

Communication and interaction

- 1. Engaging in interaction**
 - 1.1 Responds positively to familiar adult
 - 1.2 Seeks attention from familiar adult
 - 1.3 Shares attention focus with adult
 - 1.4 Engages in interactive exchange with adult
- 2. Making requests**
 - 2.1 Makes request for an item
 - 2.2 Refuses an item / activity
 - 2.3 Makes request for interaction to continue / stop
 - 2.4 Requests help
 - 2.5 Requests information / asks a question
- 3. Communicating information / commenting on events**
 - 3.1 Answers a question
 - 3.2 Communicates information about the past and future
 - 3.3 Expresses opinions / thoughts / feelings
 - 3.4 Gives instructions / explanations
 - 3.5 Gives accounts and explanations
 - 3.6 Comments / draws attention to item / event
- 4. Listening and understanding**
 - 4.1 Responds to sounds
 - 4.2 Understands single spoken word
 - 4.3 Understands simple statement
 - 4.4 Understands instructions
 - 4.5 Understands questions
 - 4.6 Extracts relevant meaning / information
 - 4.7 Understands humour and figurative speech
 - 4.8 Understands informal speech / slang
- 5. Greetings**
 - 5.1 Responds to greetings / being addressed
 - 5.2 Greets others
- 6. Conversations**
 - 6.1 Gains another's attention
 - 6.2 Takes lead in conversation
 - 6.3 Responds to conversation partner
 - 6.4 Maintains flow of conversation
- 7. Non-verbal communication**
 - 7.1 Adapts communication / behaviour to suit situation
 - 7.2 Shows evidence of 'active listening'
 - 7.3 Understands non-verbal communication

Social understanding and relationships

- 1. Being with others**
 - 1.1 Accepts the presence of others in familiar environment
 - 1.2 Engages in shared activity
 - 1.3 Copes with proximity of others in public space
- 2. Interactive play**
 - 2.1 Accepts presence of adult in play environment
 - 2.2 Engages in interactive play with an adult
 - 2.3 Engages in object play with adult
 - 2.4 Engages in play with peers
- 3. Positive relationships (supporting adults)**
 - 3.1 Engages positively with supporting adult
 - 3.2 Accepts help from an adult
 - 3.3 Accesses activities / situations with adult support
 - 3.4 Seeks advice and support from adult
- 4. Positive relationships and friendships (peers)**
 - 4.1 Initiates interaction with peer/s
 - 4.2 Engages positively in interaction with peer/s
 - 4.3 Takes into account others' interests / needs / feelings within interactions
 - 4.4 Takes action to sustain positive relationship
 - 4.5 Recognises negative or bullying behaviour towards self or others
- 5. Group activities**
 - 5.1 Attends to focus of group
 - 5.2 Participates in group activity
 - 5.3 Is aware of self as part of group
 - 5.4 Understands and conforms to expectations of working in a group
 - 5.5 Participates in group discussion

Sensory processing

- 1. Understanding and expressing own sensory needs**
 - 1.1 Expresses sensory likes / dislikes
 - 1.2 Understands own sensory needs
- 2. Responding to sensory interventions**
 - 2.1 Responds to sensory adaptations to the environment
 - 2.2 Responds to sensory input from supporting adult
 - 2.3 Responds to input using sensory 'equipment'
 - 2.4 Responds to regular sensory programmes
- 3. Increasing tolerance of sensory input**
 - 3.1 Shows increased tolerance of sensory input
- 4. Managing own sensory needs**
 - 4.1 Accepts support to manage own behaviour in relation to sensory needs
 - 4.2 Requests others' help to manage sensory needs
 - 4.3 Takes action to manage own sensory needs
 - 4.4 Reflects on sensory needs and behaviour

Interests, routines, and processing

1. Coping with change

- 1.1 Accepts change within familiar situations
- 1.2 Takes action to cope with change

2. Transitions

- 2.1 Makes successful transition in 'everyday' situation
- 2.2 Engages with preparation for transition to new setting

3. Special interests

- 3.1 Uses special interests to engage positively in activities / exchanges
- 3.2 Engages with a range of activities unrelated to special interests

4. Problem solving and thinking skills

- 4.1 Makes a choice
- 4.2 Uses information available to make an appropriate choice
- 4.3 Sorts items into categories
- 4.4 Uses information to plan and predict
- 4.5 Makes deductions based on information available
- 4.6 Recognises and takes action to solve problems
- 4.7 Reflects on problems encountered and strategies used

Emotional understanding and self-awareness

1. Understanding and expressing own emotions

- 1.1 Expresses a range of emotions
- 1.2 Identifies own emotions
- 1.3 Identifies cause of emotion

2. Managing emotions and behaviour

- 2.1 Responds to calming strategies of others
- 2.2 Uses own strategies to manage stress
- 2.3 Takes part in planning and preparing strategies to manage own emotions and behaviour
- 2.4 Uses taught strategies to manage emotions and behaviour
- 2.5 Reflects on behaviour

3. Understanding others' emotions / intentions

- 3.1 Recognises and responds to emotions in others
- 3.2 Identifies cause of emotions in others
- 3.3 Makes judgements relating to others' behaviour
- 3.4 Identifies potential or actual risk within situations
- 3.5 Is aware of difficulties with 'reading' others, emotions / intentions

4. Self-awareness

- 4.1 Identifies own characteristics
- 4.2 Identifies interests and strengths
- 4.3 Understands own diagnosis
- 4.4 Identifies difficulties
- 4.5 Is aware of change in relation to self
- 4.6 Participates in planning for own future

5. Developing confidence and self-esteem

- 5.1 Expresses preferences
- 5.2 Expresses opinions / ideas
- 5.3 Shows confidence within activities
- 5.4 Responds to negative behaviour

Learning and engagement

1. Learning through play

- 1.1 Explores toys / objects / materials
- 1.2 Shows understanding of the purpose of toys / play items
- 1.3 Engages in cause and effect play
- 1.4 Engages in pretend / symbolic play
- 1.5 Enacts story routine / play scenario

2. Motivation and engagement

- 2.1 Responds to sensory features of items / activities
- 2.2 Responds to environment
- 2.3 Responds to interaction from supporting adult or peer
- 2.4 Anticipates / predicts what will happen
- 2.5 Shows interest in items / activity / topic
- 2.6 Explores / investigates items / activities
- 2.7 Discovers new knowledge and understanding
- 2.8 Attends to task / activity
- 2.9 Persists with activity
- 2.10 Shifts attention to another task / activity / request
- 2.11 Initiates / makes request for activity
- 2.12 Engages in negotiated tasks

3. Organisation and independent learning

- 3.1 Organises own belongings / resources
- 3.2 Makes effective use of timetables / planners
- 3.3 Shows awareness of time management
- 3.4 Works independently
- 3.5 Participates in planning own learning
- 3.6 Plans work
- 3.7 Carries out research into a topic
- 3.8 Asks for help

4. Understanding and following rules, routines, and expectations

- 4.1 Finds way around learning environment
- 4.2 Copes with queueing / lining up
- 4.3 Attracts attention in an appropriate manner
- 4.4 Follows agreed strategies for movement within learning area
- 4.5 Follows playtime / break time routines
- 4.6 Shows increased tolerance in relation to expectations

5. Evaluating own learning

- 5.1 Evaluates own learning
- 5.2 Applies understanding of own learning
- 5.3 Knows and applies own strengths
- 5.4 Recognises own difficulties
- 5.5 Sets own learning goals
- 5.6 Understands the consequences of own choices and actions
- 5.7 Recognises own achievements

Healthy living

1. Keeping healthy

- 1.1 Identifies own health needs
- 1.2 Copes with medical appointments
- 1.3 Understands benefits and risks of medicines
- 1.4 Knows how to limit spread of infection (coughs and colds)
- 1.5 Makes healthy choices in relation to food / drink
- 1.6 Tolerates an increasing range of foods
- 1.7 Makes healthy choices in relation to exercise
- 1.8 Makes healthy choices in relation to sleep
- 1.9 Understands the health risks associated with smoking and alcohol
- 1.10 Understands the law in relation to drugs, alcohol, and smoking

2. Personal care

- 2.1 Uses toilet independently in familiar setting
- 2.2 Uses public toilet
- 2.3 Maintains good hand hygiene
- 2.4 Maintains good bodily hygiene
- 2.5 Takes interest in own appearance
- 2.6 Identifies and manages sensory needs in relation to hygiene and clothing
- 2.7 Dresses self effectively

3. Relationships and sex education

- 3.1 Identifies personal characteristics
- 3.2 Recognises and accepts differences between people
- 3.3 Understands and accepts changes that occur at puberty
- 3.4 Understands personal space
- 3.5 Distinguishes between 'public' and 'private'
- 3.6 Understands different types of relationships
- 3.7 Uses behaviour appropriate to relationship
- 3.8 Understands laws relating to consent in relationships
- 3.9 Keeps safe within relationships
- 3.10 Knows where to seek advice or help

Independence and community participation

1. Independent living

- 1.1 Manages own time / routines
- 1.2 Prepares a simple snack
- 1.3 Makes a drink for self and/or others
- 1.4 Prepares to make a meal
- 1.5 Prepares a meal
- 1.6 Participates in mealtime with others
- 1.7 Orders a meal
- 1.8 Prepares to go shopping
- 1.9 Shops for items
- 1.10 Pays for items in shop
- 1.11 Carries out household tasks
- 1.12 Manages own money
- 1.13 Uses a phone
- 1.14 Plans for the future

2. Personal safety

- 2.1 Keeps safe in the home
- 2.2 Keeps safe at school
- 2.3 Keeps safe when out in the community
- 2.4 Knows how to get help in the community
- 2.5 Keeps safe on-line (e-safety)

3. Road safety and travel

- 3.1 Walks safely by the side of road
- 3.2 Crosses road safely
- 3.3 Finds way / follows directions
- 3.4 Plans a journey / trip out
- 3.5 Prepares to use public transport
- 3.6 Uses public transport
- 3.7 Solves problems that may occur when travelling

4. Leisure

- 4.1 Shows preference for particular leisure activities
- 4.2 Plans own leisure activity
- 4.3 Engages in social exchange within leisure activity
- 4.4 Takes into account others within leisure activities
- 4.5 Accepts and applies guidance within leisure activities