



Autism Progress Sample Pages

Autism Progress is our framework to support pupils with Autism. The framework supports schools to profile a students autism and how it affects the student. There is a range of strategies to help support the student.





Connecting Steps

Connecting Steps is B Squared's Assessment Software that uses our wide range of assessment frameworks. It has been designed to make assessment and tracking progress easier.

“Connecting Steps has enabled all teachers to clearly track, monitor and report on pupil progress at all levels of attainment”

Brandon Mills, Deputy Head Teacher, Brookfields School

Connecting Steps is our robust, proven assessment software package. Trusted in over 3000 schools around the world. Designed to work with pupils of different ages and abilities by using different assessment frameworks. Schools can assess mainstream pupils and their pupils with SEND in one system.

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.bsquared.co.uk/meetings

Our Assessment Software

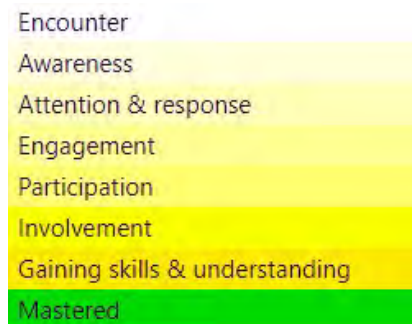
Connecting Steps is our easy to use, cloud based assessment software. It is designed to save teachers time by giving teachers feedback which can then be used in planning, reports and other documents. Below are just a few reasons to use Connecting Steps

“B Squared has been an asset in our school development over the last 2 years”

Lisa Bird, Headteacher, Elmsleigh Infant & Nursery School

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.

Paper Assessment Products

Our paper assessment files are still available for the following frameworks:

- Early Steps
- Progression Steps (Core, Core Plus and Foundation)
- Primary Steps (Core, Core Plus and Foundation)
- Autism Progress

Sample Pages

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



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

Name:

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

Expressive

- | | | |
|--|---|--|
| <input type="checkbox"/> Communicates about what they think may happen, e.g. in a science experiment | <input type="checkbox"/> Explains why they need help | <input type="checkbox"/> Recounts ideas logically |
| <input type="checkbox"/> Communicates in a fluent manner about familiar topic or an event | <input type="checkbox"/> Explores ideas through discussion when working with others | <input type="checkbox"/> Simply states why they agree or disagree with a statement |
| <input type="checkbox"/> Communicates to peers in the room | <input type="checkbox"/> Gives reasons why they like or dislike something | <input type="checkbox"/> Uses language to solve problems |
| <input type="checkbox"/> Discusses their own interests or hobbies | <input type="checkbox"/> Identifies things that are important to them, giving reasons | |
| <input type="checkbox"/> Explains their feelings simply | <input type="checkbox"/> Justifies their opinion simply | |

Receptive

- | | | |
|---|---|---|
| <input type="checkbox"/> Completes a task showing they have followed simple verbal instructions | <input type="checkbox"/> Listens in public settings | <input type="checkbox"/> Respond to "What will you do tomorrow?" |
| <input type="checkbox"/> Enjoys listening to repetitive poems | <input type="checkbox"/> Looks at the person's face when listening | <input type="checkbox"/> Responds to "What did you do yesterday?" |
| <input type="checkbox"/> Follows a simple instruction | <input type="checkbox"/> Participates willingly when exploring the sounds of language | <input type="checkbox"/> Waits until they are asked to respond by a member of staff |
| <input type="checkbox"/> Joins in repetitive parts of poems and stories | <input type="checkbox"/> Recognises when others are being unkind | |

Level 12: The individual spontaneously communicates about matters of immediate interest.

- They receive information from others and usually respond appropriately [for example, gets a pencil and paper and moves to the carpet when asked].
- They convey simple meanings clearly to a range of listeners and begin to extend their ideas or accounts by providing some detail [for example, explains how and where they hurt themselves].

Name:

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

Strategies

Strategies to support this level:

UNIVERSAL APPROACHES:

Lots of new experiences - set up shared experiences that can be reflected upon together or shared with others, e.g. visits, cooking, stories that can be re-enacted or reflected on supported by photographs or remnants.
 Enable generalisation of developed skills and strategies to new environments/contexts.
 Develop simple "social stories" to explain new events or "invisible" social information (Carol Gray Available at: www.carolgraysocialstories.com).
 Prompt the individual to ask for help. Support with pictures/symbols if signs of frustration are evident.
 Share humour which may be visual, or word play, but avoid irony and sarcasm.
 Support individual's growing ability to express a wide range of feelings and reflect on social difficulties when they are calm or feeling resilient.
 Consider a range of ways in which you can enable the individual to make choices, e.g. PECS, Communication Books, Talking Mats, etc.
 Don't rush your conversations.
 Use symbols and written words to embed information in the environment, e.g. polite behaviour at mealtimes, agreed TV watching rules etc.
 Position yourself so that you can be seen and heard, allowing for sensory loss such as poor hearing/vision.
 Everyone uses the same visual support in all environments, e.g. at home and in school
 Ensure any AAC communication support is always available, e.g. the individual carries their PECS book for themselves or that the iPad is always in the right place for individual to access.

SKILL DEVELOPMENT APPROACHES:

Set up the environment to create communicative temptations.
 Build conversational exchanges by adding comments or extending utterances which follow the individual's lead, e.g. the individual says "Go in car?" and the member of staff retorts with "Yes, go in car to cinema".
 Developing play through "Joint play and inter-subjectivity."
 Play games which involve listening for a signal such as 'Simon says' and 'ready steady go'.
 Develop joint play and "inter-subjectivity" by including characters who act out intentions and emotions in small world play scripts.
 Develop more sophisticated visual structured activities, e.g. shoe box tasks, daily routines, recipes etc.
 Look for facts, e.g. practise finding information in paragraphs.
 Use the individual's interests to help build communication skills.
 Show individual how to use language for negotiation by saying 'may I, would it be alright, I think that, and will you' in your interactions with them.
 A clear visual structure to events through the day e.g. now-next, schedules and prepare individual for changes that may occur.
 Develop "mind maps" to organise ideas, e.g. planning a new garden, culture evening etc.
 Add language in context using gestures, words, pictures and signs matched to the individual's interests and focus. Use comments and descriptions that add information.
 Cue individual into a change of conversation, e.g. "Now we are going to talk about..."
 For people who struggle with 'listen and do', say their name before giving an instruction or asking a question.
 Give the individual ample time to think, plan and respond.
 Develop vocabulary including more abstract words and concepts using a focused approach such as "word aware".
 Give instructions which include information about time and sequence.
 Practise "active listening" and "comprehension monitoring" strategies with the individual so that they can recognise when they have not understood something and know what to do about it.
 Discuss how to plan and anticipate problems and agree on solutions.
 Discuss and plan the details of a project, e.g. recipes, crafts, horticulture, trips, etc.
 Visual structured activities, e.g. TEACCH tasks.
 Visual aids available to the individual, e.g. in their wallet or on a key ring.
 Use visuals to support planning and reviewing experiences with the individual.
 Have visual prompts showing the week's activities.
 Extend narrative skills e.g. "story starters" (Black Sheep Press).
 Develop sight vocabulary through visual is accompanied by written word.
 Build sentences using visual supports such as "colourful semantics" (Integrated Treatment Services. Available at: <http://integratedtreatmentservices.co.uk>).

TOP TIPS:

Seek the views of the individual regarding familiar concrete experiences using "Talking Mats" (Lois Cameron. Available at: www.talkingmats.com), e.g. to discuss menu planning, leisure activities etc.
 Give time for individual to initiate discussions from shared experiences and have conversations about their "news and interests".
 Represent time information visually e.g. day/week/month wheel (language builders for verbal ASD, ELKLAN).

Name:

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

Environmental Awareness		
<input type="checkbox"/> Brings a specific object from another room when asked	<input type="checkbox"/> Handles animals gently	<input type="checkbox"/> Runs freely, avoiding large obstacles
<input type="checkbox"/> Dances to music	<input type="checkbox"/> Identifies the sound source when an object is out of view	<input type="checkbox"/> Sits appropriately in public spaces
<input type="checkbox"/> Demonstrates curiosity in the outside world	<input type="checkbox"/> Notices changes in the environment	<input type="checkbox"/> Tolerates interruptions
<input type="checkbox"/> Explores a new environment, away from members of staff	<input type="checkbox"/> Recognises a familiar object regardless of colour, e.g. pencil/cup	<input type="checkbox"/> Volunteers to help put objects away
Independence Skills		
<input type="checkbox"/> Demonstrates an awareness of the purpose of simple kitchen equipment	<input type="checkbox"/> Puts the lid on a container	<input type="checkbox"/> Takes the lid off to find an object placed in a container
<input type="checkbox"/> Eats and swallows only edible substances	<input type="checkbox"/> Remains at work station while using specific equipment	<input type="checkbox"/> Understands that the cooker makes food hot
<input type="checkbox"/> Expresses that socks get put on before shoes	<input type="checkbox"/> Shows an awareness of routines, e.g. home time, bedtime, meal time, etc.	<input type="checkbox"/> Unwraps a small object
<input type="checkbox"/> Feels objects that may be hot with care	<input type="checkbox"/> Shows an awareness of where own possessions are located	<input type="checkbox"/> Uses simple tools with pliable material
<input type="checkbox"/> Gets ready for lunch	<input type="checkbox"/> Shows awareness that some things can hurt	<input type="checkbox"/> Uses spoon well and attempts to scoop with a fork
<input type="checkbox"/> Pours water from one container to another with little spillage	<input type="checkbox"/> Sits at the table for a meal	
Engagement with others		
<input type="checkbox"/> Accepts some boundaries for short period	<input type="checkbox"/> Joins in play with others briefly	<input type="checkbox"/> Stops an action when told
<input type="checkbox"/> Communicates in a manner that can be understood by a familiar person	<input type="checkbox"/> Recognises how they can show concern	<input type="checkbox"/> Waits their turn when lining up
<input type="checkbox"/> Communicates 'Please' and 'Thanks' or 'Ta' when reminded using words, signs or symbols	<input type="checkbox"/> Repeats an action that created laughter	<input type="checkbox"/> Works alongside a peer without support from a member of staff
<input type="checkbox"/> Communicates 'Sorry' when reminded using words, signs or symbols	<input type="checkbox"/> Shares out things to other people in the group	<input type="checkbox"/> Works with two other peers, with assistance
<input type="checkbox"/> Co-operates with another on a task	<input type="checkbox"/> Shows an awareness of the feelings of others	

Level 8: The individual will interact with two or three others in work and play situations.

- They seek help when needed [for example, using the toilet or fastening clothes].
- They maintain interactions for short periods of time and are becoming aware of turn-taking in small groups with support [for example, leaves time for another to place a card].
- They become aware of social routines and responsibilities [for example, handing out, sharing and putting away resources and equipment].

Name:

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

Strategies

Strategies to support this level:

UNIVERSAL APPROACHES:

Create "irresistible invitations to learn" by making yourself noticeable and introducing objects or experiences which are intrinsically fun for the individual (Gina Davies. Available at: www.ginadavies.co.uk).

Encourage playfulness with turn-taking interactions. Follow the individual's lead, match their type of turn and try to balance the number of turns you each take.

Call the individual's name before giving any spoken information and wait for the individual to turn towards you or give some indication they have heard you before speaking, e.g. by stilling.

Plan first-hand experiences and challenges appropriate to the stage of the individual, challenging but achievable.

Set up interesting objects/events and wait for the individual to draw your attention to them.

Lots of new experiences - set up shared experiences that can be reflected upon together or shared with others, e.g. visits, cooking, stories that can be re-enacted or reflected on supported by photographs or remnants.

Turn-taking activities in small groups with adult support. The group work may be problematic.

Develop simple "social stories" to explain new events or "invisible" social information (Carol Gray Available at: www.carolgraysocialstories.com).

Build in opportunities for role-play to develop different points of view and how other people think (theory of mind).

Opportunities to be responsible for something else, e.g. pet/plant, membership of a committee.

Use "Moment of Choice Map of Possibilities" to support contextually appropriate behaviour e.g. appropriate behaviour in swimming pool (Brain in Hand app).

Seek the views of the individual regarding familiar concrete experiences using "Talking Mats" (Lois Cameron. Available at: www.talkingmats.com), e.g. to discuss menu planning, leisure activities etc.

Approach with playfulness, acceptance, curiosity and empathy.

Consider a range of ways in which you can enable the individual to make choices, e.g. PECS, Communication Books, Talking Mats, etc.

Share photos with the individual, talking with them about what they did and how it felt, e.g. take photos of things as they happen so you can talk about them after the event.

Position yourself so that you can be seen and heard, allowing for sensory loss such as poor hearing/vision.

Everyone uses the same visual support in all environments, e.g. at home and in school

Ensure any AAC communication support is always available, e.g. the individual carries their PECS book for themselves or that the iPad is always in the right place for individual to access.

Create a visualised communication environment which includes signs, schedules, labels and behaviour prompts (better communication research programme).

SKILL DEVELOPMENT APPROACHES:

Create "communicative temptations" e.g. by having a reminder in sight but not in reach, by having objects which you can work but the other individual needs help with.

Developing play through "self-pretend" play or simple actions in toy building e.g. Teddy's day or Superhero's day "Joint play and inter-subjectivity" link.

Early interaction - wait and allow the individual time to start the conversation. Leave pauses for responses.

Play games which involve listening for a signal such as 'Simon says' and 'ready steady go'.

Help individual to recognise when their actions hurt others. However, be wary of expecting the individual to say "Sorry" unless they have an understanding of what this means.

Give praise for following instructions and undertaking specific self-initiated tasks, e.g. send them to show their work to another member of staff.

The individual, with appropriate communication resources, takes part in discussions about their care and support.

Praise the individual's behaviour.

Look for key indicators of anxiety and use appropriate coping strategy.

Always greet and say goodbye to the individual.

Decide on key vocabulary linked to activities and ensure that all carers regularly model its use in a range of contexts.

Label the experiences that you notice the individual attending to e.g. "wow...that's a CAR".

Make implicit information explicit by labelling and describing what is seen, supported by pictures and symbols embedded in the environment, e.g. to go out in the car we need to get the car keys first. If it is raining you will need a jacket and if it is sunny you will need a hat.

Cue individual into a change of conversation, e.g. "Now we are going to talk about..."

Use two to four pictures/symbolic reminders for routines, e.g. brushing teeth (toothpaste on brush, brush teeth, rinse brush).

Have visual prompts that allow the individuals to ask for things, e.g. a drink.

Display photographs of carers so that they can see who they are working with.

TOP TIPS:

Encourage the individual to use others' names (spoken, signed or with picture symbols).

Model patterns of play.

Mixed social group opportunities in familiar settings/contexts, e.g. dining table.

Name:

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

Prediction and Planning		
<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"/> Matches objects based on obvious criteria, e.g. when a member of staff picks an item, the individual finds ones that match <input type="checkbox"/> Offers an object to a member of staff on their own initiative	<input type="checkbox"/> Offers an object to a member of staff when prompted <input type="checkbox"/> Offers an object to a peer on their own initiative <input type="checkbox"/> Offers an object to a peer when prompted	<input type="checkbox"/> Posts objects through holes when playing
Awareness and Coping		
<input type="checkbox"/> Calms down and returns to an activity when a problem is resolved <input type="checkbox"/> Co-operates with adult proactively when having clothes changed <input type="checkbox"/> Follows simple commands (including verbs) with appropriate responses, e.g. rolls the ball when requested to <input type="checkbox"/> Indicates a need for a change of clothes when they have soiled them <input type="checkbox"/> Indicates a need for a change of clothes when they have wet them	<input type="checkbox"/> Indicates what has caused them to be upset <input type="checkbox"/> Looks for help when frustrated <input type="checkbox"/> Makes their feelings known to a member of staff <input type="checkbox"/> Modifies their anger response with assistance <input type="checkbox"/> Orientates their head or eyes towards an object when a member of staff points at it	<input type="checkbox"/> Shares an activity with a member of staff on their own initiative <input type="checkbox"/> Shares an activity with a member of staff when prompted <input type="checkbox"/> Shares an activity with a peer on their own initiative <input type="checkbox"/> Shares an activity with a peer when prompted <input type="checkbox"/> Undertakes shared activities working in parallel when supported by a member of staff
Imagination and Exploration		
<input type="checkbox"/> Creates their own words (jargon) when communicating with others <input type="checkbox"/> Explores pages in books haptically when working with an adult <input type="checkbox"/> Explores pages in books visually when working with an adult <input type="checkbox"/> Explores their environment inquisitively when working independently	<input type="checkbox"/> Expresses their independence by confidently exploring new surroundings when playing <input type="checkbox"/> Expresses their independence by confidently initiating activities when playing <input type="checkbox"/> Expresses their independence by confidently initiating conversation when playing <input type="checkbox"/> Scribbles on paper and attends to the marks they have made when prompted by a member of staff	<input type="checkbox"/> Takes items out of containers when playing <input type="checkbox"/> Takes lids off containers when playing <input type="checkbox"/> Turns pages in a book when reading with a member of staff
<p>Level 6: The individual uses emerging conventional communication to initiate interactions and familiar activities.</p> <ul style="list-style-type: none"> • They respond to options and choices with actions or gestures [for example, selects an item that indicates an activity they wish to do]. • They remember learned responses over increasing periods and may anticipate known events [for example, knows the bell signifies the end of leisure time]. • They apply potential solutions systematically to problems [for example, pressing the button at a pedestrian crossing on a familiar route to the shops]. • They actively explore objects and events for more extended periods [for example, creating effects using a touch screen or picking up shells and pebbles at a beach]. 		

Name:

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

Strategies

Strategies to support this level:

UNIVERSAL APPROACHES:

Lots of new experiences - make sure they are relevant to the individual's interests.
 Using the individual's name helps to focus attention.
 Support the motivation of the individual which is driven by basic needs and wants.
 Create "irresistible invitations to learn" by making yourself noticeable and introducing objects or experiences which are intrinsically fun for the individual (Gina Davies. Available at: www.ginadavies.co.uk).
 Encourage playfulness with turn-taking interactions. Follow the individual's lead, match their type of turn and try to balance the number of turns you each take.
 Follow the individual's focus of attention and join in by (1) gently "intruding" on the game (2) "including" objects or actions which the individual likes, or (3) "imitating" what they like to do (The Hanen Centre, More Than Words).
 Call the individual's name before giving any spoken information and wait for the individual to turn towards you or give some indication they have heard you before speaking, e.g. by stilling.
 Follow the lead of the individual. Remember to watch, wait and then join in.
 Approach with playfulness, acceptance, curiosity and empathy.
 Consider a range of ways in which you can enable the individual to make choices, e.g. PECS, Communication Books, Talking Mats, etc.
 Share photos with the individual, talking with them about what they did and how it felt, e.g. take photos of things as they happen so you can talk about them after the event.
 Position yourself so that you can be seen and heard, allowing for sensory loss such as poor hearing/vision.
 Create a visualised communication environment which includes signs, schedules, labels and behaviour prompts (better communication research programme).
 Consider the use of the "Picture Exchange Communication System" (PECS).

SKILL DEVELOPMENT APPROACHES:

Lots of new experiences - encourage the individual to explore, by modelling your own interest in discovering new things.
 Talk about sounds that can be heard, e.g. identify intrusive/distracting noises.
 Create "communicative temptations" e.g. by having a reminder in sight but not in reach, by having objects which you can work but the other individual needs help with, by adding unexpected excitement to familiar routines (a piece of shiny paper in the favourite book), by use of "constructive stupidity" (woops, I forgot a vital piece of equipment!).
 Develop simple schemes of play. Place an object within reach where the individual can see it, and then wait for the individual to acknowledge.
 Provide a clear structure to the day by including rhyme and pattern into routines, e.g. during intimate care, at meal times, massage, peek-a-boo, songs, etc. Remember to pause between steps.
 Stick to familiar routines as far as possible, because familiarity breeds confidence and then increased engagement.
 Introduce subtle changes to routines, e.g. different routes to next location.
 Role model emotions.
 Look for key indicators of preference or choice, e.g. pointing, eye contact.
 Help the individual as needed to do what they are trying to do, without taking over.
 Leave pauses for the individual to formulate responses.
 Use actions/signs to develop understanding of key words.
 Give instructions one step at a time.
 Use simple, direct language. Keep the language short and concrete. Focus on a small number of target words across time, context and people.
 Use visual prompts to encourage activities and change of activity.
 Observe individual for signs of 'emerging negation', e.g. shaking head, swiping away.

TOP TIPS:

Use 'talk' to anticipate or initiate what the individual will be doing within a routine, ask individual to 'look after' an item that will be needed, e.g. shoe.
 Multi-sensory learning of target vocabulary using real objects, actions, signs, pictures, to develop/reinforce understanding.
 Observe individual for signs of 'emerging recurrence', e.g. gestures to indicate 'more'.

Name:

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

Self-Awareness

- | | | |
|---|---|---|
| <input type="checkbox"/> Forms attachments with specific people when working with them repeatedly
<input type="checkbox"/> Moves towards a member of staff to attract attention when not engaged in a task | <input type="checkbox"/> Reacts with sorrow to the absence of a familiar person, e.g. when a favoured family member leaves
<input type="checkbox"/> Recognises their reflected self by making intentional movement and watching reaction when shown a mirror | <input type="checkbox"/> Shies away from strangers, demonstrating concern when unfamiliar people enter the room
<input type="checkbox"/> Understands the meaning of the word "No!" by responding when it has been exclaimed by a member of staff |
|---|---|---|

Self-Control

- | | | |
|---|---|---|
| <input type="checkbox"/> Maintains interest in pictures for a minute while the content is named | <input type="checkbox"/> Plays with objects happily | <input type="checkbox"/> Touches a range of textures without protest when provided with different objects |
|---|---|---|

Self-Expression

- | | | |
|--|---|---|
| <input type="checkbox"/> Anticipates outcomes with enthusiastic reactions when playing social games, e.g. peek-a-boo, pat-a-cake, etc.
<input type="checkbox"/> Communicates consistent preferences with emotional responses when choices are provided
<input type="checkbox"/> Communicates their wants to an adult by using an individual action or gesture
<input type="checkbox"/> Communicates their wants to an adult by using consistent vocal noises
<input type="checkbox"/> Communicates their wants to peers by using actions or gestures
<input type="checkbox"/> Communicates with an adult by taking turns to babble
<input type="checkbox"/> Indicates a preference when provided with two equally-liked items
<input type="checkbox"/> Indicates a preference when provided with two pictures of equally-liked items
<input type="checkbox"/> Indicates a preference when provided with two symbols of equally-liked items | <input type="checkbox"/> Moves to music with enjoyment when familiar songs are played
<input type="checkbox"/> Protests the conclusion of an activity after working with a member of staff
<input type="checkbox"/> Reacts to a familiar member of staff with excitement after a period of separation
<input type="checkbox"/> Reacts to familiar words with a heightened expressive response
<input type="checkbox"/> Reacts with heightened expressive response to the suggestion of "More?" when it is accompanied by intonation, gesture or sign
<input type="checkbox"/> Recognises familiar activities by reacting with excitement
<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"/> Rejects interaction/an object by turning their head or pushing away when provided with a disliked activity
<input type="checkbox"/> Requests physical contact with gestures or vocalisations when playing with peers | <input type="checkbox"/> Responds to familiar members of staff consistently when interacting with them
<input type="checkbox"/> Responds to familiar peers consistently when interacting with them
<input type="checkbox"/> Responds to liked stimuli consistently when provided with their favourite item/activity
<input type="checkbox"/> Responds to other people's emotions with an emotional response
<input type="checkbox"/> Responds to physical contact with happy facial expressions when playing with others
<input type="checkbox"/> Vocalises to a member of staff to attract attention when not engaged in a task
<input type="checkbox"/> Vocalises to a member of staff to keep attention when engaged in conversation |
|--|---|---|

Level 4: The individual is affected by others' actions and begins to be proactive in their demands/requests.

- They tolerate shared exploration and supported participation [for example, sitting by a peer during activity].
- They perform actions by trial and improvement remembering learned responses over short periods of time [for example, making similar responses to gain rewards].
- They express their immediate needs and feelings [for example, showing frustration when they cannot reach an object they want].
- They communicate consistent preferences and affective responses through vocalisation or gesturing [for example, rejecting an object by turning away].

Name:

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

Strategies

Strategies to support this level:

UNIVERSAL APPROACHES:

Lots of new experiences - make sure they are relevant to the individual's interests.
 Using the individual's name helps to focus attention.
 Support the motivation of the individual which is driven by basic needs and wants.
 Create "irresistible invitations to learn" by making yourself noticeable and introducing objects or experiences which are intrinsically fun for the individual (Gina Davies. Available at: www.ginadavies.co.uk).
 Help the individual to learn anticipation through consistent and systematic presentation of objects of reference or object signifiers.
 Encourage playfulness with turn-taking interactions. Follow the individual's lead, match their type of turn and try to balance the number of turns you each take.
 Follow the individual's focus of attention and join in by (1) gently "intruding" on the game (2) "including" objects or actions which the individual likes, or (3) "imitating" what they like to do (The Hanen Centre, More Than Words).
 Consider a range of ways in which you can enable the individual to make choices.
 Position yourself so that you can be seen and heard, allowing for sensory loss such as poor hearing/vision.

SKILL DEVELOPMENT APPROACHES:

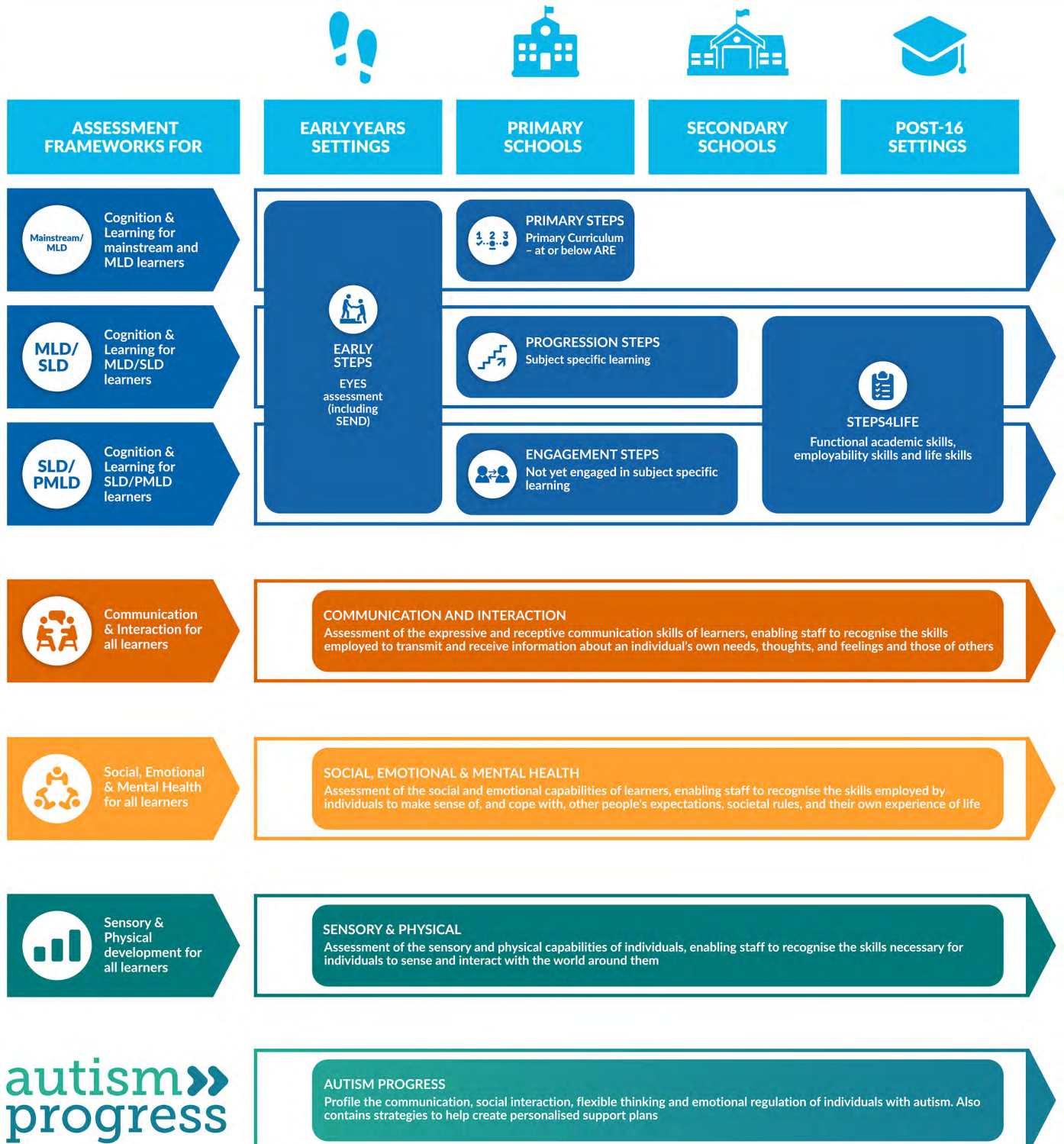
Ensure the individual has opportunities to "join in".
 Use 'talk' to anticipate or initiate what the individual will be doing within a routine
 Praise the individual without delay, make sure to use their name first.
 Role model emotions using real social situations.
 Look for key indicators of anxiety and provide stress release activities, e.g. weighted blanket, headphones.
 Where possible maintain continuity of individual relationships.
 Adapt your emotions to mirror the individual. Remember to be slow, be sensitive, be responsive and be fun.
 Label the experiences that you notice the individual attending to e.g. "wow...that's a CAR".
 Smile when using the individual's name.
 Label and reflect emotions in context by saying "Ooh sad!" whilst modelling a sad face and tone of voice.
 Use visual prompts to encourage activities.
 Use objects and routines that give the individual clues as to what is happening.
 Slow down and mirror the individual to develop "creative conversations".
 Plan a range of varied sensory activities e.g. Tacpac and observe individual's emotional response.
 Be aware of individual's lack of engagement and deploy distraction/motivation techniques such as air pillow, cold water play.
 To calm high arousal moods use deep pressure, quiet corner, quiet music with a steady beat.

TOP TIPS:

Approach with playfulness, acceptance, curiosity and empathy.
 Stick to familiar routines as far as possible, because familiarity breeds confidence and then increased engagement.
 Understand and interpret the individual's responses to environmental factors, e.g. loud or sudden noise.

Our Assessment Frameworks

The image below gives an overview of the different frameworks available within Connecting Steps.



Our Assessment Frameworks

Each assessment framework has to align to the curriculum it is based on. This means our frameworks use a range of level structures. The image below shows a comparison between our different frameworks.

STATUTORY FRAMEWORKS			B SQUARED ASSESSMENT FRAMEWORKS						
P Levels and NC Levels	Pre-Key Stage Standards		Early Steps	Engagement Steps	Progression Steps	Primary Steps	Steps4Life	Autism Progress	Broad Areas of Need
NC 7					Progression Step 10				Level 16 (13–15 yrs)
NC 6					Progression Step 9	Greater Depth & Breadth		Level 2	Level 17
NC 5									Level 15 (11–13 yrs)
NC 4					Progression Step 8	Year 6	Level 1	Level 15	Level 14 (9–11 yrs)
NC 3						Year 5			
NC 2	NC 2a				Progression Step 7	Year 4	Entry 3	Level 14	Level 13 (7–9 yrs)
	NC 2b	Standard 6				Year 3			
	NC 2c	Standard 5			Progression Step 6	Year 2	Entry 2	Level 13	Level 12 (6–7 yrs)
NC 1	NC 1a	Standard 4	Exc. ELG		Progression Step 5				
	NC 1b	Standard 3	ELG		Progression Step 4	Year 1	Entry 1	Level 12	Level 11 (5–6 yrs)
	NC 1c				Progression Step 3	Progression Step 3			
P8			40–60 months				Step 7	Level 11	Level 10 (4–5 yrs)
P7	Standard 2		30–50 months		Progression Step 2	Progression Step 2		Level 10	Level 9 (3–4 yrs)
P6			22–36 months	Engagement Step 6			Step 6	Level 9	Level 8 (2½–3 yrs)
P5	Standard 1		16–26 months		Progression Step 1	Progression Step 1		Level 8	Level 7 (2–2½ yrs)
P4			8–20 months	Engagement Step 5			Step 5	Level 7	Level 6 (18–24 mths)
P3(ii)								Level 6	Level 5 (12–18 mths)
P3(i)			0–11 months	Engagement Step 4			Step 4	Level 5	Level 4 (9–12 mths)
P2(ii)								Level 4	Level 3 (6–9 mths)
P2(i)				Engagement Step 3			Step 3	Level 3	Level 2 (3–6 mths)
P1(iii)				Engagement Step 2			Step 2	Level 2	Level 1 (0–3 mths)

Cognition and Learning

Early Steps

Our EYFS assessment covers the range from birth to the Exceeded Early Learning Goals (ELG) across all seven areas –Mathematics, Literacy, Physical Development, Communication and Language, PSED, Understanding the World, Expressive Arts and Design.

Engagement Steps

Engagement Steps is our new formative assessment framework for pupils not yet engaged in subject-specific learning. It comprises four sections which reflect the four broad areas of need and includes the 7 areas of engagement. 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.

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

Computing, PSHE (including Relationships) and PE

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

English, Maths and Science

Plus Subjects

Computing, PSHE (including Sex & Relationships and Citizenship) and PE

Foundation Subjects

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

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 RQF Level 1 and 2.

Academic Skills

English, Maths, PSD (including Sex & Relationships) and Digital Skills

Life Skills

Food, Self-Care, Independence, Travel

Employability Skills

Choosing a Job, Getting a Job, Rights, Workplace Skills and Workplace Routines

Communication & Interaction

Communication & Interaction is our new framework for individuals with SEND who need support with their communication and interaction. The framework is designed to support all pupils with SEND and will help schools breakdown larger targets into smaller steps so they can demonstrate progress. The framework also promotes closer relationships between schools and Speech and Language Therapists (SALT) The framework covers from birth to a typical development range of a 15 year old.

Social, Emotional and Mental Health (SEMH)

We are currently developing this framework, this is planned for release in early 2021

Sensory and Physical

Once we have completed development of the SEMH framework, we will start development on the Sensory and Physical framework

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, Flexibility of Thought, Social Interaction, Emotional Regulation

***“Connecting Steps was crucial in securing our
Outstanding OFSTED Inspection”***

Lisa Bird, Headteacher, Elmsleigh Infant & Nursery School

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.bsquared.co.uk/meetings



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www.bsquared.co.uk/meetings

Or get in touch with us...

01252 870133

hello@bsquared.co.uk

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