asks them to find a specific item	<input type="checkbox"/>	Tracks a sound until it moves out of range when noise-making objects are passed in front of them
<input type="checkbox"/>	Follows a simple instruction when accompanied by gestures and context (not consistently)	<input type="checkbox"/>	Reacts to familiar words with a heightened expressive response	<input type="checkbox"/>	Tracks an object/event until it moves out of range when it is moved around quickly
<input type="checkbox"/>	Identifies common objects by pointing/looking at them when they have been named	<input type="checkbox"/>	Reacts to the question "More?" with a heightened expressive response when offered continuation of an activity	<input type="checkbox"/>	Tracks different sensory stimuli briefly when provided with new stimuli
<input type="checkbox"/>	Identifies family members by looking or pointing when given a photograph	<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"/>	Tracks light until it moves out of range when patterns move around quickly in the sensory room
<input type="checkbox"/>	Identifies family members by looking or pointing when they are present	<input type="checkbox"/>	Responds to familiar members of staff consistently when interacting with them	<input type="checkbox"/>	Tracks people until they move out of range when they travel past quickly
				<input type="checkbox"/>	Understands the meaning of the word "No!" by responding when it has been exclaimed by a member of staff

Receptive Communication: Assessment of Receptive Communication measures the extent to which a pupil comprehends simple verbal, symbolic and body language.

Name:

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

Social Affection

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Calms after hearing voices when previously in a state of distress                  | <input type="checkbox"/> Cries to express their needs when in a state of pain or discomfort                       | <input type="checkbox"/> Reduces vocal activity with physical contact  |
| <input type="checkbox"/> Calms after physical contact when previously in a state of distress                | <input type="checkbox"/> Quietens after vocalising when they hear a voice   | <input type="checkbox"/> Responds occasionally to a sound next to their ear, e.g. bell/click/whisper                                     |
| <input type="checkbox"/> Calms at the sight of a reassuring presence when previously in a state of distress | <input type="checkbox"/> Reacts to physical contact with minor physiological changes when their hands are touched | <input type="checkbox"/> Gives momentary attention to people in front of them  |
| <input type="checkbox"/> Changes facial expressions incidentally during an interaction when engaged         | <input type="checkbox"/> Reacts to voices with minor physiological changes  | <input type="checkbox"/> Calms after being fed when previously in a state of distress  |
| <input type="checkbox"/> Co-operates physically during familiar routines                                    | <input type="checkbox"/> Calms with physical contact  | <input type="checkbox"/> Gives momentary attention to someone speaking close to them and in their direct line of vision (not consistent) |
| <input type="checkbox"/> Cries to express their needs when in a state of hunger                             | <input type="checkbox"/> Reduces physical activity with physical contact  | <input type="checkbox"/> Shows they have had enough food or drink, e.g. turning head away  |

Social Affection: Assessment of Social Affection measures the extent to which an individual uses the skills required in order to be able to get their needs met, co-operate with others and share understanding in their environment.

Name:

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

Emotional Affection		
<input type="checkbox"/>	Accepts assistance to overcome frustration	<input type="checkbox"/>
<input type="checkbox"/>	Accepts help	<input type="checkbox"/>
<input type="checkbox"/>	Accepts the word "No" in some situations	<input type="checkbox"/>
<input type="checkbox"/>	Acts confidently near familiar members of staff	<input type="checkbox"/>
<input type="checkbox"/>	Develops a sustained attachment to a toy or object	<input type="checkbox"/>
<input type="checkbox"/>	Begins to modify frustrated behaviour	<input type="checkbox"/>
<input type="checkbox"/>	Calms down and returns to an activity when a problem is resolved	<input type="checkbox"/>
<input type="checkbox"/>	Cares for the classroom pets or plants	<input type="checkbox"/>
<input type="checkbox"/>	Cheers or claps the achievements of others	<input type="checkbox"/>
<input type="checkbox"/>	Combines sounds and gestures to indicate a need	<input type="checkbox"/>
<input type="checkbox"/>	Communicates "Me" and "Mine" to identify possession when familiar people are introduced/taken away	<input type="checkbox"/>
<input type="checkbox"/>	Communicates "Me" and "Mine" to identify possession when objects are introduced/taken away	<input type="checkbox"/>
<input type="checkbox"/>	Communicates about an issue that affects them	<input type="checkbox"/>
<input type="checkbox"/>	Communicates what is special or important to them	<input type="checkbox"/>
<input type="checkbox"/>	Demands constant mothering	<input type="checkbox"/>
<input type="checkbox"/>	Demonstrates an awareness of other people's feelings	<input type="checkbox"/>
<input type="checkbox"/>	Demonstrates concern for a peer	<input type="checkbox"/>
<input type="checkbox"/>	Demonstrates an understanding of their own individuality	<input type="checkbox"/>
<input type="checkbox"/>	Demonstrates social emotions, e.g. sympathy for someone who is hurt	<input type="checkbox"/>
<input type="checkbox"/>	Explores new things but still 'checks in' with a member of staff	<input type="checkbox"/>
<input type="checkbox"/>	Expresses anger at another person	<input type="checkbox"/>
<input type="checkbox"/>	Expresses happiness with another person	<input type="checkbox"/>
<input type="checkbox"/>	Expresses pleasure at their work	<input type="checkbox"/>
<input type="checkbox"/>	Expresses their independence by confidently exploring new surroundings when playing	<input type="checkbox"/>
<input type="checkbox"/>	Expresses their independence by confidently initiating activities when playing	<input type="checkbox"/>
<input type="checkbox"/>	Expresses their independence by confidently initiating conversation when playing	<input type="checkbox"/>
<input type="checkbox"/>	Indicates what has caused them to be upset	<input type="checkbox"/>
<input type="checkbox"/>	Looks to a member of staff for support	<input type="checkbox"/>
<input type="checkbox"/>	Makes their feelings known to a member of staff	<input type="checkbox"/>
<input type="checkbox"/>	Modifies their anger response with assistance	<input type="checkbox"/>
<input type="checkbox"/>	Protects themselves and their individuality with 'defiant behaviour'	<input type="checkbox"/>
<input type="checkbox"/>	Reacts to others, showing jealousy when members of staff give attention to others	<input type="checkbox"/>
<input type="checkbox"/>	Recognises self in mirror	<input type="checkbox"/>
<input type="checkbox"/>	Responds to criticism	<input type="checkbox"/>
<input type="checkbox"/>	Responds to distraction when frustrated	<input type="checkbox"/>
<input type="checkbox"/>	Responds to music by vocalising	<input type="checkbox"/>
<input type="checkbox"/>	Responds to praise by repeating an action	<input type="checkbox"/>
<input type="checkbox"/>	Returns to a favourite activity	<input type="checkbox"/>
<input type="checkbox"/>	Shows frustration at unexpected occurrences	<input type="checkbox"/>
<input type="checkbox"/>	Shows intense mood swings, from dependence to independence, eagerness to irritation, co-operation to resistance	<input type="checkbox"/>
<input type="checkbox"/>	Shows some restraint when told to leave an enjoyable activity	<input type="checkbox"/>
<input type="checkbox"/>	Shows work with pride	<input type="checkbox"/>
<input type="checkbox"/>	Shows when they have had enough of an activity	<input type="checkbox"/>
<input type="checkbox"/>	Throws objects in frustration when angry	<input type="checkbox"/>
<input type="checkbox"/>	Tries to establish themselves as a member of a social group	<input type="checkbox"/>

Assessment of Emotional Affection measures the extent to which an individual uses the skills required in order to recognise their own feelings, control some behaviours and demonstrate their own emotions.

Name:

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

Visual		
<input type="checkbox"/>	Blinks defensively	<input type="checkbox"/>
<input type="checkbox"/>	Glances at light briefly when the source enters their field of vision	<input type="checkbox"/>
<input type="checkbox"/>	Calms at the sight of a reassuring presence when previously in a state of distress	<input type="checkbox"/>
<input type="checkbox"/>	Glances at objects within 50 centimetres when the objects are moved closer	<input type="checkbox"/>
<input type="checkbox"/>	Glances at people within 2 metres when they are moving	<input type="checkbox"/>
<input type="checkbox"/>	Gives momentary attention to pictures put in front of them	<input type="checkbox"/>
<input type="checkbox"/>	Gives momentary attention to someone speaking close to them and in their direct line of vision (not consistent)	<input type="checkbox"/>
<input type="checkbox"/>	Demonstrates reflex responses when not engaged with others, e.g. movement of mouth muscles	<input type="checkbox"/>
<input type="checkbox"/>	Glances at a face within 50 centimetres when it moves closer	<input type="checkbox"/>
<input type="checkbox"/>	Opens their eyes for brief periods of time when encountering stimulating events	<input type="checkbox"/>
<input type="checkbox"/>	Reacts to light with minor physiological changes when environmental lighting changes dramatically	<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"/>
	Startles to sudden movement	<input type="checkbox"/>
	Shifts gaze	<input type="checkbox"/>

Assessment of Visual Sensory Operation measures the extent to which a pupil reacts to the sensation and perception of light.

Name:

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

Auditory		
<input type="checkbox"/> Acknowledges their own name by stopping and facing the sound when they hear it spoken	<input type="checkbox"/> Communicates with a member of staff by taking turns when engaged in conversation	<input type="checkbox"/> Reacts to the question "More?" with a heightened expressive response when offered continuation of an activity
<input type="checkbox"/> Acknowledges very quiet noises, e.g. when a member of staff whispers to them	<input type="checkbox"/> Copies speech sounds by mimicking others' intonation when communicating	<input type="checkbox"/> Recites their name to another person when greeting them
<input type="checkbox"/> Anticipates a routine demonstrating an expectation of familiar actions when given an auditory cue	<input type="checkbox"/> Explores sound-making objects with enjoyment when provided with rattles, bean bags, xylophones, etc.	<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"/> Attends to changes pointed out by a member of staff in their environment aurally when transitioning from subject to subject	<input type="checkbox"/> Imitates the sounds of others during interactive play	<input type="checkbox"/> Stops and faces environmental sounds
<input type="checkbox"/> Babbles a range of syllables regularly when vocalising to themselves or others, e.g. "Mmm", "Tuh", "Waa", etc.	<input type="checkbox"/> Imitates specific sounds with some accuracy when communicating with a member of staff	<input type="checkbox"/> Tracks a sound until it moves out of range when noise-making objects are passed in front of them
<input type="checkbox"/> Babbles repetitive sounds regularly when vocalising to themselves or others, e.g. "Ba-ba-ba"	<input type="checkbox"/> Listens to a member of staff briefly when they are spoken to	<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"/> Babbles tunefully using musical tones when vocalising to themselves or others	<input type="checkbox"/> Listens with enjoyment when vocalising to themselves	<input type="checkbox"/> Verbalises "Mama", "Dada" and one or two other words mostly coherently
<input type="checkbox"/> Babbles two or three words repeatedly when playing	<input type="checkbox"/> Moves to music rhythmically when songs are sung in class	<input type="checkbox"/> Vocalises to music melodically when songs are sung in class
	<input type="checkbox"/> Moves to music with enjoyment when familiar songs are played	
	<input type="checkbox"/> Reacts to familiar words with a heightened expressive response	

Assessment of Auditory Sensory Operation measures the extent to which a pupil reacts to the sensation and perception of sound.

Name:

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

Tactile		
<input type="checkbox"/> Attempts to grab objects of interest using a raking motion	<input type="checkbox"/> Gestures for physical contact by raising their arms towards a member of staff when they are upset or happy	<input type="checkbox"/> Reacts excitedly to texture, showing signs when offered a variety of tactile experiences
<input type="checkbox"/> Demonstrates contentment through expressions and body language when textures please them	<input type="checkbox"/> Grabs their feet by their lifting legs up when lying on their back	<input type="checkbox"/> Rolls from prone to supine position unaided (stomach to back)
<input type="checkbox"/> Engages in tactile activities by keeping their hand on/in a substance when being prompted to do so	<input type="checkbox"/> Holds large objects in two hands during periods of play	<input type="checkbox"/> Rolls from supine to prone position unaided (back to stomach)
<input type="checkbox"/> Explores a desired object with their hands for up to 10 seconds when provided with a variety of objects	<input type="checkbox"/> Holds objects with either hand using a palmar grasp when engaging in exploration	<input type="checkbox"/> Touches a variety of textures with any part of the skin without demonstrating defensive behaviour
<input type="checkbox"/> Explores a desired object with their mouth for up to 10 seconds when provided with a variety of objects	<input type="checkbox"/> Indicates a preference for specific textures by moving their hand from one to another when working with a member of staff	<input type="checkbox"/> Transfers food from side to side of their mouth
<input type="checkbox"/> Explores their own limbs for two minutes	<input type="checkbox"/> Kicks their legs, stretching them out while lying on their stomach or back	<input type="checkbox"/> Transfers from one hand to another using a palmar grasp when engaging in exploration
	<input type="checkbox"/> Pushes down through their legs when their feet are on a firm surface	<input type="checkbox"/> Smiles with enjoyment when helped to stand

Assessment of Tactile Sensory Operation measures the extent to which a pupil reacts to the sensation and perception of touch.

Name:

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

Olfactory/Gustatory					
<input type="checkbox"/>	Attempts to serve themselves at the table, with spills	<input type="checkbox"/>	Comments on the obvious changes in food they have helped prepare, e.g. soft before and hard after cooking	<input type="checkbox"/>	Scoops with a fork
<input type="checkbox"/>	Communicates about the textures of the food they are eating	<input type="checkbox"/>	Communicates what they would like to eat	<input type="checkbox"/>	Stabs with a fork
<input type="checkbox"/>	Chews food appropriately	<input type="checkbox"/>	Expresses likes and dislikes when offered different smells	<input type="checkbox"/>	Copes with most foods offered as part of a typical meal
<input type="checkbox"/>	Demonstrates curiosity in new foods	<input type="checkbox"/>	Identifies food by type, e.g. a bourbon will taste like a biscuit	<input type="checkbox"/>	Chooses to sit with a specific person at meal time
<input type="checkbox"/>	Demonstrates pleasure in food they have helped to prepare	<input type="checkbox"/>	Makes a choice based on what is offered	<input type="checkbox"/>	Compares their food with another person's, commenting on the differences
<input type="checkbox"/>	Demonstrates obvious enthusiasm when offered a favourite food	<input type="checkbox"/>	Responds to prompting to finishing food or continuing eating	<input type="checkbox"/>	Undertakes the correct action when asked to taste something
<input type="checkbox"/>	Eats and swallows only edible substances	<input type="checkbox"/>	Sits at the table for a meal	<input type="checkbox"/>	Undertakes the correct action when asked to smell something
<input type="checkbox"/>	Drinks from a cup			<input type="checkbox"/>	Chews and swallows a variety of textures

Assessment of Olfactory/Gustatory Sensory Operation measures the extent to which a pupil reacts to the sensation and perception of taste.

Name:

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

Vestibular

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Attempts to walk along a line                      | <input type="checkbox"/> Jumps sideways with feet together                   | <input type="checkbox"/> Runs and stops suddenly without falling                               |
| <input type="checkbox"/> Balances on each foot for three seconds            | <input type="checkbox"/> Jumps up and down on the spot with feet together    | <input type="checkbox"/> Runs freely, avoiding large obstacles                                 |
| <input type="checkbox"/> Hops on one foot although they may be unsteady     | <input type="checkbox"/> Kicks a ball but lacks direction                    | <input type="checkbox"/> Runs with good co-ordination  |
| <input type="checkbox"/> Begins to pedal a tricycle and propel ride-on toys | <input type="checkbox"/> Kicks a ball without loss of balance                | <input type="checkbox"/> Stands on their tiptoes   |
| <input type="checkbox"/> Changes their speed of movement                    | <input type="checkbox"/> Kicks their legs on their front or back in the pool | <input type="checkbox"/> Steps down a kerb with confidence                                     |
| <input type="checkbox"/> Climbs on and off objects                          | <input type="checkbox"/> Makes a sharp turn when running                     | <input type="checkbox"/> Selects and implements arm movements when dancing                     |
| <input type="checkbox"/> Climbs over objects                                | <input type="checkbox"/> Moves a ball along a simple course                  | <input type="checkbox"/> Walks along a wide bench with assistance                              |
| <input type="checkbox"/> Crawls through a tunnel                            | <input type="checkbox"/> Moves downstairs on their bottom                    | <input type="checkbox"/> Walks downstairs using a handrail - two feet per step                 |
| <input type="checkbox"/> Creeps on their toes                               | <input type="checkbox"/> Moves towards an object independently in the water  | <input type="checkbox"/> Walks up a set of stairs using a handrail, using alternate feet       |
| <input type="checkbox"/> Floats on their back in water using a swimming aid | <input type="checkbox"/> Moves safely within the space available             | <input type="checkbox"/> Walks up a set of stairs without using a handrail, two feet to a step |
| <input type="checkbox"/> Goes down stairs with hand support on the railing  | <input type="checkbox"/> Picks objects off the floor without losing balance  | <input type="checkbox"/> Walks up and downstairs, alternating their feet on each step          |
| <input type="checkbox"/> Jumps forwards with feet together                  | <input type="checkbox"/> Propels themselves around the pool                  | <input type="checkbox"/> Walks, stops and turns without losing balance                         |
| <input type="checkbox"/> Jumps over an obstacle whilst running              | <input type="checkbox"/> Squats and rises without using hands                |  |
| <input type="checkbox"/> Jumps backwards with feet together                 | <input type="checkbox"/> Pulls an object whilst walking backwards            |  |

Assessment of Vestibular Sensory Operation measures the extent to which a pupil reacts to the sensation and perception of balance and motion.

Name:

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

Proprioceptive		
<input type="checkbox"/> Catches themselves by grabbing people or furniture when they lose balance	<input type="checkbox"/> Imitates the actions of others during interactive play	<input type="checkbox"/> Moves towards a member of staff to attract attention when not engaged in a task
<input type="checkbox"/> Demonstrates growing eye and hand function, e.g. focuses on, reaches for and grasps objects	<input type="checkbox"/> Imitates the expressions of others during interactive play	<input type="checkbox"/> Passes an object with their hands when they have been prompted by a member of staff
<input type="checkbox"/> Demonstrates growing hand-to-hand co-ordination, e.g. clapping, passing a cup from one hand to the other	<input type="checkbox"/> Imitates the sounds of others during interactive play	<input type="checkbox"/> Picks objects off the floor when holding furniture for support
<input type="checkbox"/> Explores objects by scrunching them when given appropriate items	<input type="checkbox"/> Looks at events by pushing up on their arms/lifting head when lying on their stomach	<input type="checkbox"/> Picks up small objects securely with a pincer grip
<input type="checkbox"/> Explores objects by shaking them when given appropriate items	<input type="checkbox"/> Looks at people by pushing up on their arms/lifting head when lying on their stomach	<input type="checkbox"/> Pulls on furniture to stand up whilst left to explore
<input type="checkbox"/> Explores objects by sliding them when given appropriate items	<input type="checkbox"/> Moves a ball with their arm when it is given to them	<input type="checkbox"/> Releases objects by dropping them when their interest has diminished
<input type="checkbox"/> Explores objects by tearing them when given appropriate items	<input type="checkbox"/> Moves a ball with their foot when it is placed in front of them	<input type="checkbox"/> Shuffles around the room on their bottom whilst left to explore
<input type="checkbox"/> Explores objects using a range of body parts when given appropriate items	<input type="checkbox"/> Moves from sitting to lying down without support when exploring the environment	<input type="checkbox"/> Sits down independently without support when in a group
<input type="checkbox"/> Holds a spoon in the palm of their hand whilst eating	<input type="checkbox"/> Moves to their hands and knees from a sitting position when trying to reach an object/person	<input type="checkbox"/> Takes five steps without support when trying to reach an object/person
		<input type="checkbox"/> Takes three steps without support when trying to reach an object/person
		<input type="checkbox"/> Walks around the room whilst holding on to a member of staff with one hand

Assessment of Proprioceptive Sensory Operation measures the extent to which a pupil reacts to the sensation and perception of one's own body.

Name:

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

Fine Motor Control		
<input type="checkbox"/> Accepts their fingers being moved in different motions	<input type="checkbox"/> Glances at objects within 50 centimetres when the objects are moved closer	<input type="checkbox"/> Vocalises 'raspberry' noises intermittently
<input type="checkbox"/> Accepts their toes being moved in different motions	<input type="checkbox"/> Glances at people within 2 metres when they are moving	<input type="checkbox"/> Vocalises contentedly
<input type="checkbox"/> Blinks defensively	<input type="checkbox"/> Opens their eyes for brief periods of time when encountering stimulating events	<input type="checkbox"/> Vocalises cooing noises intermittently when self-stimulating
<input type="checkbox"/> Changes facial expressions incidentally during an interaction when engaged	<input type="checkbox"/> Plays with their mouth muscles by smiling without any external stimulation	<input type="checkbox"/> Vocalises gurgling noises intermittently when self-stimulating
<input type="checkbox"/> Demonstrates reflex responses when not engaged with others, e.g. movement of mouth muscles	<input type="checkbox"/> Reduces physical activity with physical contact	<input type="checkbox"/> Vocalises in response to pain or other unpleasant stimuli
<input type="checkbox"/> Glances at a face within 50 centimetres when it moves closer	<input type="checkbox"/> Sucks their thumb/fingers intermittently	<input type="checkbox"/> Moves a part of their body incidentally when encountering a sound
<input type="checkbox"/> Glances at light briefly when the source enters their field of vision	<input type="checkbox"/> Sucks/smacks their lips intermittently	<input type="checkbox"/> Moves tongue up and down
		<input type="checkbox"/> Moves tongue in and out

Assessment of Fine Motor Physical Operation measures the extent to which a pupil controls the precise movements that use the small muscles of the fingers, toes, wrists, lips and tongue.

Name:

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

Gross Motor Skills		
<input type="checkbox"/> Jumps from low equipment	<input type="checkbox"/> Jumps up and down in the water with support	<input type="checkbox"/> Runs unsteadily with their head midline and their eyes on ground
<input type="checkbox"/> Backs into a chair	<input type="checkbox"/> Jumps using two feet together	<input type="checkbox"/> Slides sideways on to a chair
<input type="checkbox"/> Bangs objects together when playing	<input type="checkbox"/> Kicks a ball to make it move	<input type="checkbox"/> Squats to pick up an object securely
<input type="checkbox"/> Bends at the waist to pick up objects without falling	<input type="checkbox"/> Kneels unaided	<input type="checkbox"/> Stands briefly on one foot
<input type="checkbox"/> Builds a tower of four cubes	<input type="checkbox"/> Kneels with support	<input type="checkbox"/> Stands still at points
<input type="checkbox"/> Chases a ball	<input type="checkbox"/> Lowers themselves to their knees whilst unaided	<input type="checkbox"/> Steps sideways
<input type="checkbox"/> Claps hands with others	<input type="checkbox"/> Moves along paths	<input type="checkbox"/> Steps up and down stairs with handheld support
<input type="checkbox"/> Climbs on and off chairs and furniture	<input type="checkbox"/> Opens drawers	<input type="checkbox"/> Takes off their unfastened coat
<input type="checkbox"/> Climbs on and off low equipment	<input type="checkbox"/> Operates a pull-cord	<input type="checkbox"/> Takes off their unfastened trousers
<input type="checkbox"/> Copies gestures and words from members of staff	<input type="checkbox"/> Participates in simple swim games	<input type="checkbox"/> Throws a ball underhand
<input type="checkbox"/> Crawls down a set of stairs backwards whilst unaided	<input type="checkbox"/> Picks a toy off the floor without falling over	<input type="checkbox"/> Throws objects haphazardly
<input type="checkbox"/> Crawls up a set of stairs forwards whilst unaided	<input type="checkbox"/> Picks up and shakes objects	<input type="checkbox"/> Uses their arms to pull and push water
<input type="checkbox"/> Feeds themselves with a spoon with a little spillage	<input type="checkbox"/> Picks up two blocks with one hand when playing	<input type="checkbox"/> Uses their body parts to splash water
<input type="checkbox"/> Fills a container	<input type="checkbox"/> Places round pegs in holes	<input type="checkbox"/> Uses ride-on toys
<input type="checkbox"/> Gets up and down stairs by holding onto the rail	<input type="checkbox"/> Plays sending and receiving ball games with a member of staff	<input type="checkbox"/> Walks around an area independently when playing
<input type="checkbox"/> Goes down into a squat	<input type="checkbox"/> Pushes a ball independently	<input type="checkbox"/> Walks in the desired direction
<input type="checkbox"/> Hammers pegs	<input type="checkbox"/> Pushes pedals when put on a tricycle	<input type="checkbox"/> Walks independently
<input type="checkbox"/> Closes drawers	<input type="checkbox"/> Rolls a ball in general direction of an object or person	<input type="checkbox"/> Walks with their feet apart
	<input type="checkbox"/> Rises from a squat using hands	<input type="checkbox"/> Walks with their hands and arms lowered

Assessment of Gross Motor Physical Operation measures the extent to which a pupil controls the bigger movements that use the large muscles in the arms, legs, torso and feet.