Engagement Steps
Sample Pages

Engagement Steps is our framework for pupils not yet engaged in subject specific learning. The framework supports students working within the Engagement Model, showing progress in key developmental areas.

Connecting Steps

BSquared

Connecting Steps

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

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

Carolyn Sykes, Assistant Head Teacher, Ferndale Primary School

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

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

Jamie Wright, Deputy Headteacher, Acorn School

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

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

www.connectingsteps.com/meetings

Our Assessment Software

Levels of Achievement

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

- Not Started
- Encounter
- Awareness
- Attention & response
- Engagement
- Participation
- Involvement
- Gaining skills & understanding
- Mastered
- Confirmed

Non-linear Progress

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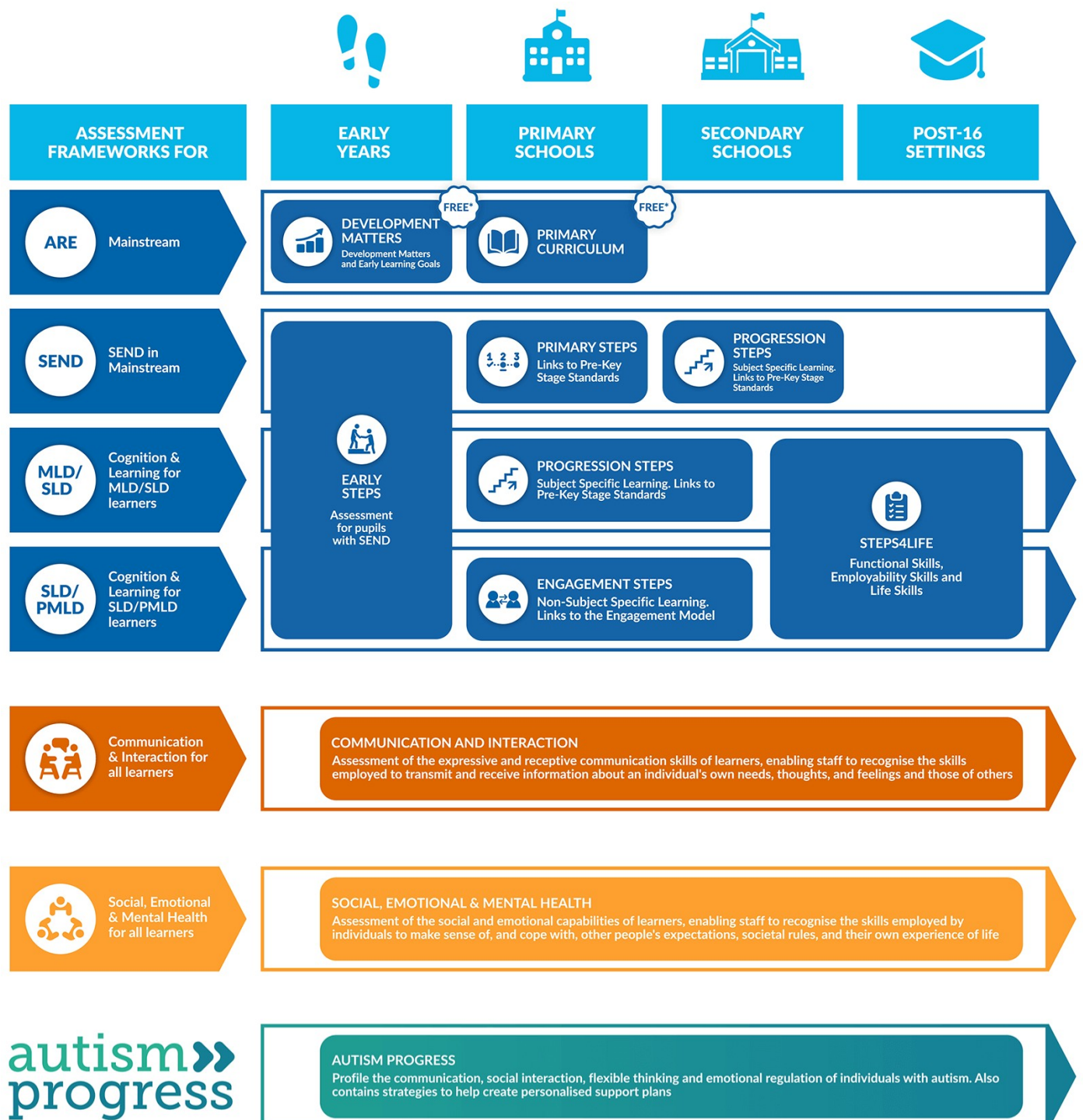
Simple Reporting

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

Our Assessment Frameworks

Frameworks

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

ASSESSMENT FRAMEWORKS FOR	EARLY YEARS	PRIMARY SCHOOLS	SECONDARY SCHOOLS	POST-16 SETTINGS
ARE Mainstream	DEVELOPMENT MATTERS — Development Matters and Early Learning Goals *(FREE*)*	PRIMARY CURRICULUM *(FREE*)*		
SEND SEND in Mainstream	EARLY STEPS — Assessment for pupils with SEND	PRIMARY STEPS — Links to Pre-Key Stage Standards	PROGRESSION STEPS — Subject Specific Learning. Links to Pre-Key Stage Standards	
MLD/SLD Cognition & Learning for MLD/SLD learners		PROGRESSION STEPS — Subject Specific Learning. Links to Pre-Key Stage Standards		STEPS4LIFE — Functional Skills, Employability Skills and Life Skills
SLD/PMLD Cognition & Learning for SLD/PMLD learners		ENGAGEMENT STEPS — Non-Subject Specific Learning. Links to the Engagement Model		

Communication & Interaction for all learners

COMMUNICATION AND INTERACTION
Assessment of the expressive and receptive communication skills of learners, enabling staff to recognise the skills employed to transmit and receive information about an individual's own needs, thoughts, and feelings and those of others

Social, Emotional & Mental Health for all learners

SOCIAL, EMOTIONAL & MENTAL HEALTH
Assessment of the social and emotional capabilities of learners, enabling staff to recognise the skills employed by individuals to make sense of, and cope with, other people's expectations, societal rules, and their own experience of life

autism progress

AUTISM PROGRESS
Profile the communication, social interaction, flexible thinking and emotional regulation of individuals with autism. Also contains strategies to help create personalised support plans

*Requires Connecting Steps subscription

Our Assessment Frameworks

B Squared Framework Comparison Chart

B SQUARED STANDARD SCORE	B SQUARED ASSESSMENT FRAMEWORKS									P LEVELS AND NC LEVELS (COMPARISON)
	Early Steps (2022)	Engagement Steps	Progression Steps & PfA	Primary Steps	Steps 4 Life	Autism Progress	SEMH	Executive Function	Communication & Interaction	
15 - 15.5								EF Step 5 (up to 18)		NC 7
14 - 15			Progression Step 10				SEMH Step 11	EF Step 4	Level 16	
13 - 14					Level 2	Level 17				NC 6
12 - 13			Progression Step 9	Greater Depth & Breadth			SEMH Step 10		Level 15	
						Level 16				NC 5
11 - 12								EF Step 3		
10 - 11			Progression Step 8	Year 6	Level 1	Level 15	SEMH Step 9		Level 14	NC 4
9 - 10				Year 5						
					Entry 3					NC 3
8 - 9			Progression Step 7	Year 4		Level 14	SEMH Step 8	EF Step 2	Level 13	
7 - 8				Year 3	Entry 2					NC 2a
										NC 2b
6 - 7			Progression Step 6 (PKS 6)	Year 2		Level 13	SEMH Step 7		Level 12	NC 2c
					Entry 1					NC 1a
			Progression Step 5 (PKS 5)							
5 - 6				Year 1		Level 12	SEMH Step 6	EF Step 1	Level 11	NC 1b
			Progression Step 4 (PKS 4)							
	Early Learning Goals (ELG)									NC 1c
4 - 5	Children in Reception		Progression Step 3 (PKS 3)	Primary Step 3	Step 7	Level 11	SEMH Step 5		Level 10	P8
3 - 4	3 & 4 year olds		Progression Step 2 (PKS 2)	Primary Step 2		Level 10	SEMH Step 4		Level 9	P7
2 - 3	2½–3 years	Engagement Step 6			Step 6	Level 9	SEMH Step 3		Level 8	P6
	2–2½ years		Progression Step 1 (PKS 1)	Primary Step 1					Level 7	
						Level 8				P5
1 - 2	18–24 months						SEMH Step 2		Level 6	P4
					Step 5	Level 7				
	12–18 months								Level 5	
						Level 6				P3(ii)
0 - 1	9–12 months	Engagement Step 4			Step 4	Level 5	SEMH Step 1		Level 4	P3(i)
	6–9 months					Level 4			Level 3	P2(ii)
	3–6 months	Engagement Step 3			Step 3	Level 3			Level 2	P2(i)
	0–3 months	Engagement Step 2			Step 2	Level 2			Level 1	P1(ii)
		Engagement Step 1			Step 1	Level 1				P1(i)

Our Assessment Frameworks

Early Steps

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

Primary Steps

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

Core Subjects

English, Maths and Science

Plus Subjects

Citizenship, Computing, E-Safety, PE and PSHE

Foundation Subjects

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

Progression Steps

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

Core Subjects

English, Maths and Science

Plus Subjects

Citizenship, Computing, E-Safety, PE and PSHE

Foundation Subjects

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

Performing Arts

Acting, Singing, Dancing and Stagecraft

Our Assessment Frameworks

Engagement Steps

Engagement Steps is our new formative assessment framework for pupils not yet engaged in subject-specific learning. It comprises four sections which reflect the four broad areas of need and includes the 5 apects 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.

Steps4Life

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

Academic Skills

English, Maths, PSHE and Digital Skills

Life Skills

Food, Self-Care, Independence, Travel

Employability Skills

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

Preparing for Adulthood

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

Our Assessment Frameworks

Autism Progress

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

Communication
Social Interaction
Flexibility of Thought
Emotional Regulation

Communication & Interaction

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

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

Social, Emotional and Mental Health (SEMH)

Our SEMH framework helps schools to build a profile of a pupil's social, emotional and mental health needs and how these affect their learning and wellbeing. The framework is split into the following areas:

Emotion
Recognition, Expression, Regulation and Recognition in Others

Social
Developing and Maintaining Relationships/Friendships and Communicating with Others

Social & Emotional Cognition
Social Decision Making, Moral Reasoning, Attention and Social Expectations and Social Awareness

Sample Pages

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

Engagement Steps

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

Individual Assessment

20 Aug 2024 - Student Name - Communication, Attention Skills - Engagement Step 1 / Progress: 0%
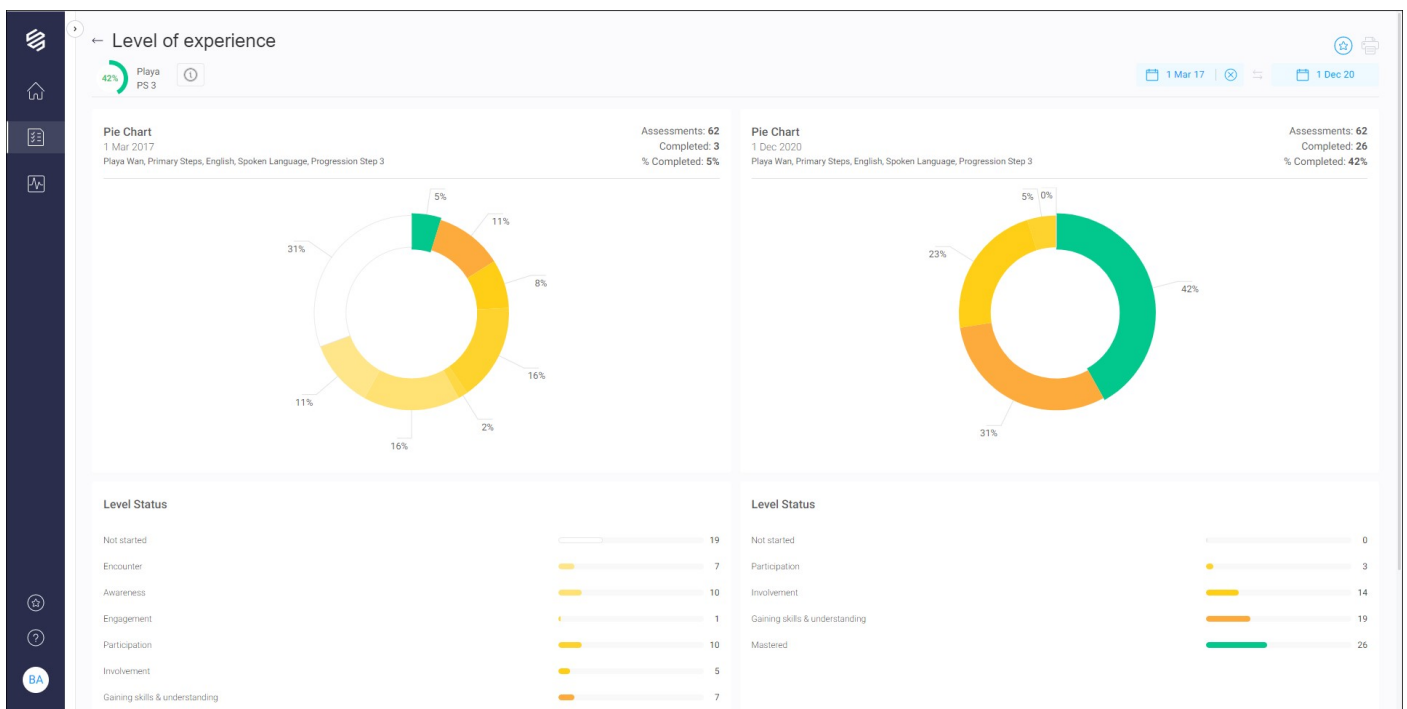
Attention Skills

- ◯ Demonstrates a reflex response to their own sounds
- ◯ Demonstrates reflex responses when not engaged with others, e.g. movement of mouth muscles
- ◯ Gives momentary attention to familiar food containers in front of them
- ◯ Gives momentary attention to pictures put in front of them
- ◯ Glances at light briefly when the source enters their field of vision
- ◯ Glances at objects within 50 centimetres when the objects are moved closer

- ◯ Opens their eyes for brief periods of time when encountering stimulating events
- ◯ Reacts to a range of sounds that are close by
- ◯ Reacts to light with minor physiological changes when environmental lighting changes dramatically
- ◯ Reacts to movement with minor physiological changes when objects or people move suddenly
- ◯ Reacts to noise with minor physiological changes when the environmental volume changes suddenly
- ◯ Reacts to physical contact with minor physiological changes when hands are touched lightly

- ◯ Reacts to physical contact with minor physiological changes when their hands are touched
- ◯ Reacts to textures with minor physiological changes when feeling rough or smooth surfaces
- ◯ Startles to a sudden change in light
- ◯ Startles to sudden loud noises
- ◯ Startles to sudden movement
- ◯ Reacts to pain and other unpleasant stimuli
- ◯ Vocalises in response to pain or other unpleasant stimuli

Communicating Preference & Choice

- ○ Communicates consistent preferences with emotional responses when choices are provided
- ○ Requests a favourite activity through their chosen form of communication when self-selecting tasks
- ○ Requests physical contact with gestures or vocalisations when playing with peers
- ○ Communicates with a member of staff by using an individual action or gesture when they want something
- ○ Communicates with a member of staff by using consistent vocal noises when they want something
- ○ Engages in new activities willingly when offered them by a familiar member of staff
- ○ Indicates a preference when provided with two symbols of equally liked items
- ○ Indicates a preference when provided with two pictures of equally liked items

- ○ Indicates a preference when provided with two equally liked items
- ○ Initiates communication with a member of staff by going to a specific place, e.g. waiting by the cupboard for it to be opened
- ○ Initiates communication with a member of staff by pulling them to a location
- ○ Initiates social games by taking a proactive role when engaging with a member of staff, e.g. hides their face and reveals it to start peek-a-boo
- ○ Makes an intentional selection by eye-pointing/switch-pressing/etc. when provided with a choice of two
- ○ Makes requests for desired objects with gestures or vocalisations
- ○ Protests vocally to a disliked or unknown foodstuff
- ○ Reacts to the question "More?" with a heightened expressive response when offered continuation of an activity

- ○ Rejects interaction/an object by turning their head or pushing away when provided with a disliked activity
- ○ Requests 'more' of an action or object in their chosen form of communication
- ○ Communicates with a member of staff by using an individual action or gesture when they are hungry or thirsty
- ○ Gestures to a member of staff to attract attention when not engaged in a task
- ○ Protests the conclusion of an activity after working with a member of staff
- ○ Indicates they wish to handle a new/unfamiliar object
- ○ Attracts attention from a member of staff when they want something
- ○ Refuses an object, activity or foodstuff when given to them by a member of staff, e.g. verbally or physically

Individual Assessment

20 Aug 2024 - Student Name - Communication, Interaction - Engagement Step 5 / Progress: 0%

Interaction

- ◯ Babbles and uses single words during play
- ◯ Begins to vocally demonstrate the tone and rhythm of the language spoken at home
- ◯ Begins words with a range of consonant sounds when communicating
- ◯ Changes pitch indiscriminately whilst babbling to themselves or others
- ◯ Changes volume indiscriminately whilst babbling to themselves or others
- ◯ Says a few words, signs or symbols understood by familiar adults
- ◯ Communicates with a vocabulary of 5 words, signs, or symbols
- ◯ Communicates 10 single words using signs (not always clearly or accurately) when working with an adult
- ◯ Communicates 10 single words using photos (not always clearly or accurately) when working with an adult
- ◯ Communicates 10 single words verbally (not always clearly or accurately) when working with an adult
- ◯ Gazes from one speaker to another
- ◯ Imitates gestures or signs that a member of staff often uses
- ◯ Imitates words, signs, or symbols of 5 objects
- ◯ Imitates words, signs, or symbols of 10 objects
- ◯ Imitates words, signs, or symbols of 20 objects
- ◯ Imitates words, signs, or symbols of 30 words
- ◯ Imitates words, signs, or symbols of 50 words
- ◯ Seeks recognition by means of eye contact when their name is mentioned

- ◯ Takes part in a 'conversation' with a member of staff
- ◯ Understands 10 spoken words, signs, or symbols
- ◯ Understands 20 spoken words, signs, or symbols
- ◯ Understands 30 spoken words, signs, or symbols
- ◯ Understands 50 spoken words, signs, or symbols
- ◯ Understands a wide range of single words and some two-word phrases in familiar contexts, e.g. 'give me', 'shoe on'
- ◯ Answers yes/no questions using gestures or facial expressions when working with a member of staff
- ◯ Answers yes/no questions using rough signs or single words when working with a member of staff
- ◯ Answers yes/no questions using symbols when working with a member of staff
- ◯ Asks questions using gestures or facial expressions when working with a member of staff
- ◯ Asks questions using rough signs or single words when working with a member of staff
- ◯ Asks questions using symbols when working with a member of staff
- ◯ Copies 10-20 words immediately (echoing)
- ◯ Creates their own words (jargon) when communicating with others
- ◯ Demonstrates an interest in words through facial expressions when members of staff talk to them
- ◯ Greets familiar people with consistent responses when contact is initiated by themselves

- ◯ Looks at the person talking to them
- ◯ Looks for a member of staff's reaction in an unfamiliar situation
- ◯ Offers an object to a member of staff on their own initiative
- ◯ Offers an object to a peer on their own initiative
- ◯ Persists when trying to communicate
- ◯ Repeats a known phrase (delayed echolalia) to initiate interaction or request
- ◯ Copies gestures and words from members of staff
- ◯ Imitates new words, signs, or symbols
- ◯ Attempts to use sound/sign/symbol to imitate an animal
- ◯ Greets familiar people with consistent responses when contact is initiated by a member of staff
- ◯ Greets familiar peers when asked to
- ◯ Communicates 'Hello' using words, signs, or symbols
- ◯ Says 'Bye-bye' to familiar people with consistent responses when the situation is appropriate
- ◯ Communicates 'Yes' and 'No' using words, signs, or symbols appropriately
- ◯ Creates long babbling sentences
- ◯ Communicates with peers using words, gestures, or symbols
- ◯ Gives familiar people a name
- ◯ Momentarily maintains silence when another is talking
- ◯ Plays give-and-take games with little support

Individual Assessment

20 Aug 2024 - Student Name - Functional Movement, Fine Motor Skills - Engagement Step 6 / Progress: 0%

Fine Motor Skills

- ○ Blows bubbles in water
- ○ Drinks from a cup
- ○ Manipulates a dial
- ○ Builds a tower of seven bricks
- ○ Demonstrates good pencil control
- ○ Scribbles in circles
- ○ Copies a circle
- ○ Imitates drawing circles and horizontal and vertical lines
- ○ Unwraps a small object
- ○ Snips with scissors
- ○ Produces a single bounce of a ball
- ○ Puts large round pegs into peg board

- ○ Puts rings on a stacker
- ○ Releases an object to pass to another person
- ○ Screws and unscrews jar lids
- ○ Takes the lid off to find an object placed in a container
- ○ Threads three large beads onto a string
- ○ Scoops with a fork
- ○ Stabs with a fork
- ○ Attempts to serve themselves at the table, with spills
- ○ Draws a roughly straight line
- ○ Holds an object with a tripod grip
- ○ Puts the lid on a container

- ○ Removes clothes that are unfastened
- ○ Turn a screw toy to the right
- ○ Turns doorknobs
- ○ Brushes their teeth thoroughly only with supervision
- ○ Flushes the toilet
- ○ Throws a bean bag into a box
- ○ Bounces a small ball once
- ○ Controls both hands simultaneously
- ○ Chews and swallows a variety of textures
- ○ Rolls a rough ball in malleable material
- ○ Squeezes a ball, dough, etc.
- ○ Turn a screw toy to the left

Individual Assessment

B Squared Ltd

Gross Motor Skills

○ Grabs their feet by lifting their legs up when lying on their back

○ Holds large objects in two hands during periods of play

○ Holds large objects in two hands when working with a member of staff

○ Sits up with support when eating

○ Sits without support when eating

○ Maintains the equilibrium of their body posture during immobility

○ Holds their head steady when eating

○ Kicks their legs, stretching them out while lying on their stomach or back

○ Maintains the equilibrium of their head during immobility, e.g. keeps their head stable on their neck

○ Pushes down through their legs when their feet are on a firm surface

○ Watches their own hands as they move towards an object

○ Maintains the equilibrium of their body posture during movement

○ Maintains the equilibrium of their head during movement, e.g. keeps their head stable on their neck

○ Rolls from prone to supine position unaided (stomach to back)

○ Rolls from supine to prone position unaided (back to stomach)

Individual Assessment

20 Aug 2024 - Student Name - Making Connections, Cognitive - Engagement Step 4 / Progress: 0%

Cognitive

- ○ Communicates surprise if familiar object fails to complete an action, e.g. make a noise when button is pressed
- ○ Identifies family members by looking or pointing when given a photograph
- ○ Identifies family members by looking or pointing when they are present
- ○ Interacts with a common object briefly when its name is spoken or signed
- ○ Looks at their visual timetable with interest when it is placed in front of them
- ○ Responds to different environmental sounds appropriately when they are part of familiar routines, e.g. looks at the door when the bell goes
- ○ Anticipates the results of an action with excited mannerisms when a member of staff undertakes a known activity
- ○ Applies a familiar action to a familiar cause-and-effect activity after a previous positive response
- ○ Applies a new action to a familiar cause-and-effect activity after a previous negative response
- ○ Applies a familiar action to a new cause-and-effect activity to try and make it work
- ○ Copies a member of staff building towers of three or four blocks when playing with bricks
- ○ Copies a member of staff to knock down towers when playing with bricks
- ○ Copies simple actions using their facial expressions
- ○ Explores facial expressions visually when working with others

- ○ Explores new objects willingly when offered by a familiar member of staff
- ○ Explores objects by banging them when given appropriate items
- ○ Explores objects by dropping them when given appropriate items
- ○ Explores objects by scrunching them when given appropriate items
- ○ Explores objects by shaking them when given appropriate items
- ○ Explores objects by sliding them when given appropriate items
- ○ Explores objects by tearing them when given appropriate items
- ○ Explores objects by throwing them when given appropriate items
- ○ 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.
- ○ Explores sound-making objects with enjoyment when provided with rattles, bean bags, xylophones, etc.
- ○ Identifies common objects by pointing/looking at them when they have been named
- ○ Moves to their hands and knees from a sitting position when trying to reach an object/person
- ○ Moves towards a member of staff to attract attention when not engaged in a task
- ○ Pats a picture in a book to indicate recognition when a member of staff asks them to find a specific item

- ○ Pushes different shapes through matching holes when encouraged to do so by an adult
- ○ Puts different objects into containers when encouraged to do so by a member of staff
- ○ Scribbles on paper with a pen/pencil/crayon to imitate others when working
- ○ Searches for appropriate clothing visually within a selection of two and with adult encouragement, when transitioning subjects
- ○ Searches for objects with their eyes/hands when they fall out of sight
- ○ Tests the responses of members of staff by seeking attention before attempting new activities
- ○ Tests the responses of members of staff by seeking attention before attempting previously prohibited activities
- ○ Understands the meaning of the word 'No!' by responding when it has been exclaimed by a member of staff
- ○ Recognises activities by reacting with excitement when provided with familiar activities
- ○ Releases an object voluntarily when offered a new object
- ○ Explores objects on a tray in front of them
- ○ Moves symbols on their timetable when it is placed in front of them
- ○ Performs actions by trial and improvement when experiencing failed attempts

Awareness

- ○ Smiles with enjoyment when helped to bounce
- ○ Smiles with enjoyment when eating a preferred food
- ○ Smiles with enjoyment when helped to stand
- ○ Smiles at a familiar person when engaging in an activity
- ○ Smiles or laughs at familiar individuals intentionally whilst playing
- ○ Demonstrates anger through expressions and body language when people/actions frustrate them
- ○ Demonstrates contentment through expressions and body language when people meet their expectations

- ○ Demonstrates contentment through expressions and body language when people/actions please them
- ○ Demonstrates sadness through expressions and body language when people upset them
- ○ Demonstrates surprise through expressions and body language when noises shock them
- ○ Demonstrates excitement through expressions and body language when people/actions meet their expectations
- ○ Demonstrates surprise through expressions and body language when actions shock them
- ○ Demonstrates contentment through expressions and body language when textures please them

- ○ Demonstrates general happiness through consistent responses when presented with familiar experiences
- ○ Demonstrates sadness through expressions and body language when actions upset them
- ○ Reacts negatively when intense movements stop, e.g. cries when rocking is stopped
- ○ Reacts excitedly to a change of environment when provided with familiar experiences
- ○ Reacts excitedly to a change of environment when provided with new experiences
- ○ Reacts excitedly to a familiar voice when a member of staff initiates interaction
- ○ Reacts excitedly to an activity when provided with new experiences
- ○ Reacts excitedly to intense movements when being swung or rocked

Individual Assessment

20 Aug 2024 - Student Name - Self and Emotions, Regulation - Engagement Step 1 / Progress: 0%

Regulation

- ○ Calms after hearing voices when previously in a state of distress
- ○ Brings their hands to their mouth when self-stimulating
- ○ Calms after being changed when previously in a state of distress
- ○ Calms after being fed when previously in a state of distress

- ○ Calms after being swaddled when previously in a state of distress
- ○ Calms after physical contact when previously in a state of distress
- ○ Calms at the sight of a reassuring presence when previously in a state of distress
- ○ Calms with physical contact
- ○ Vocalises 'raspberry' noises intermittently

- ○ Vocalises cooing noises intermittently when self-stimulating
- ○ Vocalises gurgling noises intermittently when self-stimulating
- ○ Reduces vocal activity with physical contact
- ○ Idles for long periods of time when their needs are met

Individual Assessment

20 Aug 2024 - Student Name - Sensory, Sensory - Engagement Step 2 / Progress: 0%

Sensory

- ○ Responds to gentle tickling
- ○ Acknowledges auditory pleasure by brief responsive smiling when provided with enjoyable music/noises
- ○ Acknowledges motion-based pleasure by brief responsive smiling when provided with enjoyable movement experiences
- ○ Acknowledges tactile pleasure by brief responsive smiling when provided with enjoyable physical experiences
- ○ Acknowledges visual pleasure by brief responsive smiling when provided with enjoyable optical experiences
- ○ Alerts to an unusual sound
- ○ Demonstrates fondness for soft textures
- ○ Engages briefly with high-contrast patterns visually when in close range
- ○ Likes a food consistently
- ○ Dislikes a food consistently

- ○ Reacts to light with an intermittent heightened expressive response when positioned towards a light source
- ○ Reacts to noises from others occasionally
- ○ Reacts to sounds with an intermittent heightened expressive response when hearing familiar noises, e.g. blinks at a musical toy
- ○ Reacts to the absence of sound after a period of noise, with an intermittent heightened expressive response, e.g. turns head to look for sound
- ○ Reacts to physical touch with an intermittent heightened expressive response when experiencing physiotherapy or massage
- ○ Turns their head to search for stimuli when smells alert them to food out of sight
- ○ Turns their head to search for stimuli when sounds alert them to actions out of sight
- ○ Reacts to unpleasant noise or sounds, e.g. turns head away, cries
- ○ Reacts when their feet are touched with different textures
- ○ Holds objects with a variety of textures

- ○ Reacts when their hands are touched with different textures
- ○ Grasps a variety of textures
- ○ Turns their head to search for stimuli when their cheek is brushed
- ○ Grasps objects briefly when they are placed in their hand
- ○ Reacts briefly to a change in position
- ○ Reacts when their fingers are touched
- ○ Reacts when their toes are touched
- ○ Seeks out proprioceptive input, e.g. grinds jaw
- ○ Reacts to deep pressure tactile stimulus
- ○ Reacts to light pressure tactile stimulus
- ○ Reacts to soft texture tactile stimulus
- ○ Reacts to rough texture tactile stimulus
- ○ Reacts to water with an intermittent heightened expressive response when in hydro/swimming pool

Want to find out more?

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

www.connectingsteps.com/meetings

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