



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**DRAFT LEARNING PROGRAMME
FOR CHILDREN WITH SEVERE TO
PROFOUND INTELLECTUAL DISABILITY**

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Department of Basic Education

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EXECUTIVE SUMMARY

LEARNING PROGRAMME PACKAGE

The Learning Programme (LP) forms part of the Draft Policy for the Provision of Quality Education and Support for Children with Severe to Profound Intellectual Disability. The Learning Programme can be used by anyone (parents, teachers, caregivers, therapists, etc.) involved or working with children with severe to profound intellectual disabilities (SPID).

The Learning Programme (LP) for children with severe to profound intellectual disability assists teachers/caregivers to;

- Assess the learning needs (strengths and weaknesses) of children with SPID;
- Plan integrated programmes and activities to ensure maximum development and community integration; and
- Integrate the Learning Programme into the Daily Programme by means of illustrative examples.

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ACRONYMS

AAC	Augmentative and Alternative Communication - various methods to enhance communication by using speech, gestures, signing, objects, pictures, etc.
CP	Cerebral Palsy
SIAS	Policy on Screening, Identification, Assessment and Support
PID	Profound Intellectual Disability
NELDS	National Early Learning and Development Standards for children birth to four years
ISP	Individual Support Plan
NCS	National Curriculum Statement
NCF	National Curriculum Framework for Children 0 to 4 years
EWP 6	Education White Paper 6 on Inclusive Education
UNCRPD	United Nations Convention on the Rights of Persons with Disabilities

GLOSSARY

Bilateral	Both sides of the body working together, for example bilateral movement of the arms and hands in order to clap
Child centred	Focus being on the needs, strengths and interest of each child as an individual
Cognitive development	Refers to the brain and how the brain develops, therefore referring to how the child learns
Co-morbidity	One or more additional disorders co-occurring with primary disability
Constant support	The child can be involved in an activity, but needs support through-out, i.e. Can assist in dressing self, but needs help to perform task
Duty of care	In the context of children with SPID, the duty of care encompasses an awareness and avoidance of the dangers of improper physical handling, feeding and other care practices.
Education	Children with SPID are able to learn and develop with the appropriate input and benefit from education aimed at developing their potential to the maximum. The focus of this education is on the development of communication, personal and self-care, practical and conceptual skills within their natural daily environment, rather than academic skills.
Fully dependent	Cannot care for self, is fully dependent on caring, i.e. Feeding, cleaning, etc.
Holistic	Not focusing only on learning, but also taking in account the child's socio-economic circumstances, health, school environment, etc.
Inclusive Education	Is broader than formal schooling and occurs in all settings (home, school, community) within formal and informal modes and structures. All children can learn and have different learning needs. All children have differences whether due to age, gender, ethnicity, language, class, disability or HIV status. Education structures, systems and learning methodologies should meet the needs of all learners. Attitudes, behaviour, teaching methodologies, curricula and the environment have an influence on learning outcomes. Maximising the Participation of all learners should be maximised in the culture and the curricula of educational institutions and uncovering and minimising barriers to learning. By developing children's individual strengths and enabling them to participate critically in the process of learning, can empowering them.
Integrated approach	The subject components communication, life skills and spatial and conceptual skills are not presented in isolation when teaching, but is

integrated within programmes, i.e. During the morning ring all subject components and development areas are addressed.

Kinaesthetic level	The sensation of movement, touch/ making use of the body and
Little support	The child is for the most part independent, but needs support from time to time, i.e. Child can dress self, but needs support from time to time, such as fastening buttons
Multi-disciplinary approach	Having more than one person involved in assessing, planning and intervening. Not just a carer or teacher's responsibility, but could have speech, physic and occupational therapist, psychologist and parents involved.
Muscle contracture	A muscle contracture is a permanent shortening of a muscle or joint
Perceptual development	The ability to be aware / perceive and make sense of the world
Person centred planning	An approach designed to assist someone to plan their life and supports. It is used to enable people with disabilities to increase their self-determination and independence.
Shared exploration	Exploring activities with support, for example hand-over-hand feeding – where adult holds child's hand to support
Supported participation	The child needs support in order to participate, for i.e. Supported seating to enable participation in table activities
Transversal team	Referring to intersectoral collaboration as well as transdisciplinary teams of health and education professionals to address the complex needs of children with SPID.

SECTION 1

INTRODUCTION TO THE LEARNING PROGRAMME FOR CHILDREN WITH SEVERE TO PROFOUND INTELLECTUAL DISABILITY (SPID)

1. BACKGROUND

The South African Constitution, Act 108 of 1996, enshrines the right of every child to access quality basic education. For learners who experience barriers to learning and development such equal access requires the provision of appropriate support services depending on the type of disability.. The Learning Programme needs to be read in conjunction with the Policy Framework for the Provision of Quality Education and Support for Children with Severe to Profound Intellectual Disability (SPID). The Learning Programme (LP) has been developed to respond more effectively to the needs of children with severe to profound intellectual disability (SPID) so as to ensure their meaningful participation in education.

Children with SPID function at a very low level of development and have high support needs. They exhibit significant developmental delays and frequently experience multiple disabilities. It is recognised that children with SPID may only attain the minimum levels of the Learning Programme (LP).

Education and skills development focuses on increasing the individual's capacity for self-care and communication skills. There will also be a need to develop motor control as well as skills of social interaction with adults and peers according to their abilities. Furthermore such children will frequently require assistive devices such as wheelchairs, standing frames, and specialised seating etc. that need to be fitted and maintained for maximum benefit to the child. These devices must be available to the child at school/centre and at home and the processes for this are described in the policy framework.

For them growth and development will be aligned with the National Early Learning and Development Standards for children birth to four years (NELDs) for Children and the National Curriculum Framework for children from birth to four (NCF). It will be holistic and include education, health and social services. Children with SPID need constant aid and supervision as they have severely restricted sensory and motor functioning. It must however be remembered that each child develops individually and no child has exactly the same support needs. In line with the National Policy on Screening, Identification, Assessment and Support (SIAS), an Individual Support Plan (ISP) must therefore be developed for each child to customise his or her learning programme

These children require a multidisciplinary approach because of their high intensity support needs. There is also a significant impact on families who should be supported and consulted throughout the education process. One of the greatest supports to family is the community, but this is only effective if the child is accepted and integrated in the community. Therefore the LP outlines opportunities for community integration where possible. Health professionals, social workers, teachers, caregivers and parents should work as a team in a collaborative manner to address both health, social and educational needs.

The LP for children with SPID is an integrated one where self-care, communication and all aspects of learning are integrated into a structured daily programme. Creating a responsive environment within the structured daily programme is important to the development of social, communicative and cognitive skills.

Progression to higher levels of development and learning is likely to be very slow. Thus there is an emphasis in this LP on practice and repetition within levels of development leaving the opportunity for constant growth and development. There is also a need to practice skills in different contexts since this presents a particular difficulty for this level of functioning.

The guiding principle must be to always have high hopes and high expectations for every child or young person, irrespective of the degree of their disability.

2. OVERVIEW

Through this learning programme (LP), read in conjunction with the policy framework children with severe to profound intellectual disability, the Minister of Basic Education prescribes the minimum norms and standards for children with severe to profound intellectual disability in education.

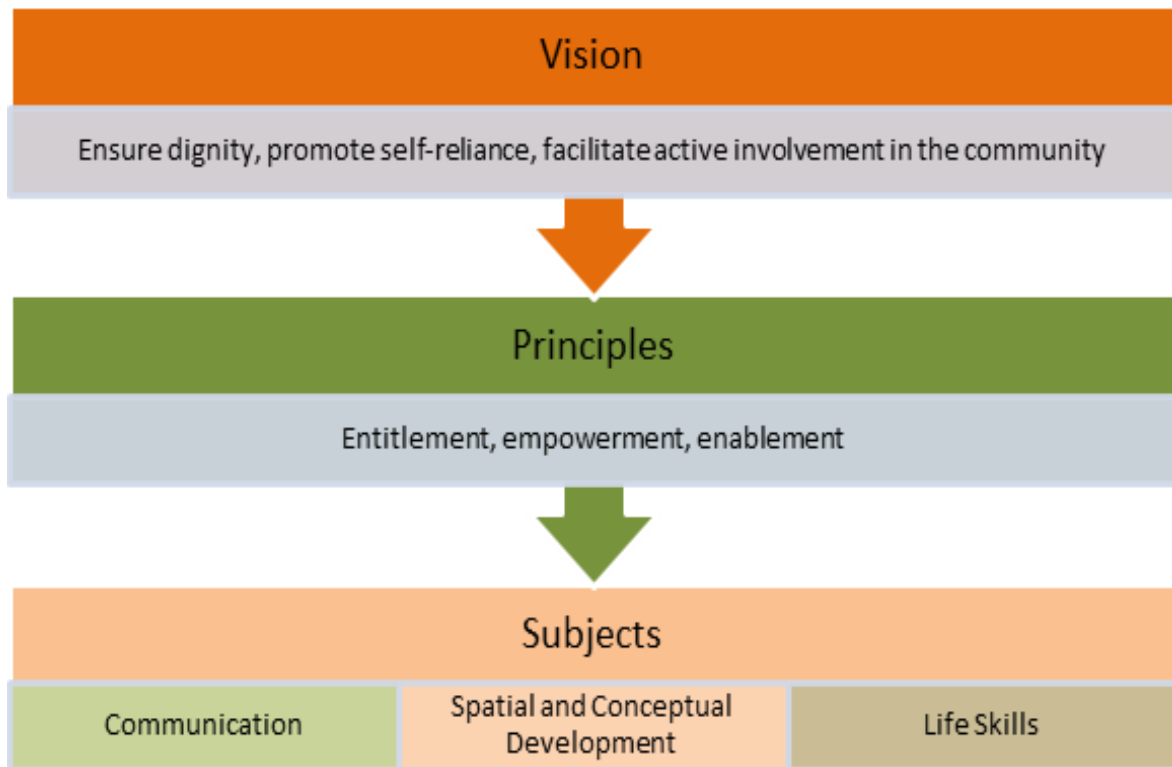
This learning programme is in line with the Constitution, the National Curriculum Statement (NCS) (2011), National Early Learning and Development Standards for Children Birth to Four Years (NELDS) (2004), the National Curriculum Framework (NCF) for Children from Birth to Four (2015), Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001), the Policy on Screening, Identification and Assessment and Support (SIAS) (2014), Integrated School Health Policy (ISHP) (2012) and The Care and Support for Teaching and Learning (CSTL) Programme (2008).

It also translates the key principles and articles of the United Nations Convention on the Rights of Persons with Disabilities (2007), specifically Article 10, 23, 24 and 26 that emphasise the rights of children to be educated in an inclusive education system, close to their home with access to

appropriate health services, assistive devices, integration into family and community life and protection against cruel and inhumane treatment. All children have the opportunity towards the full development of human potential and sense of dignity and self-worth.

The policy document also makes it possible to practically implement the following sections of Social Development and Health legislation, namely:

- a) The Mental Health Care Act (Act No.17 of 2002) that states that people with severe to profound intellectual disability need partial self-maintenance under close supervision, limited self-protection skills in a controlled environment
- b) Section 11 of the Children's Act (2007) that makes provision for children with SPID, indicating that they need to be provided with parental care, family care or special care where appropriate.
- c) Chapter 5, Section 76 of the Children's Act as amended (2007) that identifies the support related to children with SPID as an issue that is relevant for Partial Care. It is the role of the Department of Education to collaborate with the Departments of Health and Social Development to ensure that learners with profound disability have access to education programme in schools and/or Partial Care centres.
- d) It furthermore provides a response to the High Court judgment in the case of the Western Cape Forum for Intellectual Disability v Government of the Republic of South Africa and Government of the Province of the Western Cape that upholds the rights of children with profound intellectual disability to receive basic education, protection from neglect, equality and basic human dignity.



3. VISION

The policy recognises the right of every child with SPID to enjoy a full and decent life in conditions which:

- are safe
- ensure dignity;
- promote self-reliance, and
- facilitate the child's active participation in the community."

(Adapted from Article 23 of the Convention on the Rights of the Child, 1989)

4. GENERAL AIMS OF THE LEARNING PROGRAMME (LP)

The general aim of the learning programme for children with SPID is to serve as a guide in the planning and development of child and group specific learning programmes that would enable these children to meet their potential in spite of their high degree of dependency. They will require extensive support for the management of physical and sensory disabilities and complex medical needs.

- (a) The National Curriculum Statement (NCS) Grades R - 9 gives expression to the knowledge, skills and values worth learning in South African schools. This Learning Programme is aligned to the NCS and aims to ensure that children with SPID acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the learning programme promotes knowledge in local contexts, while contributing to lifelong learning.

(b) **The Learning Programme serves the purposes of:**

- equipping children with SPID, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
- developing children and youth's understanding of the world around them, social interactions and relationships;
- integrating learning, therapy and health needs through an interdisciplinary approach;
- facilitating the transition of youth with profound intellectual disability from education settings to opportunities for lifelong learning and community participation;
- providing a profile of a youth's competences to employers, family and caregivers to enable meaningful participation;
- is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, and other factors;
- valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
- credibility, quality and efficiency: providing an education that is in line with international best practice for children with SPID.

(c) The learning programme for children with SPID is based on the following **principles**:

- **Entitlement:** the right to high quality learning experiences and interaction;
- **Empowerment:** the recognition of their basic human need to realise their self-worth and self-esteem;
- **Enablement:** the recognition of their potential to learn from quality interactive learning environment;
- **Social transformation:** ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;
- **Active learning:** encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
- **Adapting knowledge and skills** in the learning programme to enable maximum development;
- **Progression:** showing progression from simple to more complex tasks in finely graded steps to allow plotting of progression;
- **Values process:** The process of learning is as equally valued as the achievement;

- **Strengths-based approach:** the focus is on an asset-based approach that recognises strengths and capabilities of children and youth and build on these;
- **Human rights, inclusivity, environmental and social justice:** infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa.

(d) **Inclusivity** should become a central part of the organisation, planning and teaching at each centre of learning. This can only happen if all teachers and caregivers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity. The key to managing inclusivity is ensuring that barriers are identified and addressed by all the relevant support structures within the learning centre community, including caregivers, teachers, District-Based Support Teams, Institutional-Level Support Teams, parents and Special Schools as Resource Centres. Teachers and caregivers should create an enabling and responsive learning environment which recognises strengths of individual children and builds on them in a step by step manner (see the Department of Basic Education's *Guidelines for Responding to Diversity in the Classroom*, 2012).

5. EXPECTED OUTCOMES OF EDUCATION FOR CHILDREN WITH SEVERE TO PROFOUND INTELLECTUAL DISABILITY (SPID)

On completion of this learning programme children with SPID will have achieved:

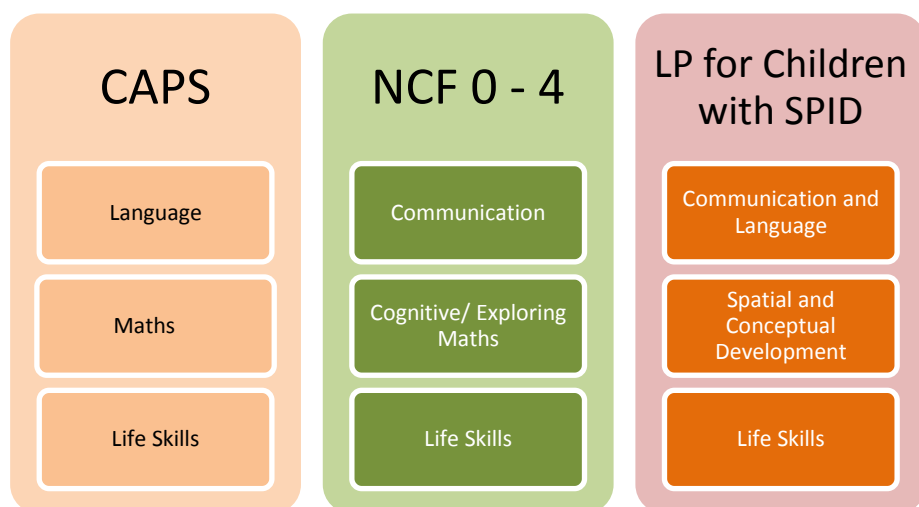
- Access to lifelong learning
- Maximum family and community integration
- An increased level of independence and communication
- An increased level of social and emotional well-being
- A measure of progress through the performance criteria stages of encounter, awareness, attention, response, engagement, participation, involvement and attainment.
- Acknowledgement and respect of their rights and dignity

6. STRUCTURE OF THE LEARNING PROGRAMME

The Learning Programme (LP) for children with SPID focuses on the care, development and learning needs of this group from the age of three (3) until the age of 18. The LP makes reference to normal child development at a Pre-grade R level (from birth to four years) with the focus being on the acquiring of basic developmental skills rather than reaching developmental milestones. The LP framework is further guided by the Curriculum and Assessment Policy Statement, Grade R - 9 (CAPS), (2011); National Early Learning Development Standards (NELDS) (2009) and National

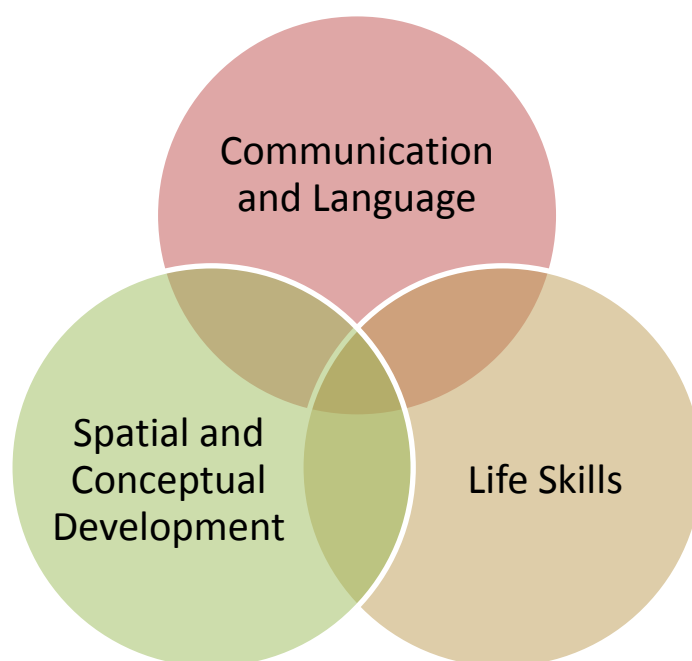
Curriculum Framework 0- 4 years (NCF) (2015) to ensure alignment with national education standards.

The 3 Subject components within the Learning Programme are guided by, aligned to and adapted from the CAPS, Gr R to 3 and the NCF 0 – 4. It is further suggested that in the planning and development of child and group specific learning programmes, the LP should be used in conjunction with the NCF 0 – 4, because children with SPID often function at this level of development. However, their chronological and physical age must also be taking into account, hence the need for this LP specifically for children with SPID.



GUIDING PRINCIPLE OF THE LEARNING PROGRAMME

Development and learning takes place through the continuous integration of communication, spatial and conceptual development and life skills that the child is exposed to and experiences in his/her natural environment or daily programme on a daily basis



7.1 SUBJECTS AND TIME ALLOCATION

7.1 Communication and language

This subject component is concerned with the following:

- (a) Continuous development of symbolic communication in speech or gesture.
- (b) Understanding of simple instructions or gestures.
- (c) Expression of own desires and emotions largely through non-verbal, non-symbolic communication.
- (d) Enjoyment of relationships with well-known family members, caretakers, and familiar others.
- (e) Initiating and responding to social interactions through gestural and emotional cues.
- (f) Being consulted and indicating their own choices

7.2 Spatial and conceptual development

- (a) Development of conceptual skills that involves the physical world rather than symbolic processes.
- (b) Use of objects in goal-directed fashion for self-care, work, and recreation.
- (c) Visuospatial skills, such as matching and sorting based on physical characteristics.
- (d) Sensory, motor and perceptual skills to explore and participate in their environment.
- (e) Basic problem solving skills

7.3 Life skills

- (a) Increasing independence in all aspects of daily physical care, health, and safety, with increasing participation
- (b) Assisting with some daily work tasks at home and learning centre, like carrying dishes to the table.
- (c) Developing simple actions with objects as the basis of participation in some vocational activities with high levels of ongoing support.
- (d) Developing recreational activities that involve, for example, enjoyment in listening to music, watching movies, going out for walks, or participating in water activities, all with the support of others.
- (e) Reducing maladaptive behaviours
- (f) Sexuality and relationship education
- (g) Developing relationships with community members, family, caregivers and peers

7.4 Instructional time

The time allocation is divided equally across subjects as there will be integration and play-based learning. The daily programme is structured to provide numerous interactive experiences that give opportunities to learn and develop in all subjects.

Subjects	Hours
Communication and language	9
Spatial and conceptual development	9
Life Skills	9.5
Total	27.5 hours

SECTION 2:

METHODOLOGY AND INTEGRATION IN THE IMPLEMENTATION OF THE LEARNING PROGRAMME

1. UNDERSTANDING THE INDIVIDUAL NEEDS OF THE CHILDREN WITH SPID

Education of children with SPID is based on a ***holistic and integrated approach*** that is child centred and individualised to each child's development and learning needs. It is based on determining the level of functioning, with the focus on the child's strengths and interests. Children grow and develop through exposure to daily life experiences and learn in interaction with their environment in an integrated way across the development areas. Thus the three subject components of this learning programme are delivered in an integrated way within a daily programme. It is therefore better to highlight the broad competencies that children with SPID are expected to acquire from a programme and activities, rather than the specific skills and abilities from a particular domain of development.

Children should experience a wide range of development and learning encounters. It is important to believe in each child's potential for further development and learning so that achievement and attainment are always made possible. All experiences could not result and should therefore not be expected to result in immediate attainment. What is important is that all children are entitled to become involved in a rich and wide range of educational and learning experiences. No child should only be constricted to a watered-down practical programme of routines simply because their potential for attainment is observed to be limited.

A variety of different settings is needed to create all the *experiences* that children with SPID will have. What they feel, do, hear and see, form an important part of the LP. These experiences must be planned for within the context in which they are being cared for and educated. Continuous reflecting on and evaluating of the child's performance in the learning context would determine adjustments needed in the planning of child specific programmes to ensure that each child is given the best opportunities to be able to develop according to his or her own pace and abilities, providing the best suited support needed.

In a group setting (special care centre classroom; special school classroom; etc.) the baseline assessment of each child would provide relevant information to allow grouping of children according to level of functioning. When children are grouped together in a more homogenised group, it allows for better planning of learning programmes, which allows differentiation within the group.

1.1 Early intervention

Right from birth, children are continuously developing and learning. Children with SPID also have that ability, but their disability acts as a serious barrier in the process, resulting in delayed attainment of developmental stages. In order for children with SPID to develop and learn, they need specific support which could enable them to develop further. It is therefore extremely important to identify the barriers that they experience at a very early age, so that the needed support and early intervention can be provided to ensure that development and learning can take place.

1.2 A responsive environment

Children with SPID need a **responsive environment** and the **opportunity to make choices** in order to develop social, communicative and cognitive skills. A responsive environment is one in which the child or young person can obtain responses both from people and from seeing things happen as a result of what they do.

Sometimes these children are limited in what they can do and so they do not elicit responses from their environment. The educational environment needs to be structured in such a way that it is sensitive to small actions on the part of the child and is responsive to these actions. They can only learn to communicate by being treated as if their actions have meaning and by engaging them in social interaction. A responsive environment embodies the respect and dignity with which all people, whatever their age, abilities or disabilities, ought to be treated. Studies show that parents and other caregivers find it more difficult to respond to children with disabilities than to non-disabled children, and are more likely to experience negative or unsatisfying interactions with them. This may result in them being left on their own with little opportunity for interaction. Continuous repetition of encouraging actions might just result in a slight smile/ twitch of the mouth, or he might turn his head towards the sound. But if no opportunities are created that could result in a response, no development is likely to occur.

1.3 Making of choices

To give someone the opportunity to make choices shows respect towards that person and enhances their dignity because it shows that what matters to this individual has meaning and that they do have some control over their own world.

1.4 Learning through play

All children learn through play. Play provides the child with opportunities to:

- Explore and learn about things in his/ her environment by using and developing his/ her senses
- Motivate and practice moving
- Interact with other people and learn social skills
- Think and learn

Each Child with SPID is dependent on and entitled to supported play-based learning to ensure the best possible opportunities to develop to his/ her maximum potential.

A WORTHY EDUCATIONAL ENVIRONMENT IS RESPONSIVE, STIMULATES SOCIAL INTERACTION AND PLAY-BASED LEARNING AT ALL TIMES

2. BASELINE ASSESSMENT TO INFORM PLANNING

When planning for children with SPID, it is necessary to know the specific needs of each individual. A baseline assessment of each child will determine what the child is able/ unable to do. Emphasis is put on the child's ability rather than his/her inability, within a strengths based approach. This baseline assessment will be used as the point of departure for determining the support needed to enable further development and learning. Section 4 on Assessment gives more detail about methods and available tools. (See Annexure 5: Example of an assessment tool).

3. DEVELOPMENT OF THE INDIVIDUAL SUPPORT PLAN

Each child with SPID has unique needs, strengths, interests, background and current circumstances. Planning for each child should be individualised by means of an individual support plan (ISP).

3.1 Developing an ISP

- (a) The ISP is developed using the baseline assessment and all relevant information from the child's file as well as information from relevant people in the child's immediate support system. It is essential that a multidisciplinary approach that includes the parents is adopted.
- (b) The ISP should have specific goals/objectives for the child's development. **These goals should be Specific, Measurable, Achievable, Realistic and Time-specific (SMART).** It should outline responsibilities of different role players in supporting learning. For example,

transport and the supply and maintenance of assistive devices might also be included in the ISP. It is better to choose a small number of achievable goals at each stage of developing the ISP and then to evaluate and build on successes in the next round of ISP development.

- (c) An ISP is developed over a period of time and is continuously reviewed. An ISP supports the child's individual needs and guides specific planning to address these needs on an ongoing basis. It should be part of the lifelong planning of goals as the child enters different phases of his / her life. The ISP can be used to monitor the success of the intervention and to ensure accountability for those who have been given responsibility for support tasks.

4. WORKING IN A CLASSROOM SETTING

- a) As mentioned in the above section, it can be seen that children with SPID are dependent on ISPs to be able to develop to their full potential. This however can be challenging in a classroom setting. It is therefore important to group children according to their level of functioning, but also keeping in mind their chronological age. This does not mean that all children with Cerebral Palsy should be grouped together. Keeping in mind their cognitive ability and even though their physical abilities prohibit them from taking part in specific activities, they can still be included and exposed to all classroom activities.
- b) Baseline assessment would provide the necessary information to group children according to their level of functioning. Within a homogenised grouping, differentiated teaching and learning needs to be applied to address specific needs. Planning needs to be class or group specific, which means that within a special care centre with for instance 5 groupings, the same programme (e.g. "My body") would be adapted according to the needs and level of development of the specific group, which would include the level of support needed.

Two examples of how to arrange groups:

AWARENESS GROUP

Children fitting into this group are in the very early stage of awareness. Focus should be on encouraging them to move from being passive to becoming aware. All activities / responses are initiated and are fully prompted and supported by adults / others. This group would include children who are at a level of encounter and awareness and moving towards responsiveness.

INTERACTIVE GROUP

This group of children show interest in their environment, but still need prompting with adult initiation of activities and communication. They are beginning to control their environment, develop curiosity and initiate activities and communication. This group would be at a level engaging, participating and moving towards attainment.

These groups should be flexible. Children may be in different groups for different learning areas according to their levels of participation. In addition, children can be in one group with differentiation for different levels in the same group.

(See Annexure: 3 Integrated Gross Motor Activity; and Annexures 7 & 8 of integrated Daily Programmes).

5. STRUCTURING THE DAILY PROGRAMME

Children with SPID have the potential to develop and learn. They **have the right to quality opportunities to develop to their full potential**. The idea of a holistic and integrated approach is to use opportunities for development and learning within the child's natural daily environment within a well-structured and functional Daily Programme. This applies to children wherever the learning programme is being delivered, whether it be at home in a special care centre or other delivery sites. The daily programme outlines the sequence of activities, the time and time allocation for the activities and the learning aims for the activities.

When planning a well-structured and functional Daily Programme, **time constraints** should be taken into account. **Learning experiences should be functional** and fit into the child's activities for daily living (ADLs) and self-care. In order to master some of these skills, the child might be dependent on constant support, motivation and praise within the given opportunities. A basic Daily Programme should ensure that development and learning opportunities are created during the course of each day to develop communication, life skills and spatial and conceptual development. The Daily Programme needs to be well-structured, starting at home from when the child awakes or at the learning site from the point of being dropped off until going home again.

Example of a basic Daily Programme (See Annexures 7 and 8 for examples of integrated Daily Programmes).

Arrive and greet
Routine Activities for Daily Living (ADLs) and self-care activities (Washing hands; breakfast; toileting, brushing teeth)
Morning Ring (Communication and Learning)

Gross motor activities / outside/ indoors
Snack time (ADL) and routine activities
Table activities (Fine motor / perceptual development / integrated creative arts)
Supervised free play (outside/indoors)
Music and Story time
Lunch and routine ADLs and self-care (optional)
Pack up and rest and Going Home

6. INTEGRATING RESOURCES, SPECIALISED EQUIPMENT AND LEARNING TEACHING AND SUPPORT MATERIAL (LTSM)

To support the implementation of the Learning Programme (LP) resources, specialised equipment and LTSM need to be delivered in an integrated manner. Training and support will be made available from Departments of Education, Social Development and Health as well as from NGOs in the procurement, use, integration and monitoring of resources, specialised equipment and LTSM.

NGOs involved with caring and support of children with SPID for numerous years have developed resources and training. (Pathways - Pretoria, WCFID, Cape Mental Health, Hambisela, to name only a few (see annexure 9: Resource list of NGOs).

7. LIFELONG LEARNING

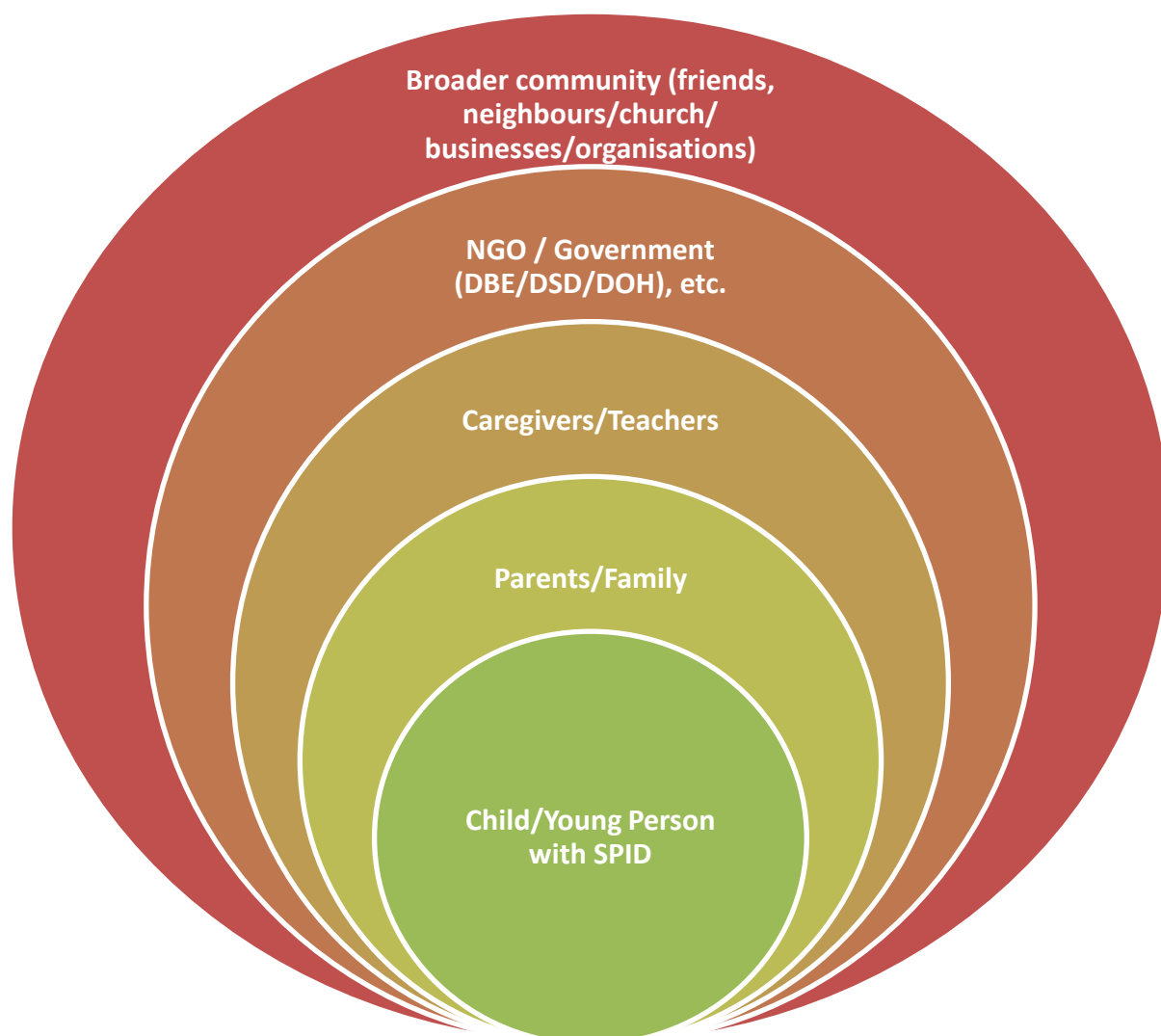
Education of children with SPID does not imply 'formal' schooling, but rather refers to a process of lifelong learning. Children with SPID are entitled to quality education and must therefore be given the opportunity to develop to their full potential, progressing according to their own level of functioning and ability. With the necessary support, children with SPID can develop higher levels of functioning and independence, although this may take longer to accomplish. This development is not restricted to time or age, but should rather be seen as developing and learning throughout life. While the child may only reach a certain level of cognitive functioning (vertical development) this cannot be seen as a dead end. It is important also to look at the horizontal level of developing where further enrichment and stimulation on the same level can contribute to maximum potential development within skills. The developmental skills that the child has acquired may be carried out with greater competence and with less support as the child grows older. Young people with profound intellectual disability will require lifelong care and support with personal care tasks, communication, and accessing and participating in community facilities, services and activities.

Lifelong learning is therefore dependent upon the broader community's involvement in having measures in place to accommodate these children with SPID, as well as their families.

The challenge lies in linking Learning Programmes for all children with SPID to support seamless transitions throughout all programmes of care and education provided for them and their families across the lead Departments of Education, Social Development and Health. This would also include integrating children and young adults who are out of school and those exiting from the education system, back into the community.

8. PARTNERSHIPS FOR LIFELONG LEARNING

IT TAKES A COMMUNITY TO RAISE A CHILD



When working with children with SPID, collaboration between all role players involved with the child is very important. Who should all play a role? Referring to the Care, Support, Teaching and Learning (CSTL) Model/Programme of the Department of Basic Education (DBE), it shows that it is the responsibility of a broader community to educate a child. The child is part of the community and should not be excluded by the community.

The child with SPID will have a lifelong dependency on the community's support and involvement. Therefore the community should put measures in place to address the support needed. This requires collaboration and integration between all involved during different stages of the child's life

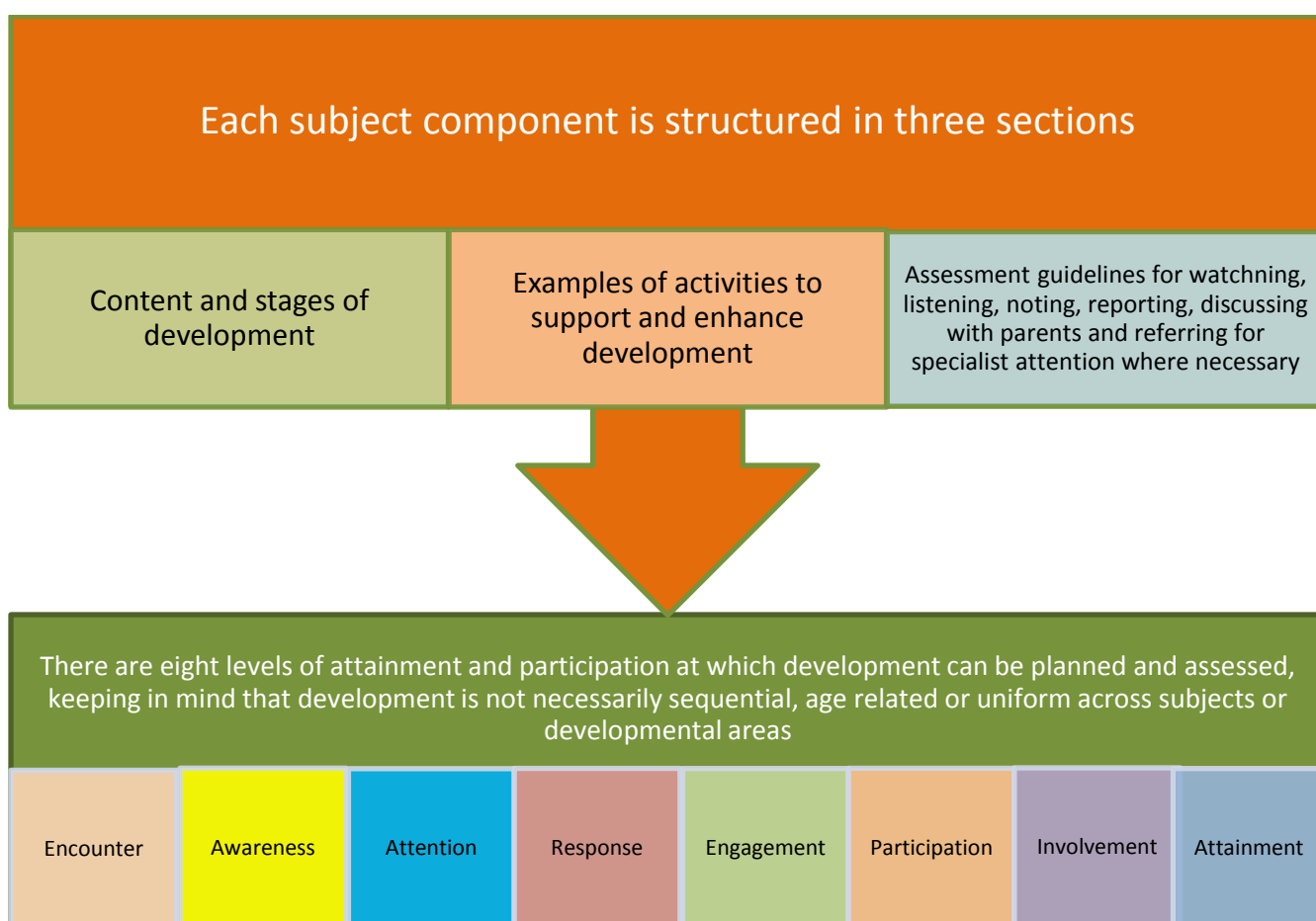
(see diagram above). This collaboration between all partners can ensure that children with SPID receive the most meaningful development and learning experiences that would also include integrating back into the community after exiting an education system. Any support should always be person centred, age appropriate, holistic and integrated within the child's natural everyday environment. The Learning Programme is designed to follow the child with SPID at any stage of his/her life.

SECTION 3

THE DESIGN OF THE LEARNING PROGRAMME

THE 3 SUBJECT COMPONENTS WITHIN THE LEARNING PROGRAMME:

1. COMMUNICATION AND LANGUAGE;
2. SPATIAL AND CONCEPTUAL DEVELOPMENT;
3. LIFE SKILLS



THE 3 SUBJECT COMPONENTS, THEIR DEVELOPMENT AREAS AND CONTENT

1. Communication and Language	2. Spatial and conceptual development (Cognition)	3. Life skills
Develop and support communication using whatever mode the child with SPID is capable of;	Develop the understanding, thinking and problem solving abilities through the use of senses and experiences;	To understand himself physically, emotionally, socially and sexually and relationships with others
<p>In order for communication/ language to develop the following pre-linguistic (language) skills need to develop:</p> <p>Content:</p> <ul style="list-style-type: none"> • Attention • Eye contact • Turn taking • Cause and effect • Imitation • Gesture • Communicative intent <p>Development area: Listening skill</p> <p>Content</p> <ul style="list-style-type: none"> • Responding to sound <p>Development area: Understanding (Receptive language)</p> <p>Content:</p> <ul style="list-style-type: none"> • Responding to sound • Responding to name • Shows understanding of several words • Following one step instruction • Understanding no 	<p>Development area: Perceptual/ Pre-conceptual</p> <p>Content:</p> <ul style="list-style-type: none"> • Readiness to engage • Memory • Cause and effect • Categorisation <p>Development area: Spatial and conceptual</p> <p>Content</p> <ul style="list-style-type: none"> • Basic concepts <ul style="list-style-type: none"> o Colours o Shapes o Counting and numbers • Patterns and sequence • Spatial concepts • Time 	<p>Development area: Gross Motor Content</p> <ul style="list-style-type: none"> • Reflexes • Strengthening muscles • Use large muscles to move • Sit • Stand • Walk • Run • Kicks a ball • Movement and music • Jump <p>Development area: Fine Motor Content:</p> <ul style="list-style-type: none"> • Grasps with hand • Use fingers • Eye-hand coordination <p>Development area: Sensory and perceptual Content;</p> <ul style="list-style-type: none"> • Hearing • Seeing • Tasting • Touching • Body image <p>Development area: Self-help and activities for daily living (ADL)</p>

1. Communication and Language	2. Spatial and conceptual development (Cognition)	3. Life skills
<ul style="list-style-type: none"> Shows understanding simple instructions (pictures, gestures, signs - AAC) <p>Development area: Expressive Language (Using sounds/ gestures/ pictures/ symbols/ words to indicate needs and communicate)</p> <p>Content</p> <ul style="list-style-type: none"> Gesture <ul style="list-style-type: none"> Greeting routines Showing Performing actions Verbal <ul style="list-style-type: none"> Vocalising Imitating and copying sounds Greeting Providing personal information on request Interacting Making spontaneous request Making choices Asking for help Using recognisable words 2 word sentence <ul style="list-style-type: none"> Using simple sentence 10 - 50 words Short conversation Taking turns in simple conversation with clearer pronunciation Functional conversation 		<p>Content:</p> <ul style="list-style-type: none"> Dressing Feeding Toileting Washing hands/face Brushing teeth Blowing nose/wipe mouth <p>Development area: Sense of Sexuality</p> <p>Content:</p> <ul style="list-style-type: none"> Body Privacy Relationships Social skills Avoiding exploitation <p>Development area: Social skills and relationships</p> <p>Content:</p> <ul style="list-style-type: none"> Relating to familiar people Relating to friends/peers Playing and leisure time <p>Development area; Emotions</p>

In the Learning Programme each of the three subject components are addressed separately. In the **OUTLINE of each subject component** the development areas are identified and the content for each development area is sequenced in developmental stages beginning with simple skills and moving on to more advanced skills. It needs to be noted that the some of the content and stages of development in this LP is based on/ taken from the Development Guidelines of the NCF 0 – 4, which is based on normal child development. The examples of activities used in the LP is also based on/ taken from the NCF 0 – 4, but where applicable have been adapted to fit the specific and diverse needs of children with SPID, taking into account that children with SPID can chronologically be older, but function within the 0 – 4 levels of development.

Suggested assessment activities of performance attainment appear in the last column. In supporting the child with SPID to be able to achieve a goal or reach a level of attainment (understanding), development and learning is broken up in 8 steps/ stages/ actions: Encounter, awareness, attention, response, engagement, participation, involvement, attainment. (Based on the P-scales (UK) and The Dorchester Curriculum Group).

It needs to be emphasised that even though these subjects are represented separately in the LP, development and learning should take place in a holistic and integrated way as it relates directly to how children develop and learn. It should also be kept in mind that with children with SPID the normal attainment of milestones would not always be possible. It is important to remember that the content of the Learning Programme is a flexible tool and should be used as a guideline in the planning and implementation of programmes that needs to be integrated within the Daily Programme. The integration should be implemented in such a way that all childrens' needs are met and necessary support provided to enable each child to develop to his/ her full potential. (See Annexure 7 and 8: Examples of integrating the Learning Programme into the Daily Programme).

1. COMMUNICATION AND LANGUAGE

1.1 WHAT IS COMMUNICATION AND LANGUAGE?

Communication is a critical life skill that enables all human beings to make their needs known and establish relationships with other human beings. Communication is one skill that all are capable of. The manner, amount or sophistication of the communication may however vary between individuals. Communication is an activity that involves sending, receiving, processing and comprehending concepts and messages that are presented includes verbally, non-verbally and graphically. All people use speech, vocalizations facial expressions, body language, conventional gestures (e.g. pointing), objects and different means to express themselves. Language can be divided into expression (production) and reception (comprehension).

Children with SPID who may not be able to use speech to communicate effectively will use other modes which are depended on their physical, sensory and cognitive abilities. A multiple means of communication benefits all individuals, irrespective of the severity of their disability. Some of these means can be unaided, such as manual signs, facial expressions or gestures. Others need to be aided, such as the use of pictures (picture communication -PCS), objects or a variety of augmentative and alternative communication (AAC) methods.

1.2 THE SPECIFIC AIMS OF COMMUNICATION AND LANGUAGE:

- Continuous development of symbolic communication in speech or gesture.
- Understanding of simple instructions or gestures.
- Expression of own desires and emotions largely through nonverbal, non-symbolic communication.
- Enjoyment of relationships with well-known family members, caretakers, and familiar others through the use of communication.
- Initiating and responding to social interactions through gestural and emotional cues.

To be able to communicate and interact effectively a person needs to be able to respond, to listen and to understand communication. The most effective way of improving the communication skills of children with severe to profound disabilities is:

- teaching within their natural environments and routines;
- providing multiple opportunities to practice communication skills;

- ensuring responsive partners and systematic instruction.

Teaching within their natural environment and routine

Listening and communicating are crucial to all learning and in order for these skills to be developed effectively, it is important that continuous opportunities for developing and learning should be provided according to **each child's specific needs**, level of understanding and development and interests. The best way to ensure the development of communication would be within the child's natural daily environment and routine in which he/ she is actively involved. The development of language and communication skills within the learning programme is based on **integration with Life-skills and Spatial and Conceptual development within play-based learning** within the **well-structured and functional Daily Programme**, (normal routines and activities in the Daily Programme). As communication interaction opportunities develop naturally, the teacher / caregiver intervenes as needed supporting and enhancing the child's communication skills

- **Providing multiple opportunities to practice communication skills;**

Children with SPID often need several opportunities to practice skills. In most typical activities during the daily programme, many opportunities naturally exist for communication interaction to take place and repetition to practice skills can be created additionally. A relatively easy way to motivate children to engage in communicative interactions is by **the offering of choices**. Instead of giving a child a particular item (food, drink, toy) allowing the child to make a choice creates an opportunity for the child to communicate. The choice can be given using speech, the items itself, representative pictures or signs. Different methods of input should enhance the child's understanding to the choice and offer the child a variety of means of expressing the choice (e.g. signing, looking, pointing to a picture, grabbing an item). Even if the carer/ teacher is sure of what the child's choice would be, the child must be given the opportunity to communicate his choice, to reinforce communication and not necessarily the choice. This gives the child more independence and he learns that he is in control of the interaction. Making choices throughout the day can help developing self-determination. It is important to recognise and use these opportunities. Choices could include what clothes to wear, food to eat, activities to engage in, items to play or work with, who to play with, places to go, items to purchase, etc. Choices should at first be presented one at a time with the child's response to each option as an indication of preference.

Creating the need to interact can also enhance communication opportunities, such as offering the child items or activities that he is known to dislike allows the child the opportunity to reject. Not

giving the child enough of a favourite item (food, drink, and toy) encourages the child to indicate wanting more. Encouraging others to greet the child provides opportunities to respond.

- **Ensuring responsive partners**

When working with children with SPID, communication attempts made by them often go undetected by those around them. Carers/ teachers/ parents (as the communication partners) should be particularly sensitive and focus on being a responsive partner because it is so critical in the development of communication skills for children with SPID. One should always be aware and on the lookout for any means of communication efforts made by the child, even if it seems unconventional, and then respond in a positive and appropriate way to these behaviours. It is important for all role-players to know and understand the specific behaviours and its communicative intent. It is important to interact frequently even though it might seem that a child is unresponsive. Communication requires at least 2 people, namely a sender and a receiver of a message. **Response to attention** is the basis of becoming aware of surroundings, people and would lead to interaction. **Adult initiated activities** such as these are crucial towards laying the foundation for further development.

- **Systematic instruction**

When teaching children with SPID, the use of systematic and direct instruction is highly recommended. This consists of a well-designed plan of teaching that involves targeting and evaluating what they can learn given meaningful opportunities to practice their skills. Such instruction would involve specific procedures of identifying, prompting (trying to make the child react/ say something) and reinforcing targeted/ specific behaviours, within typical age-appropriate/ functional environments.

Focus should be on informal and spontaneous learning in various settings during the day. In a **balanced, flexible language rich daily programme**, important principles underpinning early learning are reinforced, namely, that children learn best through movement (kinaesthetically) and then through interacting with concrete materials (three dimensional learning), while being actively involved in the activities.

1.3 DEVELOPMENT AREA: COMMUNICATION AND LANGUAGE

Communication and language has 3 development areas: Listening skills, Expressing and Understanding.

DEVELOPMENT AREAS AND CONTENT OUTLINE OF COMMUNICATION AND LANGUAGE

PRE-LINGUISTIC (Language) SKILLS:

In order for the child to be able to develop communication and language the child also needs to develop the following skills:

Content and stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
ATTENTION <ul style="list-style-type: none">• Does not look at person when attention is given - seems passive.• Appears to look at person's face for a short time• Gives attention to environmental stimuli• Gazes at person for a longer period• Shows signs of surprise, enjoyment and frustration in distinguishing between events,	Stimulate the following senses: <ul style="list-style-type: none">• Hearing• Vision• Touch• Movement• Taste and smell• Hold child close, talk to him/her so that he/she looks at you• Encourage child to show interest in people and	ENCOUNTER <ul style="list-style-type: none">• Is present during an experience or activity, but might be passive or even resistant.• May show simple reflex responses such as startling or crying at sudden movements or noises.• Any participation has to be fully prompted by other person.• May withhold attention or tolerate a shared activity.

PRE-LINGUISTIC (Language) SKILLS:

In order for the child to be able to develop communication and language the child also needs to develop the following skills:

Content and stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
<p>people and objects</p> <ul style="list-style-type: none"> • Awareness when name is called • Responds to name being called • More consistent attention - focusing and locating between events and people • Follows moving objects and events with eyes, head or other body parts • Shows active interest in the environment and begins to understand language • Engages in sharing, taking turns and anticipation familiar sequences of events, smiling, vocalising or showing other signs of excitement, although these responses may be supported by staff / others. • Pays attention when spoken to • Listens to and enjoys rhythmic patterns in music, rhymes and stories • Engages in an interaction for an appropriate amount of time • Attends to simple tasks and is not distracted by 	<p>situations</p> <ul style="list-style-type: none"> • Make the child aware of sounds in the environment • Use shiny, colourful / visually appealing toys • Put object in child's hand • Small toys suspended on strings that will sound when touched • Noise makers such as a plastic container filled with objects which makes a noise when shaken • A cross bar with strings attached with hanging toys • Talk and sing to the child • Play peek-a-boo • Talk about what you are doing • Roll ball in child's field of vision – encourage him/her to watch it • Point to noises and sounds • Play sound and action games • Hide objects and encourage child to look for them 	<ul style="list-style-type: none"> • Does not look at mother/carer when attention is given <p>AWARENESS</p> <ul style="list-style-type: none"> • Appears to show awareness to something happening (activity or experience), • Might also have a brief period of interrupting/ stopping a self-absorbed activity or movement, • Or show excitement during certain activities • It happens by chance with fleeting focus, but child looks away again after a moment • Tolerates a variety of sounds (voices, music, noises) <p>ATTENTION AND RESPONSE</p> <ul style="list-style-type: none"> • Begins to pay attention and respond to what is happening, but not always consistently, for example by showing signs of surprise, enjoyment, frustration or dissatisfaction, demonstrating the beginning of an ability to distinguish between two familiar people, events and objects. • May have different reactions when introduced to new activities/ experiences,

<p style="text-align: center;">PRE-LINGUISTIC (Language) SKILLS:</p> <p style="text-align: center;">In order for the child to be able to develop communication and language the child also needs to develop the following skills:</p>		
Content and stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
<p>new sounds</p> <ul style="list-style-type: none"> • Listens and speaks to people when doing a task • Listens to stories with increasing attention • Attends to an activity initiated by both adults and other children • Is able to follow directions • Attends to self-initiated activities 	<div style="border: 1px solid black; padding: 5px;"> <p>Integration in Daily Programme:</p> <ul style="list-style-type: none"> • Morning ring – greetings with child's name/ photo greeting song • Song - picture card representing song (child choose song) </div>	<p>such as withholding attention.</p> <ul style="list-style-type: none"> • Looks at mother/speaker when that person speaks • Keeps gaze for longer periods of time. <p>ENGAGEMENT</p> <p>Shows more consistent attention to, and can tell the difference between, specific events in their surroundings, for example, communicate interest and enthusiasm through body language - smiles of recognition; focused looking or listening; body movement by turning to locate objects, events or people, following moving objects and events through movements of their</p> <ul style="list-style-type: none"> • Starts to recognize and understand environmental or familiar sounds e.g.: • Sounds from household objects (flushing of the toilet, the kettle boiling, a door banging) • Outdoor sounds such as the noise of cars, birds, lawn mower
<p>MAKING EYE CONTACT</p> <ul style="list-style-type: none"> • Turns to the person but does not look • Turns and looks at the person talking • Makes eye contact with the person talking • Maintains eye contact while being spoken to • Maintains eye contact while communicating 	<ul style="list-style-type: none"> • Let the child look at your face • Hold the child close to you and talk while encouraging him/her to look at you • Call the child's name and give praise when he/she looks at you, this may be smiling, facial expression, etc. • Encourage eye contact during social interaction • During feeding routines encourage eye contact • When child wants something not close by / wants to ask a question encourage eye contact • Peek-a-boo 	

<p style="text-align: center;">PRE-LINGUISTIC (Language) SKILLS:</p> <p style="text-align: center;">In order for the child to be able to develop communication and language the child also needs to develop the following skills:</p>		
Content and stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
<p>TURN TAKING</p> <ul style="list-style-type: none"> Does not enter into taking turns with another Appears to show awareness of another's activity Show a response to a person Co-operates in shared exploration and supported participation - Taking turns in activities <p>Consciously responds to another persons' activity</p>	<ul style="list-style-type: none"> Talk as if anticipating a response, so pause where it would be child's turn, then fill in (e.g. 'how are you this morning?you good today?') Imitate sounds/movements the child makes (whether he/she makes them intentionally or not) Clap hands Moving toys backwards and forwards (car, ball) Giving and taking objects Do something then stop and indicate to the child that it is their turn to respond (look at them expectantly) 	<ul style="list-style-type: none"> Musical and noise making toys Associating objects with the sounds they produce Responds to hearing his/her name and looks at the speaker Turns and responds to music Make eye contact with the person talking Makes eye contact with the person talking <p>PARTICIPATION</p> <p>Engages in sharing, taking turns and the anticipation of familiar sequences of events, for example, by smiling, vocalising or showing other signs of excitement.</p> <ul style="list-style-type: none"> These responses may be supported by staff or other children. Maintains eye contact while being spoken to Co-operates in shared exploration and supported participation - taking turns in activities that result in cause and effect Listens to and enjoys rhythmic patterns in
<p>CAUSE AND EFFECT</p> <ul style="list-style-type: none"> Unintentionally does something which results in something happening (e.g. while kicking his/her legs the child kicks a mobile which then moves) Shows a response to an activity/ person Cooperates in shared exploration and supported participation - taking turns in activities that result in cause and effect. 	<ul style="list-style-type: none"> Smile at child when he/she smiles at you Imitating actions, sounds and facial expressions made by child Mobile - too look at/ touch/ kick Respond to a child when he/she cries to have needs met - talk/ pick up/ attend to need Build brick tower Make child aware of effect of toys' sounds Striking toys to make them move or make a sound 	

<p align="center">PRE-LINGUISTIC (Language) SKILLS:</p> <p align="center">In order for the child to be able to develop communication and language the child also needs to develop the following skills:</p>		
Content and stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
<ul style="list-style-type: none"> Reaches out for toys Brings toys closer Knocks down towers of bricks Produces sound Uses percussion instruments Makes a toy move Points at or calling for something on purpose Consciously realises that one thing leads to another 	<ul style="list-style-type: none"> Pop up toys Jack-in-the-box Toys which make music or light up in response to being touched Pushing a button leads to something (e.g. doorbell) 	<p>music, rhymes and stories</p> <p>INVOLVEMENT</p> <ul style="list-style-type: none"> Active participation, attempts to reach out, join in, do things or comment in some way on the activity itself or on the actions or responses of the others, for example, by making needs known through hand and arm movements, seeking eye contact with others, or by speaking, signing or gesturing. Joins an activity initiated by both adults and other children The child engages in an interaction for an appropriate amount of time Copies what he sees or hears <p>ATTAINMENT</p> <p>Have gained, practised or generalise skills, knowledge, concepts or understanding related to the child's experience of the activity, context, for example, if you turn on a switch of a fan, you will become cool..</p>
<p>IMITATION</p> <ul style="list-style-type: none"> Immediate imitation - copies what he sees or hears Delayed imitation - copies action sometime after seeing or hearing it Performs action spontaneously 	<ul style="list-style-type: none"> Practice motor imitation: <ul style="list-style-type: none"> Copying simple actions with objects Copying music and movement Copying visible actions Practice vocal imitation: <ul style="list-style-type: none"> copying vocal sounds copying words 	
<p>GESTURE</p> <ul style="list-style-type: none"> Uses simple gestures in everyday situations Uses gestures for communication 	<ul style="list-style-type: none"> Making faces Smile at each other Make eye contact 	

PRE-LINGUISTIC (Language) SKILLS:		
In order for the child to be able to develop communication and language the child also needs to develop the following skills:		
Content and stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
	<ul style="list-style-type: none">• Help child reach for objects• Talk about things you see – point at them• Wave bye and hello• Help your child to make gestures, e.g. wave, clap hands• Let child point and respond to pointing	<ul style="list-style-type: none">• Attends to self-initiated activities• Maintains eye contact while communicating• Engages in an interaction for an appropriate amount of time• Attends to simple tasks and is not distracted by new sounds• Listens and speaks to people when doing a task• Consciously responds to another persons' activity• Listen to stories with increasing attention• Attends to an activity initiated by both adults and other children• Is able to follow directions• Taking turns in activities• Consciously responds to another persons' activity• Consciously realizes that one thing leads to another – understands cause and effect for example reaches out for toys
DEVELOPMENTAL AREA: LISTENING SKILLS		
Content and stages of development	Activities to enhance and support development	
RESPONDING TO SOUND/ LISTENING <ul style="list-style-type: none">• React strongly to noise by either being soothed or frightened.• Respond to noises in the environment• Appear to “listen”• Turns head towards person/sounds• Responds to music	<p>To get the child to respond to specific and meaningful situations:</p> <ul style="list-style-type: none">• Recognising and understanding sound – talk and sing to the child directly and face-to-face• Avoid talking too loudly or abruptly• Call child’s name and smile to him/her• Shake rattle and get child’s attention• Draw child’s attention to any sound (happening in	

PRE-LINGUISTIC (Language) SKILLS:

In order for the child to be able to develop communication and language the child also needs to develop the following skills:

Content and stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
<ul style="list-style-type: none"> Starts to recognise and understand environmental or familiar sounds e.g. listens to speaker when spoken to Responds to his/her name Can recognise the speaker's emotions by the tone of their voice Cry at loud noises or voices, and calm in response to gentle, familiar voice Starts responding to yes/no Enjoy rhymes and nonsense words Listens to sounds and people talking and ignores background noise 	<ul style="list-style-type: none"> building or outside) Objects that make sounds, Repeat sounds made by your child in a playful, turn-taking way Imitate sounds that toys are making and draw the child's attention to this Play different kinds of music from CD's or musical instruments Make household object /toy sound behind child – encourage them to look backward Hide squeaky toy and make child look for it Introduce new sounds and voices with new activities. When doing an activity with a child listen to the sounds in that activity (e.g. swishing water during bathing) Model listening and talking with others Talk to your child using different tones, inflections and variations Speak clearly to your child and make eye contact 	<ul style="list-style-type: none"> Brings toys closer Knocks down towers of bricks Uses percussion instruments Makes a toy move Makes appropriate reaction in response to activity Points at or calling for something on purpose Performs action spontaneously Immediate spontaneous imitation uses simple gestures in everyday situations Uses gestures for communication The child listens to sounds and people talking and ignore background noise

PRE-LINGUISTIC (Language) SKILLS: In order for the child to be able to develop communication and language the child also needs to develop the following skills:		
Content and stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
	Talk to your child during everyday activities, naming objects, food, clothing, animals, etc.	

DEVELOPMENTAL AREA: UNDERSTANDING		
Content and Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
Does not respond to spoken language Does not understand when spoken too	<p>Although the child seems to have no understanding of language talk to the child during all routines and activities such as feeding, toileting, snack time, outside play, etc.</p> <ul style="list-style-type: none"> • Use correct vocabulary when talking to your child • Include children in conversations whenever possible <p>(see Annexure 7 and 8 for integration of LP in Daily Programme)</p>	<p>ENCOUNTER</p> <ul style="list-style-type: none"> • Is present during an experience or activity, but might be passive or even resistant. • May show simple reflex responses such as startling or crying at sudden movements or noises. • Any participation has to be fully prompted by other person. • May withhold attention or tolerate a shared
RESPONDS TO NAME	Call child by name and give a reward, e.g. social praise or	

DEVELOPMENTAL AREA: UNDERSTANDING		
Content and Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
<ul style="list-style-type: none"> Comes when called when given concrete reward Comes when called with inconsistent reward Comes spontaneously 	<p>an item they like (Photos/ rewards)</p> <p>Call child by name and sometimes give a social reward</p> <p>Use photos of the children to help them learn each other's names during routines and activities in the Daily Programme such as the morning ring; mealtimes; games</p>	<p>activity.</p> <p>AWARENESS</p> <ul style="list-style-type: none"> Appears to show awareness to something happening (activity or experience) - sound Might also have a brief period of interrupting/ stopping a self-absorbed activity or movement on hearing sound Or show excitement during certain activities – hearing specific voices, sounds, music It Happens by chance with fleeting focus, but child looks away again after a moment <p>ATTENTION AND RESPONSE</p> <ul style="list-style-type: none"> Begins to pay attention and respond to what is happening, but not always consistently, for example by showing signs of surprise, enjoyment, frustration or dissatisfaction, demonstrating the beginning of an ability to distinguish between two familiar people, events and objects. May have different reactions when
<p>SHOWS UNDERSTANDING OF SEVERAL WORDS</p> <ul style="list-style-type: none"> Follows one step instruction, such as: sit; come here; pick up; show me; take out; take off ;pack away; go to ____; give me ____; where's the ____? Gives object upon verbal request Performs a routine activity upon verbal request Follows simple commands occasionally Gestures in response to verbal request Carries out instruction with physical prompting Follows instruction with a gesture/visual cue Follows instruction within familiar routine Follows instruction independently 	<p>Use gestures, pointing or sign language to help the child understand what is expected</p> <p>Use pictures/photos of the instruction being followed to help the child understand</p> <p>Practise one step instructions during:</p> <ul style="list-style-type: none"> Dressing Feeding Toileting Personal care <p>for example: pull down your pants; sit on the toilet; flush the toilet, etc.</p>	

DEVELOPMENTAL AREA: UNDERSTANDING		
Content and Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
UNDERSTANDS NO <ul style="list-style-type: none"> Responds to the negative form with visual cue Responds to the negative form without any cues 	Shake your head when you want to indicate to the child that a negative form is being used	<p>introduced to new activities/ experiences, such as withholding attention</p> <ul style="list-style-type: none"> Looks at mother/speaker when that person speaks Keeps gaze for longer periods of time. Quiets to a familiar voice Gives attention to greeting routines (gestures) Responds to hearing his/her name and looks at the speaker The child turns head towards sounds Responds to greeting routines (gestures) <p>ENGAGEMENT</p> <ul style="list-style-type: none"> Shows more consistent attention to, and can tell the difference between, specific events in their surroundings, for example, communicate interest and enthusiasm through body language - smiles of recognition; focused looking or listening; body movement by turning to locate objects, events or people, following moving objects
<ul style="list-style-type: none"> Shows understanding simple instructions (pictures, gestures, signs – AAC) Understands more words than they can say Completes 1 request with one object Completes two requests with one object 	<p>Use picture based cues (photos, pictures from a magazine, symbol based pictures)</p> <p>Use visual cues e.g. gestures or sign language</p> <p>During routine activities such as brushing of teeth, ask child to hand the toothbrush/ pick up his cup with toothbrush among others (photos on each one's cups to identify)</p> <p>2 requests: "get your cup and pour water in it."</p> <p>Model the instructions before expecting them to be followed.</p> <p>Use, practise and play games involving positional words such as in, out, under (Simon says / obstruction course)</p>	
UNDERSTANDS GESTURES <ul style="list-style-type: none"> - Is aware of greeting routines – Is aware of person entering or leaving a room Makes eye contact when person is entering or 	Always model the correct way of greeting to the class when someone enters or leaves	

DEVELOPMENTAL AREA: UNDERSTANDING		
Content and Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
<p>leaving a room</p> <ul style="list-style-type: none"> • Makes eye contact when waving • Waves at person as means of greeting • Responds to gestures with gestures 		<p>and events through movements of their eyes</p> <ul style="list-style-type: none"> • The child starts to understand and distinguish between environmental or familiar sounds e.g.: • Sounds from household objects (including things like flushing of the toilet, the kettle boiling, a door banging) • Outdoor sounds such as the noise of cars, birds, lawn mower • Musical and noise making toys • Familiar songs and rhymes • Sounds from hidden objects • Associating objects with the sounds they produce • The child listens to mother/speaker when spoken to • Makes eye contact when person is entering or leaving a room • Stops crying when spoken to • Cries at an angry tone of voice

DEVELOPMENTAL AREA: UNDERSTANDING		
Content and Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
		<ul style="list-style-type: none"> Begins to understand language <p>PARTICIPATION</p> <ul style="list-style-type: none"> Engages in sharing, taking turns and the anticipation of familiar sequences of events, for example, by smiling, vocalising or showing other signs of excitement. These responses may be supported by staff or other children. The child responds to his/her name: <ul style="list-style-type: none"> given concrete reward given inconsistent reward Responds to gestures in greeting routines appropriately Starts responding to yes/no Comes when called Gives object upon verbal request with prompting Anticipates familiar sequences in songs, rhymes and stories with prompting

DEVELOPMENTAL AREA: UNDERSTANDING		
Content and Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
		<p>INVOLVEMENT</p> <ul style="list-style-type: none"> • Active participation, attempts to reach out, join in, do things or comment in some way on the activity itself or on the actions or responses of the others, for example, by making needs known through hand and arm movements, seeking eye contact with others, or by speaking, signing or gesturing. • Spontaneously use greeting routines appropriately by waving and making eye contact • Responds to yes/no • Gives object upon verbal request • Anticipates familiar sequences in songs, rhymes and stories without prompting <p>ATTAINMENT</p> <ul style="list-style-type: none"> • Have gained, practised or generalise skills, knowledge, concepts or understanding related to the child's experience of the activity, context, for example, if you turn on a

DEVELOPMENTAL AREA: UNDERSTANDING		
Content and Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
		<p>switch of a fan, you will become cool..</p> <ul style="list-style-type: none"> • Performs a routine activity upon verbal request • Understands gestures • Follows simple commands • Understands negative form • Understands words and simple instructions

Developmental area: Expressive Language		
Content and Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
GESTURE Use gestures to greet <ul style="list-style-type: none"> • Responds to greeting routines by smiling • Is aware of person entering or leaving a room • Imitates greeting routines • Makes eye contact when person is entering or leaving a room • Waves in response to person entering or leaving a room • Makes eye contact when waving • Waves at person as means of greeting • Copy some facial expressions and movements 	<div> Always give the verbal expression to indicate the meaning of his gestures - prompting the child to try to repeat verbally </div> <p>TALK, TALK, TALK to the child about anything that you are doing during routines and activities, BUT also give the child opportunities and prompt/ motivate to respond and communicate with you and others.</p> <p>Respond to the child to promote conversation – if the child does not respond verbally, be on the lookout for facial expressions, body language and interpret it verbally and respond to it</p>	ENCOUNTER <ul style="list-style-type: none"> • Is present during an experience or activity, but might be passive or even resistant. • May show simple reflex responses such as startling or crying at sudden movements or noises. • Any participation has to be fully prompted by other person. • May withhold attention or tolerate a shared activity. AWARENESS <ul style="list-style-type: none"> • Appears to show awareness to something happening (activity or experience) -sound • Might also have a brief period of interrupting/ stopping a self-absorbed activity or movement, • Or show excitement during certain activities, hearing voices, sounds or music • It happens by chance with fleeting focus, but
Use gestures as an indicator/ to show	Wait for child to initiate interaction in order to be picked up	

Developmental area: Expressive Language		
Content and Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
<ul style="list-style-type: none"> ● Reaches upward as a request to be picked up ● Leads caregiver to a desired object ● Gestures to request an object by: <ul style="list-style-type: none"> ✓ reaching ✓ pointing ● Extends arm to show an object ● Points to objects to indicate awareness ● Shakes head 'no' ● Indicates that pants are wet ● Gestures to indicate toileting needs ● Slaps a palm in response to 'give me five' 	<p>Wait for child to lead to desired object</p> <p>Model the use of gestures to support spoken language:</p> <ul style="list-style-type: none"> ● Shaking head while saying "no" ● Nodding head while saying "yes" ● Wave when greeting ● Hold out a 'thumbs up' when saying "Good job" <p>Play social games with the child that requires gesturing</p>	<p>child looks away again after a moment</p> <p>ATTENTION AND RESPONSE</p> <ul style="list-style-type: none"> ● Begins to pay attention and respond to what is happening, but not always consistently, for example by showing signs of surprise, enjoyment, frustration or dissatisfaction, demonstrating the beginning of an ability to distinguish between two familiar people, events and objects. ● May have different reactions when introduced to new activities/ experiences, such as withholding attention <p>ENGAGEMENT</p> <ul style="list-style-type: none"> ● Shows more consistent attention to, and can tell the difference between, specific events in their surroundings, for example, communicate interest and enthusiasm through body language - smiles of recognition; focused looking or listening; body movement by turning to locate objects, events or people, following moving objects and events through movements of their eyes
<p>Use gesture to perform actions such as:</p> <ul style="list-style-type: none"> ● Feeds others ● Combs or brushes hair ● Brushes teeth ● Hugs dolls, animals or people ● Pretends to play a musical instrument ● Puts on or takes off clothing 	<p>Play pretending games with child such as feeding dolls, dressing dolls, pretending a block is a car during Activities for Daily Living (ADLs) and symbolic play – using gestures to perform these actions.</p>	

Developmental area: Expressive Language		
Content and Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
<ul style="list-style-type: none"> • Pretends to dance to music • Pretends to pour from a container • Pushes a stroller or shopping cart • Pretends to talk on the telephone 		<ul style="list-style-type: none"> • Responds to greeting routines by smiling • Is aware of person entering or leaving a room • Reaches upward as a request to be picked up • Stops babbling when other person talk • Begins to communicate consistent preferences and affective responses
<p>VERBAL</p> <p>Vocalizes in a response to stimulus</p> <ul style="list-style-type: none"> • Vocalizes to caregiver's smile and talk • Vocalizes to express pleasure / displeasure • Vocalizes in response to singing • Repeats sounds made by others • Imitates adult's conversations by babbling • Babbles to self with changes in tone and loudness • Vocalizes in response to an object that moves • Vocalizes during games • "Sings" (vocalising) along with a familiar song 	<p>Talk to child during:</p> <ul style="list-style-type: none"> • Toileting/Nappy change • Dressing • Feeding • Personal care <p>Get down on the floor and play with the child</p> <p>Imitate sounds made by the child</p> <p>Put words and sounds to the child's actions</p> <p>Wait for child to respond to interaction</p>	<p>PARTICIPATION</p> <ul style="list-style-type: none"> • Engages in sharing, taking turns and the anticipation of familiar sequences of events, for example, by smiling, vocalising or showing other signs of excitement. • These responses may be supported by staff or other children. • Imitates greeting routines through gestures or vocalizing • Begin to communicate intentionally. • Seek attention through eye contact, gesture

Developmental area: Expressive Language		
Content and Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
Greets appropriately saying “hello”/ “bye” and using person’s name <ul style="list-style-type: none"> Imitates “hello” / “bye” Says “hello” / “bye” spontaneously Says “hello/ “bye” [name]” 	<p>Use greeting routines in morning rings/circle time to facilitate correct way of greeting. (appropriate songs and real life situations)</p> <p>Always model the correct way of greeting to the class when someone enters or leaves</p>	<p>or action</p> <ul style="list-style-type: none"> Play pretend games <p>INVOLVEMENT</p> <ul style="list-style-type: none"> Active participation, attempts to reach out, join in, do things or comment in some way on the activity itself or on the actions or responses of the others, for example, by making needs known through hand and arm movements, seeking eye contact with others, or by speaking, signing or gesturing Waves in response to person entering or leaving a room Reaches upward as a request to be picked up Leads caregiver to a desired object Gestures to request an object by: reaching or pointing Vocalizes during singing or games, Initiates ‘talking’ Makes a complete spontaneous request
Provides personal information on request <ul style="list-style-type: none"> Gives name Gives surname Gives age Identifies gender Knows care giver’s name Knows home address 	Practice this information during morning ring/circle time using photos and pictures.	
Uses expression for interaction <ul style="list-style-type: none"> Initiates ‘talking’ 	<ul style="list-style-type: none"> Put words to the child’s actions and have him repeat it Introduce new words in context of the child’s natural 	

Developmental area: Expressive Language		
Content and Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
<ul style="list-style-type: none"> Whines with a manipulative purpose Attempts to interact with an adult Shouts or vocalizes to gain attention Vocalizes with intent frequently Uses a word to call a person Says one to two words spontaneously Combines vocalizations and gesture to obtain a desired object Takes turns vocalizing with children Asks to have needs met Asks 'What's that?' Asks for 'more' Responds to greetings consistently Answers with 'yes' or 'no' Relates recent experiences through verbalisations Expresses physical states Talks in sentences 	<p>environment in a playful manner. Give opportunities to be exposed to and repeat numerous times during the day</p> <ul style="list-style-type: none"> Show excitement when child attempts to use words Use clear adult language avoiding baby talk Get down on the floor and play with the child Ask questions and extend the child's vocabulary by naming objects and describing objects and actions Use descriptive words for the things the child sees and does Encourage the child when he tries to say a difficult word and reinforce it often Encourage the child to communicate and acknowledge and praise spontaneous attempts Encourage the use of social words "please", "thank you" Listen to and answer the child's questions Ask the child what he has heard Encourage conversations during activities such as free 	<p>"I want....."</p> <ul style="list-style-type: none"> Makes choices known Provides some personal information on request Uses some expression for interaction <p>ATTAINMENT</p> <ul style="list-style-type: none"> Have gained, practised or generalise skills, knowledge, concepts or understanding related to the child's experience of the activity, context, for example, if you turn on a switch of a fan, you will become cool. <p>Develops a functional communication system:</p> <ul style="list-style-type: none"> initiates communication requests what they want makes basic requests, across contexts makes choices o Uses gestures to communicate

Developmental area: Expressive Language		
Content and Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
	<p>play, snack time, outdoors etc.</p> <ul style="list-style-type: none"> Ask the child “what are you doing” during activities <p>Picture books/ scrap books that the children can help make for example – different categories like body parts/ family/ food / toys / animals / bathroom and utensils to wash, etc.</p> <p>- give opportunities for child to page through books and discuss and ask questions</p>	<ul style="list-style-type: none"> Uses single words to communicate Uses single words in combination with gestures to communicate Uses short phrases to communicate Uses phrases in combination with gestures to communicate
<p>MAKES A COMPLETE SPONTANEOUS REQUEST</p> <p>“I want.....”</p> <ul style="list-style-type: none"> Cries for wanted item Reaches for wanted item Points to wanted item Imitates object’s name Says object’s name spontaneously Imitates full sentence to make request Says full sentence to make request spontaneously 	<p>If the child just cries for the item, name the item and point to it.</p> <p>Expect of the child to name the item before you give it.</p> <p>Ask the child “What do you want?” Model the full sentence to the child (e.g. “I want the T-shirt”) and motivate the child to copy it.</p> <p>Give a verbal prompt (“I want the...?”) and wait for the child to finish the sentence.</p> <p>Ask the child “What do you want?” and wait for the answer.</p> <p>Use AAC system for children who cannot talk, Pictures of wanted items (Speech therapist to assist)</p>	<ul style="list-style-type: none"> Uses AAC to communicate Picture based communication

Developmental area: Expressive Language		
Content and Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
MAKES CHOICES <ul style="list-style-type: none"> Requests preferred item given concrete choice and verbal prompt Between 2 items Between 3 items Between 4+ items 	<p>Different clothing items</p> <p>Different food</p> <p>Different toys</p> <p>Hold only two options (e.g. a blue shirt and a green shirt) out to the child. Model the correct word/sentence for the child (e.g. "I want the green shirt")</p>	
ASKS FOR HELP <ul style="list-style-type: none"> The child cries when struggling with something The child looks at an adult when struggling The child asks for help: With prompt Spontaneously 	<p>Wait for the child to struggle and motivate the child to copy the word "Help". Wait for the child to say the word before the adult helps him.</p> <p>Wait for the child to struggle and then ask him "Do you want help?". Wait for the answer</p>	
USES SPOKEN LANGUAGE: Recognisable words <ul style="list-style-type: none"> Uses up to 50 words Puts two or three words together 	<p>Promote use of 2-word and simple sentences, by asking numerous questions to encourage verbal responses.</p> <p>By repeating what the child is saying and prompting him to repeat the correct use opportunities are created for the child to hear and repeat/ practice verbally</p>	

Developmental area: Expressive Language		
Content and Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
<ul style="list-style-type: none"> • Uses personal pronouns, e.g. “me”, “mine” • Carries on simple conversations • Talks in complete sentences • Takes turns in conversations <p>Speech can be understood even by those not familiar to the child</p> <p>Uses AAC to communicate (picture based)</p>	<p>Give child a chance to initiate conversation. Hold item back and wait expectantly for the child to make a request</p> <p>Expand vocabulary and use of sentences within routines, activities and themes in the integrated</p> <p>Daily Programme making use of – objects, pictures/photos.</p>	

2. SPATIAL AND CONCEPTUAL DEVELOPMENT

2.1 WHAT IS SPATIAL AND CONCEPTUAL DEVELOPMENT?

Spatial - relating to space and the relationship of self and objects within it.

Conceptual - forming of concepts, relating to or based on mental concepts.

We know that children (babies) first become aware of their surroundings (people, objects, environment), through their senses (seeing, hearing, touching, tasting, moving, smelling) also known as perceptual awareness (perceiving of surroundings). From being aware they then start to respond to, interact with, and later on to actively becoming involved in the exploring of their surroundings, still using/ relying on their perceptual skills. Through this active involvement in routines and activities in their natural environment the basis for all development - physical, social and emotional, language and **cognitive development (ability to learn and think)** - is being build. These different aspect/areas of development does not happen separately, but are integrated (combined).

Cognitive development therefore depends on:

- the information the child receives through the senses,
- how the child makes sense of the information received (ability to learn and think)
- the activities the child is engaged in,
- the knowledge gained,
- the new skills developed and learned
- and the language development.

Cognitive development will take place when children are given opportunities to explore, practise, talk and enjoy learning about their environment. It is while learning about their environment that their **brains are developing**:

- concentration and attention;
- storing of information in the memory;
- the use of language to organise thinking;
- spatial and conceptual understanding (concepts such as space, shape, colours, numbers, symbols, time).

2.2 SPECIFIC AIMS OF SPATIAL AND CONCEPTUAL DEVELOPMENT:

- Use of objects in goal-directed fashion for self-care, work, and recreation.
- Visuospatial skills, such as matching and sorting based on physical characteristics.
- Sensory, motor and perceptual skills to explore and participate in their environment.

Children and youth with profound intellectual disabilities might never be able to master sufficient skills necessary to be able to grasp and fully understand academic / mathematical concepts. They are mostly functioning on a sensorimotor and perceptual level, which forms the basis for pre-academic skills. This however does not imply that the child should be excluded or not exposed to these concepts. In the child's natural environment he/she is exposed to numerous spatial, conceptual and mathematical "happenings" throughout the day. This should be acknowledged and incorporated during the normal daily routine, with the emphasis throughout, on using the aspects of the **daily programme** to promote the acquisition of skills such as matching and sorting, counting, shapes, colours, size, space, time and sequencing, in an integrated, fun and spontaneous context. Formal instruction is not needed, but children will benefit from adults talking to them about what they are experiencing (practical/ concrete experiences). The focus is not on the development of mathematical skills, but rather creating opportunities to be exposed to and experience and to develop these skills in integrated and incidental ways. For Example, adult-guided learning opportunities can be offered during early morning ring when children are greeted and a roll-call is taken provides an opportunity for playing with numbers and, for example, counting. Other rings such as perceptual-motor rings, movement and music rings. Creative arts, the weather chart, calendar and birthday rings all give opportunities for exploring. (See Guidelines for examples on integrated development in the daily programme)

2.3 DEVELOPMENT AREAS AND CONTENT OUTLINE OF SPATIAL AND CONCEPTUAL DEVELOPMENT

For a child to be able to develop spatial and conceptual skill he/ she needs to be ready to engage, must have developed memory, object permanence and have understanding of cause and effect. Opportunities to experience and develop these, is the key to spatial and conceptual development.

Developmental area: Perceptual/ Pre-conceptual		
Content and Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary
<p>READINESS TO ENGAGE</p> <p>May be passive or resistant.</p> <p>May show simple reflex responses, for example, startling at sudden noises or movements.</p> <p>Any participation is fully prompted.</p>	<ul style="list-style-type: none"> To prompt any participation, a responsive environment needs to be created through: <ul style="list-style-type: none"> Adult using facial gestures and body movements while singing, moving child. Using objects and real life pictures. Prompting eye contact/ attention through touching and turning child's face Make eye contact /give intentional attention to each child in group. At eye level of the child, near enough to touch child while interacting Create opportunities for shared exploration and supported participation. <p><u>Activities:</u> Self-care routines (feeding, nappy changing, etc.), Morning rings, birthday songs, days of the week,</p>	<p>ENCOUNTER</p> <ul style="list-style-type: none"> Is present during an experience or activity, but might be passive or even resistant. May show simple reflex responses such as startling or crying at sudden movements or noises. Any participation has to be fully prompted by other person. May withhold attention or tolerate a shared activity. <p>AWARENESS</p> <ul style="list-style-type: none"> Appears to show awareness to something happening (activity or experience), - grasping objects briefly when placed in hand Might also have a brief period of interrupting/

Developmental area: Perceptual/ Pre-conceptual		
Content and Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary
	<p>counting rhymes, routine songs.....</p> <p>(the child can be lying on his side or back or seated (with or without support)</p> <p>Put your finger in the child's hand and talk about what you are doing, while lifting the hands to child's field of vision, prompting him/her to grasp on to your finger.</p> <p>Try to draw attention to an object held in his line of vision, prompting and supporting the child to grasp it when placed in hand.</p> <p>Repeat numerous times during routines for example: when feeding, brushing of teeth/hair, washing of face - place relevant object in hand to stimulate grasp and draw attention,</p> <p>Other activities to stimulate drawing of attention, focus and encounter:</p> <ul style="list-style-type: none"> • rattles, bells, colourful toys, or something to eat on a stick. • hang mobiles, toys, rattles where the child can 	<p>stopping a self-absorbed activity or movement,</p> <ul style="list-style-type: none"> • Or show excitement during certain activities • It happens by chance with fleeting focus, but child looks away again after a moment. <p>ATTENTION AND RESPONSE</p> <ul style="list-style-type: none"> • Begins to pay attention and respond to what is happening, but not always consistently, for example by showing signs of surprise, enjoyment, frustration or dissatisfaction, demonstrating the beginning of an ability to distinguish between two familiar people, events and objects. • May have different reactions when introduced to new activities/ experiences, such as withholding attention • Begins to pay attention to self, people, objects and noise <p>ENGAGEMENT</p>

Developmental area: Perceptual/ Pre-conceptual		
Content and Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary
	<p>see and reach for them</p> <p><i>(Also look at the section on Attention in the Communication subject component and Eye-hand coordination in Fine Motor development in the Life skills subject component)</i></p>	<ul style="list-style-type: none"> Shows more consistent attention to, and can tell the difference between, specific events in their surroundings, for example, communicate interest and enthusiasm through body language - smiles of recognition; focused looking or listening; body movement by turning to locate objects, events or people, following moving objects and events through movements of their eyes
<p>MEMORY</p> <ul style="list-style-type: none"> Recognize familiar people/ places/ objects / voices/ smells (senses) Look for toys that have fallen out of sight (Object permanence) Copy/ imitate simple actions Points to things when asked Follows simple instructions Some form of recall memory regarding simple everyday tasks Demonstrates some form of sequential memory 	<p>Participation in familiar routines and activities, such as the morning ring, brushing teeth would enhance memory development – emphasising the importance of a well-structured Daily Programme.</p> <p>Search for objects that have gone out of sight, hearing or touch, demonstrating the beginning of object permanence for example, searching for an object or sound when it is removed.</p> <p>Opportunities to explore handling and feeling of textures of objects passed to child during routine activities for daily life and self-care (and not just random objects</p>	<ul style="list-style-type: none"> Begin to be proactive in interactions - for example, showing a desire to hold a favourite object Recognise familiar people, events and objects for example, looking towards own lunch box, chair when offered a selection. Perform actions, often by trial and improvement, remember learned responses

Developmental area: Perceptual/ Pre-conceptual		
Content and Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary
<p>with regards to ADL tasks</p> <ul style="list-style-type: none"> Follow multiple instructions 	<p>that has no function or meaning to the child) such as sponge, towel, nappy, hand cream, finger foods, washing of hands, playing in sand, water, handling and playing with dough/clay, finger-paint with cream, shaving cream.; “packing away”-activities.</p> <p>Visual schedules of the Daily Programme routines and activities should be discussed with the children on a daily basis and reference made to it throughout the day.</p> <p>Basic memory games can be played such as:</p> <ul style="list-style-type: none"> hiding familiar objects, recall hidden objects “Simple Simon says” <p>Acknowledge and reward his efforts verbally, clapping and with enthusiasm.</p>	<p>over short periods of time, (for example, repeating an action with a familiar item of equipment.)</p> <p>PARTICIPATION</p> <ul style="list-style-type: none"> Engages in sharing, taking turns and the anticipation of familiar sequences of events, for example, by smiling, vocalising or showing other signs of excitement. These responses may be supported by staff or other children. Cooperate with shared exploration and supported participation, for example, guided handling and feeling the texture of objects passed to them, such as the toothbrush, facecloth Remembers sequence of events Request events or activities
<p>CAUSE AND EFFECT</p> <ul style="list-style-type: none"> Unintentionally does something which results in something happening (e.g. While kicking his/her legs the child kicks a mobile which 	<ul style="list-style-type: none"> When it's feeding time he might respond to seeing the feeding bowl, or when the bowl is empty after feeding he might still open his mouth, anticipating more food coming. Look out for these reactions 	

Developmental area: Perceptual/ Pre-conceptual		
Content and Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary
<p>then moves)</p> <ul style="list-style-type: none"> • Show a response to an activity/ person • Co-operate in shared exploration and supported participation - taking turns in activities that result in cause and effect. • Reaches out for toys • Brings toys closer • Knocks down towers of bricks • Makes appropriate reaction in response to activity • Uses percussion instruments • Makes a toy move • Points at or calling for something on purpose • Consciously realizes that one thing leads to another 	<p>and respond accordingly. “see no more food its gone (show empty bowl)..... all in your tummy (touch tummy)..... do you want more?....”, By showing him more food/ trying to give him more, he will have more opportunities to start responding, which will result in more regular reactions. This will result in the developing of memory, cause and effect.</p> <ul style="list-style-type: none"> • Smile at child when he/she smiles at you • Imitating actions, sounds and facial expressions made by child • Mobile - too look at/ touch/ kick • Respond to a child when he/she cries to have needs met - talk/ pick up/ attend to need • Build brick tower • Make child aware of effect of toys’ sounds • Striking toys to make them move or make a sound • Pop up toys • Jack-in-the-box 	<ul style="list-style-type: none"> • Participate in shared activities with less support. • Sustain concentration for short periods for example, pushing an item of equipment towards a member of staff. • Explore materials in increasingly complex ways • Observe the results of their own actions with interest for example, banging or rubbing objects together - lids on pots, wooden blocks. for example, as they throw or drop objects on to different surfaces such as bean bags in container/ balls in water/ wooden blocks in tin can. <p>INVOLVEMENT</p> <ul style="list-style-type: none"> • Active participation, attempts to reach out, join in, do things or comment in some way on the activity itself or on the actions or responses of

Developmental area: Perceptual/ Pre-conceptual		
Content and Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary
	<ul style="list-style-type: none"> • Toys which make music or light up in response to being touched • Pushing a button leads to something (e.g. doorbell) <p>Give numerous opportunities during the day to explore different materials and to observe the results of own actions. Free play would start to result from this shared participation and observation of results, resulting in a fun shared activity. Make time for these activities and prompt involvement</p>	<p>the others, for example, by making needs known through hand and arm movements, seeking eye contact with others, or by speaking, signing or gesturing</p> <ul style="list-style-type: none"> • Remember learned responses over more extended periods, for example, remembering how to activate a pop-up object from a previous lesson. • For example, dropping objects to prompt interventions from adults • Anticipating the next chorus or action in songs and rhymes
CATEGORISATION <ul style="list-style-type: none"> • Develops an understanding of basic level categories (e.g. cats, dogs). • Focuses on one class of objects and notice objects that do not belong to it. 	<p>During morning ring greeting songs and self-identification and identification of other known people with photo cards.</p> <p>Sorting of objects while packing away – after meal time collecting all the plates or spoons and after washing of utensils, sorting in the correct containers – knives, forks, spoons, etc.</p>	ATTAINMENT <ul style="list-style-type: none"> • Have gained, practised or generalise skills, knowledge, concepts or understanding related to the child's experience of the activity, context, for example, if you turn on a switch of a fan, you will become cool

Developmental area: Perceptual/ Pre-conceptual		
Content and Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary
	<p>After structured/ free play – packing away of toys in correct containers. Give specific commands, for example Peter must pick out all the balls in correct container while Anna packs away all the bean bags.</p>	<ul style="list-style-type: none"> • Gives attention to self, people, objects and noise. • Imitates and copies people. • Points to things when asked for • Looks for toys that fall out of sight • Follows simple instructions. • May initiate interactions and activities. • Can remember learned responses over increasing periods of time and may anticipate known events. • Anticipate, follow and join in familiar activities when given a contextual clue, • For example, collecting coats and bags at the end of the school day. Remember to flush the toilet after use; placing placemats on the table before snack time; • Actively explore objects and events for more extended period For example, manipulating

Developmental area: Perceptual/ Pre-conceptual		
Content and Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary
		<p>objects in piles, groups or stacks such as taking objects out/ throwing objects out/ putting into containers. Trying to stack or build blocks. Pushing a toy car on the floor</p> <ul style="list-style-type: none"> • Apply potential solutions systematically to problems For example, using items or equipment purposefully and appropriately. • Put pegs into a pegboard and shapes in matching space • Put spoon in a bowl to feed self • Try to make mechanical objects work, after seeing adult doing it • Searches for objects not found in their usual place for example, looking for cups when they are not in their usual cupboard • Are aware of cause and effects in familiar mathematical/ spatial and conceptual activities

Developmental area: Spatial and conceptual skills		
Content and Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
<p>BASIC CONCEPTS</p> <p>COLOUR</p> <ul style="list-style-type: none"> Becomes aware of colours of objects Matching and sorting objects according to colour Identifying colours by pointing it out when asked Naming colours <p>SHAPES</p> <ul style="list-style-type: none"> Manipulate three-dimensional shapes Matching and sorting of objects according to shape Identifying shapes by pointing it out when asked Naming shapes Describe shapes in simple models, pictures and patterns <p>COUNTING AND NUMBERS</p> <ul style="list-style-type: none"> Respond to and join in with familiar number 	<p>Create opportunities throughout the day to make children aware of and expose them to basic concepts (counting, colours, shapes,) in an incidental, integrated and playful way, and never as formal activities. Children learn best when exposed to and experiencing for themselves within their natural environment. During the Daily Programme in routines and activities for example during toileting/ morning ring discusses the colour of the clothes all are wearing. For example, "John has a red shirt on, who else is wearing something red?" "What else is the class is also red / let's all find something red and put on the table in the red box."</p> <p>Matching, sorting, identifying and naming of:</p> <p>Colours</p> <ul style="list-style-type: none"> building blocks; bean bags; etc. according to colours during free play pegs; beads during table activities to develop fine motor skills 	<p>ENCOUNTER</p> <ul style="list-style-type: none"> Is present during an experience or activity, but might be passive or even resistant. May show simple reflex responses such as startling or crying at sudden movements or noises. Any participation has to be fully prompted by other person. May withhold attention or tolerate a shared activity. <p>AWARENESS</p> <ul style="list-style-type: none"> Appears to show awareness to something happening (activity or experience), Might also have a brief period of interrupting/ stopping a self-absorbed activity or movement, Or show excitement during certain activities It happens by chance with fleeting focus,

Developmental area: Spatial and conceptual skills		
Content and Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
<p>rhymes, stories, songs and games,</p> <ul style="list-style-type: none"> Enjoys finger play and rhythmic counting games Join in rote/ automatically counting up to five without thinking - expanding up to 10 Can indicate one or two objects/ fingers, Awareness of contrasting quantities, for example 'one' and 'lots' by making groups of one or lots of food items on plates Understanding of one-to-one correspondence in a range of contexts for example: matching objects such as cups to saucers, straws to drink from cartons; dividing/ sharing of sandwiches/ sweets / slices of fruit Count reliably to three, Demonstrate an understanding of the concept of 'more' Demonstrate an understanding of 'less' Respond appropriately to key vocabulary and 	<ul style="list-style-type: none"> Food stuff such as fruit or sweets during mealtimes. <p>Shapes</p> <ul style="list-style-type: none"> Putting shapes into a shape sorter, using 3D objects to build and manipulate. Picking out all the round shapes in the classroom, finding shapes with straight edges, fitting shapes into matching holes Stamping shapes in sand and describing them, using a set of flat shapes to make pictures or patterns, naming some of the shapes used, identifying specific shapes from pictures, simple models or patterns. <p>Counting</p> <ul style="list-style-type: none"> Counting of everyday objects, toys, cups, plates, clothes, cars; blocks etc. Songs and rhymes; e.g. birthday songs, days of the week, Read stories and look at picture books /pictures with objects with numbers – counting objects During self-care activities -counting body parts 	<p>but child looks away again after a moment</p> <p>ATTENTION AND RESPONSE</p> <ul style="list-style-type: none"> Begins to pay attention and respond to what is happening, but not always consistently, for example by showing signs of surprise, enjoyment, frustration or dissatisfaction, demonstrating the beginning of an ability to distinguish between two familiar people, events and objects. May have different reactions when introduced to new activities/ experiences, such as withholding attention <p>ENGAGEMENT</p> <ul style="list-style-type: none"> Shows more consistent attention to, and can tell the difference between, specific events in their surroundings, for example, communicate interest and enthusiasm through body language - smiles of

Developmental area: Spatial and conceptual skills		
Content and Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
<p>questions, for example, 'How many?'</p> <p>EXPANDING Number concept</p> <ul style="list-style-type: none"> • Can count at least 5 objects reliably, • join in rote counting beyond 10 for example, candlestick on a cake, bricks in a tower • Recognise numerals from 1 to 5 and understand that each represents a constant number or amount, • In practical situations respond to 'add one' to a number of object for example, responding to requests such as add one pencil to the pencils in the pot, add one sweet to the dish. • Recognise differences in quantity, • In practical situations they respond to 'add one' to or 'take one away' from a number of objects for example, in comparing given sets of objects and saying which has more or less, which is the bigger group or smaller group 	<p><u>Actions</u>:- " <i>show me and count</i>" - point to body part, object or picture</p> <ul style="list-style-type: none"> - <i>name/ count</i> body part, object or picture - <i>matching</i> body part, object or picture • Sorting, "posting"/throwing objects in containers (even when packing up) <p>Counting reliably to three - make sets of up to three objects and use numbers to three in familiar activities and games for example,</p> <ul style="list-style-type: none"> • touching one, two, three items as an adult counts, counting toys or pictures, counting out sets of three, e.g. knife, fork and spoon <p>Understanding more or less</p> <p>Practical activities during snack time for example, indicating that more cups, counters, and food items are required.</p>	<p>recognition; focused looking or listening; body movement by turning to locate objects, events or people, following moving objects and events through movements of their eyes</p> <p>PARTICIPATION</p> <ul style="list-style-type: none"> • Engages in sharing, taking turns and the anticipation of familiar sequences of events, for example, by smiling, vocalising or showing other signs of excitement. • These responses may be supported by staff or other children. • Respond to and join in with familiar number rhymes, stories, songs and games, <p>INVOLVEMENT</p> <ul style="list-style-type: none"> • Active participation, attempts to reach out, join in, do things or comment in some way on the activity itself or on the actions or

Developmental area: Spatial and conceptual skills		
Content and Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
<ul style="list-style-type: none"> For example, adding one more to three objects in a box and say, sign or indicate how many are now in the box Use cardinal numbers (first, second, third) when describing the position of objects, people or events For example, indicating who is first in a queue or line; who is first, second and third in a race or competition <p>Use familiar words in practical situations when comparing quantities For example, more' and 'less', 'enough' or 'not enough' to compare objects or quantities</p>	<p>Numerous matching and sorting activities in which</p> <div style="border: 2px solid black; padding: 5px; margin: 10px 0;"> <p>TIP: to prevent scattering of learning material/toys: Use hoops! For example – put construction play blocks, perceptual toys in hoops. Teach the children to keep the pieces within the hoop, this not only makes for easier packing up, but prevents toys from getting lost, and helps with managing toys being</p> </div> <p>counting, comparing, etc. is done.</p>	<p>responses of the others, for example, by making needs known through hand and arm movements, seeking eye contact with others, or by speaking, signing or gesturing.</p> <ul style="list-style-type: none"> Shows interest in shapes and colours during construction activities Shows interest in shapes and colours in environment Enjoys finger play and rhythmic counting games Join in rote/ automatically counting up to five without thinking Joins in songs and activities concerning time
<p>PATTERNS AND SEQUENCE</p> <ul style="list-style-type: none"> Copy simple patterns or sequences For example, copying a drumbeat; Talk about, recognise and copy simple repeating patterns and sequences 	<p>Patterns and sequence form part of everyday environment and regular attention to this should be done and discussed in an integrated manner during the Daily Programme.</p> <ul style="list-style-type: none"> Music ring – copying drumbeats - copying a simple pattern of repeated 	<p>ATTAINMENT</p> <p>Have gained, practised or generalise skills, knowledge, concepts or understanding related to the child's experience of the activity, context, for</p>

Developmental area: Spatial and conceptual skills		
Content and Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
	<p>movements (dancing)</p> <ul style="list-style-type: none"> • Clapping a sequence • Supervised constructive free play – during construction activity copying a pattern of large and small blocks • Shapes made by hand and feet in damp sand • Sponge paint prints 	<p>example, if you turn on a switch of a fan, you will become cool..</p> <ul style="list-style-type: none"> • Identifies specific objects (point and name) • Discriminates between objects <p>Matches 2 identical objects according to object / shape / colour</p> <ul style="list-style-type: none"> • Matches objects to pictures • Sorts colours, shapes, objects, pictures according to a given criteria • Can show some correct colours when asked • Can name some colours • Completes a basic body puzzle (3 pc) • Starts completing puzzles with more pieces. <p>Copies simple patterns or sequences</p> <p>Counting</p>
<p>SPATIAL CONCEPTS</p> <ul style="list-style-type: none"> • Understanding these concepts on a kinaesthetic level (tactile level - the sensation of movement, touch/ making use of the body and muscles • Understanding the relationship between self and objects • Demonstrate interest in position and the relationship between objects. • Show understanding of words signs and 	<p>Explore the position of objects with visual, kinaesthetic and auditory input.</p> <p>Practise on a daily basis is needed to reinforce learning.</p> <p>Use in functional, practical context e.g. responding to a request: Put - cup IN basin; doll ON chair; lift arms UP; crawl UNDER table etc.</p> <p>Use visual and verbal cues to assist/improve vocabulary.</p> <p>Stacking or joining objects or using construction materials.</p> <p>Placing objects in and out of containers, placing objects</p>	

Developmental area: Spatial and conceptual skills		
Content and Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
<p>symbols that describe positions.</p>	<p>inside and outside a hoop, fitting as many objects as possible into a box.</p> <p>Moving self 'forwards' and 'backwards' on request and moving an object forward and backwards during activities.</p>	<ul style="list-style-type: none"> Shows understanding of rote counting 1-5/10,etc Can indicate 1, 2, 3 objects, fingers when asked Understands "more" and "less" Understands one to one matching Responds correctly to "how many" Starts to recognise numerals
<p>TIME</p> <p>Show awareness of time, through some familiarity with names of the days of the week and significant times in the day, such as meal times, bed times, outside play, home time</p> <ul style="list-style-type: none"> Begin to sometimes use reference to time (Weather / days of week/ birthdays - daily calendar/ events) <p>Start to understand concept of time and use in daily conversation</p>	<p>During the morning ring specific attention should be given spend on creating awareness of time through:</p> <ul style="list-style-type: none"> Ordering events in each day on a visual daily timetable, Naming days of the week, discussing, singing songs, doing activities to strengthen understanding and use. Weather, names of the months (songs) - photos of birthday friends on month Incidental introduction and reference to time during the day – time of the day (morning, afternoon, evening), time on a watch (hours in relation to favourite tv-programmes, bedtimes, school time, etc.) <p>Incidental reminders/ referring to time / events related to time during the day</p>	<p>Spatial</p> <ul style="list-style-type: none"> Understands words, signs and symbols that describe positions such as 'Forwards' and 'backwards' – can perform spatial commands for example "move forward". <p>Time</p> <ul style="list-style-type: none"> Ordering events in each day on a visual daily timetable, understanding and using names of days of the week. Respond to mathematical vocabulary such as

Developmental area: Spatial and conceptual skills		
Content and Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
		<p>'straight', 'circle', 'larger' to describe the shape and size of solids and flat shapes identify the larger circle when stacking two cans</p>

3. LIFE SKILLS

3.1 WHAT IS LIFE SKILLS?

Life Skills is central to the holistic development of children with SPID. It includes social-, emotional-, personal-, sensory- and perceptual-, and physical development and the way in which these development areas are integrated. Life Skills is a cross cutting subject that should support and strengthen the development of other core subjects, namely Communication and Language; and Spatial and Conceptual Development. Life Skills becomes the backbone for supporting and teaching development and learning.

3.2 SPECIFIC AIMS OF LIFE SKILLS

Supporting the child with SPID to understand himself, and develop and learn physically, emotionally and socially with others through:

- o Increasing independence in all aspects of daily physical care, health, and safety, with increasing participation
- o Assisting with some daily work tasks at home and learning centre, like carrying dishes to the table.
- o Developing simple actions with objects as the basis of participation in some vocational activities with high levels of ongoing support.
- o Developing recreational activities that involve, for example, enjoyment in listening to music, watching movies, going out for walks, or participating in water activities, all with the support of others.
- o Reducing maladaptive behaviours
- o Sexuality and relationship education
- o Developing relationships with community members, family, caregivers and peers

The development areas in Life skills:

Motor skills Motor skills are motions carried out when the brain, nervous system, and muscles of the body work together. Motor skills include two groups of muscles: gross or large muscles and fine or smaller muscles.

- **Gross motor skills** refer to the using of the big muscles of the body which are concerned with posture and movements of the arms, legs, feet or entire body. This would include head control, rolling, creeping, sitting, crawling, standing, walking and running.
- **Fine Motor skills** refer to small movements, using the small muscles, such as eye-hand coordination and small muscle control to feel, grasp and manipulate objects, for example when picking up small objects_and holding small items such as spoon. These include the use of small muscles of the fingers, toes and wrists. Development of intentional fine motor control and movement ranges from early developing behavioural patterns to finely tuned, highly complex functional activities such as threading large beads, building with blocks, paging through a book, holding and cutting with scissors along a line, holding and using drawing and writing utensils sufficiently. Eye–hand coordination is the simultaneous complex coordination of the actions of the eyes and the hands performing precise manipulative movements. Eye-hand coordination is needed to perform complex skills/ tasks like fastening buttons, eating with a knife and fork and cutting with scissors.

Correct seating and positioning of all children is necessary to ensure that development and learning can be maximized. For a child with CP supported seating and positioning at all times is primary before the child can be exposed to any development and learning activity. Care should be taken that caregivers (parents, teachers, etc.) use safe seating and positioning methods that have been approved and supported by physiotherapists/ professionals.

The focus of gross motor activities is to:

- prevent contractures in children with CP
- promote comfortable handling
- position for activities for daily living (ADL's) and play
- stimulate movement
- develop postural endurance and physical skills
- to participate in physical activities
- the attainment of physical skills and independence in ADL's

(See annexure 2 on normal and atypical motor development – picture based)

Sensory awareness and perception skills

These refer to the use of vision, hearing, touch and taste. This conscious recognition and interpretation of sensory stimuli/ information from the external world serves as a basis for understanding, learning, and knowing or for motivating a particular action or reaction. These are

actions or behaviours a person uses to locate, identify, and respond, select, interpret, associate, organise and remember sensory events based on discriminating experiences. Sensory integration refers to how people use the information provided by all the sensations coming from within the body and from the external environment.

Self-care skills (Personal)

These are skills needed to independently take care of basic self-care activities such as bathing, feeding, brushing teeth, dressing. As the child becomes more independent in these basic self-care skills, he/she is also more exposed to helping with activities for daily living (ADL's) such as taking his plate to the kitchen, making a sandwich, making his bed. These activities are fundamental to living in a social world and are aimed at enabling basic survival and wellbeing.

Sense of self and sexuality

In society, being “sexual” is ordinarily associated with “doing” something that is sexual in nature (usually involving the genitals). Sexuality is in actual fact much broader and more complex. It incorporates characteristics of who a person is as a human being. An easy way to explain the difference could be to suggest that “sex” is between the legs, but “sexuality” is between the ears. Meaning that sexuality is not just about what people do with their bodies, but more about “being” – about who people are as men and women. It includes biological, psychological, social and cultural components. Children with SPID should be seen as maturing individuals who needs information and skills that can help progress them from child-like behaviours to more age-appropriate behaviours.

Learning about sexuality happens naturally every day as people live and interact with the world around them. This starts from caring, touching, cuddling and gentle caressing through which the child knows that he is loved and valued. Through this the foundation for how a child learns to show affection and touch in his life is developed. They also learn about sexuality by observing others around them and being exposed to attitudes and behaviour, such as understanding gender roles, by watching men and women in their lives.

Children with SPID are just as any other person, a sexual human being who needs permission to be sexual as well as understandable information that can help support healthy sexuality. People with disabilities are neither asexual nor “oversexed”. They need to be taught what appropriate and acceptable behaviour is. Sexual intercourse is not being promoted and advised for persons with PID, but there are healthy and acceptable ways as to respond to normal sexual development. Sexuality development can be a very sensitive subject to parents and their beliefs and feelings need to be respected and acknowledged. Supporting children and youth in their sexual

development and learning, needs to be discussed with parents and should be seen as a team effort. Important factors concerning sexuality are:

- Ensuring that children with SPID are at all times being kept safe, and under adult supervision, limiting opportunities for possible exploitation and sexual abuse.
- Respecting their privacy and treating them with dignity and respect especially if they need support in self-care.

Sexuality is a very sensitive and very private matter. For more information on this, see the guideline section on teaching and handling of sexuality and sexual issues. Resources on books, learning programmes and learning materials on teaching sexuality is also provided in the guidelines.

It is strongly advised that all staff should be trained in programmes on supporting and managing of sexuality development of children with SPID. Training programmes and training are available from various organisations, for example Western Cape Forum for Intellectual disability (WCFID) and Cape Mental Health (CMH). See Resource list in the guidelines for more information.

Social skills and relationships

We live in an interactive society where a person needs to be able to communicate and interact with others. Societal rules guide how to relate to others, how to express emotions, closeness and affection in a socially acceptable manner. In order for a child to become an independent and functional member of society the development of these social skills are needed.

Emotional skills

Emotional skills refer to the ability to show and control feelings and emotions that are socially acceptable and age appropriate. A child's overall development is affected by his/her relationships and feelings. A child's sense of self and the ability to form relationships with others are shaped in the interactions with others on a day-to-day basis. The emotional well-being of a child supports the way in which he explores and makes sense of his environment. Both the social and emotional life of a child is rooted in family and culture specific standards and needs to be respected and taken into account.

Working with children with SPID

Most children with SPID need high levels of support in caring for either a longer period of time or even on a permanent basis. This would mean that a huge part of their day could be spend on caring activities such as feeding, toileting, dressing, etc. In order for children with SPID to develop

and learn maximum independency and attain life skills, supported and guided opportunities enabling them to be exposed to, explore and participate in integrated life skills activities within their daily environment, at home and school/ care facility are needed. Life skills development needs to be coordinated between the home and school and should be approached as a team effort.

It has to be kept in mind that children with SPID may also experience co-morbidities, with the presence of one or more additional disabilities or syndromes. This additional disability could have an influence on their physical, sensory and overall development, learning and functioning ability, for example Cerebral Palsy (CP), blindness and deafness. A multi-disciplinary team approach is needed to determine the level of support needed and would in most instances include therapeutic intervention. This needs to be taken into consideration when planning for development and learning.

When working with person's who needs support in self-care or is fully dependent on others for caring, it is important to have knowledge about policies regarding the handling of these individuals and correct procedures, with regards to health and safety. Some important factors are the wearing of protective and appropriate gloves during feeding, nappy changing and supported toileting, brushing of teeth etc. Correct waste management is also very important. See policies from DOH, DSD, DBE and NGO where applicable.

3.3 DEVELOPMENT AREAS OF LIFE SKILLS:

DEVELOPMENTAL AREA: GROSS MOTOR

The gross motor development of children with SPID can range from being able to walk and move (mobile) to being non-mobile needing physical assistance and assisted technology. Normal (neuro-typical) gross motor development refers to walking and moving without any limitations. Atypical development refers to development that is not within the normal range of development. Some children may experience limitations with balancing and when walking long distances. They might be able to walk using a hand-held mobility device. Some children can sit on their own or needs limited support to sit, are more independent in standing transfers, and walk with hand-held devices. Children with physical disabilities may need supported seating and their self-mobility is limited. They are more likely to be transported in manual wheelchairs or use powered mobility. Children with severe limitations in head and trunk control require extensive assisted technology and physical assistance. (See Annexure 3: Picture based overview of typical and atypical gross motor function).

Gross motor activities for children that are non-mobile must be adapted for participation in assistive devices (buggy/ wheelchair/side lyer/ standing frame). (See annexure 4: Integrated Gross Motor Activity for mobile and non-mobile children)

2. CONTENT AND STAGES OF DEVELOPMENT

Developmental area: Gross Motor		
Content and Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
<p>(NCF 0-4: p 25 – 26)</p> <ul style="list-style-type: none"> • Demonstrate reflexes from birth such as the startle, walking and stepping, sucking, grasping reflexes • Move arms and legs freely • Develop and strengthen neck, and body muscles for twisting and turning, sitting, standing • Use large muscles to move in different ways including crawling, dragging and lifting • Move from lying down to sitting up • Move from sitting to standing • Walk alone when one hand is held • Walk, stop and start safely • Walk up stairs with help • Runs 	<p>CHILD IS MOBILE</p> <ul style="list-style-type: none"> • Get down to the child's level and encourage them with smiles and talk to move towards you. • Sit facing the child and ask them to push a ball to you – can be done in a small circle, calling out the name of the child to whom the ball will be pushed. • Encourage children to move freely in a safe space • Play movement games with children to exercise and to promote their large muscle development for example, pulling up slowly, praising and singing rhymes and songs about these movements. • Use songs and rhymes and rhythmic movement with children and talk to them while helping them to exercise • Promote the use of positive traditional and local activities for example, massage, in conjunction with 	<p>ENCOUNTER</p> <ul style="list-style-type: none"> • Is present during an experience or activity, but might be passive or even resistant. • May show simple reflex responses such as startling or crying at sudden movements or noises. • Any participation has to be fully prompted by other person. • May withhold attention or tolerate a shared activity. <p>AWARENESS</p> <ul style="list-style-type: none"> • Appears to show awareness to something happening (activity or experience), • Might also have a brief period of interrupting/ stopping a self-absorbed activity or movement, • Or show excitement during certain activities

Developmental area: Gross Motor		
Content and Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
<ul style="list-style-type: none"> • Pushes and pulls toys • Throws small ball • Attempts to kick large ball • Moves rhythmically to music • Runs well • Climbs low walls or crèche equipment • Jumps with two feet together • Stands and walks on tiptoe • Jumps both backwards and forwards 	<p>family cultures</p> <ul style="list-style-type: none"> • Use gentle movements and soft sounds • Provide sturdy, stable and safe equipment which helps children to move such as logs, tyres, wooden boxes • Provide support to each child in his/ her own large muscle needs for example, helping hands, equipment for moving, stairs to climb. • Hold a child's hand when walking, running, climbing and gradually withdraw this support • Play body movement games with child/children • Play music and dance with the child/ children • Provide large and small balls and encourage child to throw or kick them to you • Arrange outings to open spaces or parks where children can run freely and safely • Provide equipment for balancing, climbing and running through (indoor and outdoor equipment) 	<ul style="list-style-type: none"> • It happens by chance with fleeting focus, but child looks away again after a moment <p>ATTENTION AND RESPONSE</p> <ul style="list-style-type: none"> • Begins to pay attention and respond to what is happening, but not always consistently, for example by showing signs of surprise, enjoyment, frustration or dissatisfaction, demonstrating the beginning of an ability to distinguish between two familiar people, events and objects. • May have different reactions when introduced to new activities/ experiences, such as withholding attention. <p>ENGAGEMENT</p> <ul style="list-style-type: none"> • Shows more consistent attention to, and can tell the difference between, specific events in their surroundings, for example, communicate interest and enthusiasm through body

Developmental area: Gross Motor		
Content and Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
	<ul style="list-style-type: none"> • Play clapping and movement games • Play catch-me games • Play ball games • Encourage children to follow simple steps in dances • Make simple obstacle courses with boxes, cushions, etc. • Ask children to help with simple tasks lifting or pushing objects <p>CHILD IS NON-MOBILE (sitting in a wheelchair)</p> <p>Activity is adapted according to child's functional ability</p> <ul style="list-style-type: none"> • While others move around freely, the child can be pushed around to participate in an activity (dance/ run/ catch me game/ ball game) • Give hand-over-hand support to the child to push the ball/ bean bag/ toy off the wheelchair tray. • Combine singing a song/ telling a story with movement and gross motor actions for example: 	<p>language - smiles of recognition; focused looking or listening; body movement by turning to locate objects, events or people, following moving objects and events through movements of their eyes</p> <p>PARTICIPATION</p> <ul style="list-style-type: none"> • Engages in sharing, taking turns and the anticipation of familiar sequences of events, for example, by smiling, vocalising or showing other signs of excitement. • These responses may be supported by staff or other children • participates in walks/ walking steps, but is fully supported by being held/ even with walker with constant support • Begins to creep, rolling, crawling and sitting with support <p>INVOLVEMENT</p>

Developmental area: Gross Motor		
Content and Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
	<p>“5 Little Monkeys sitting on the wall” (10 Green bottles) – support the child to push the monkey (toy) off</p> <p>(Child might not be able to stand, but can crawl)– uses independent floor mobility in a safe environment or participate in adapted activity in assistive device (See Annexure 3 on an integrated gross motor activity)</p>	<ul style="list-style-type: none"> • Active participation, attempts to reach out, join in, do things or comment in some way on the activity itself or on the actions or responses of the others, for example, by making needs known through hand and arm movements, seeking eye contact with others, or by speaking, signing or gesturing. • Can do self-rolling, creeping and sitting using arms for thrust, needs little support <p>ATTAINMENT</p> <ul style="list-style-type: none"> • Have gained, practised or generalise skills, knowledge, concepts or understanding related to the child’s experience of the activity, context, for example, if you turn on a switch of a fan, you will become cool. • Moves and holds head easily in all directions • Rolls onto stomach or back • Maintains upright sitting position

Developmental area: Gross Motor		
Content and Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
		<ul style="list-style-type: none"> • Crawls independently • Stands independently • Walks independently • Independent Wheelchair mobility

DEVELOPMENTAL AREA: FINE MOTOR		
Developmental area: Fine Motor		
Content and Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
HAND <ul style="list-style-type: none"> • Grips finger • Reaches for object with one hand • Grasps with whole hand • Grasps with whole hand and releases • Passes objects from one hand to the other • Holds object in each hand and bangs together in middle (2 blocks) • Try to turn pages in a book • Holds crayon on pen using whole hand and makes random marks • Picks up small objects with thumb and index finger • Shows preference to dominant hand • Hold a cup and drink, sometimes spilling 	ADL's: <ul style="list-style-type: none"> • Have mobile above nappy changing area – motivate reaching and grasping • Use objects with a variety of textures and sizes e.g. face cloth, toothbrush, etc. for child to grip • Let child hold a spoon while being fed by carer • Grips and grasps of different utensils (adapt utensils if necessary) – create opportunities for child to reach out, grab, hold and handle utensils and objects • Assist in picking up food with hand • Provide food that can be eaten using fingers • Allow children to feed themselves • Dressing – support child with buttons/ zips/ shoelaces • Stirring activities such as sugar in tea; making jelly 	ENCOUNTER <ul style="list-style-type: none"> • Is present during an experience or activity, but might be passive or even resistant. • May show simple reflex responses such as startling or crying at sudden movements or noises. • Any participation has to be fully prompted by other person. • May withhold attention or tolerate a shared activity. • Child keeps hand open when object placed in hand • Does not open hand to have object placed in hand

Developmental area: Fine Motor		
Content and Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
<ul style="list-style-type: none"> • Uses hand to manipulate utensil – brush crayon • Manipulate objects with fingers - threads large beads • Uses utensils to scribble/ paint on paper • Uses scissors to cut along a line 	<p>of instant pudding</p> <ul style="list-style-type: none"> • Spreading own bread with plastic knife <p>Activities:</p> <p>Make use of colourful, bright toys that can make a sound to get child's attention</p> <p>Make use of toys that easily fit into child's hand</p> <p>Make use of toys that create an effect when moved, cause and effect toys</p> <p>Provide safe objects for holding, pushing or squeezing</p> <ul style="list-style-type: none"> • Play stacking games using empty containers or blocks • Provide different material for the child to be experiment on paper – finger paint, sponge paint, thick paint brush; thick crayons; thick markers • Provide numerous opportunities for the child to experiment with different objects to practise various fine motor skills for 	<p>AWARENESS</p> <ul style="list-style-type: none"> • Appears to show awareness to something happening (activity or experience), - close hand around an object / finger when placed in hand • Might also have a brief period of interrupting/ stopping a self-absorbed activity or movement, • Or show excitement during certain activities • It happens by chance with fleeting focus, but child looks away again after a moment <p>ATTENTION AND RESPONSE</p> <ul style="list-style-type: none"> • Begins to pay attention and respond to what is happening, but not always consistently, for example by showing signs of surprise, enjoyment, frustration or dissatisfaction, demonstrating the beginning of an ability to distinguish between two familiar people, events and objects. • May have different reactions when introduced to new activities/ experiences, such as withholding

Developmental area: Fine Motor		
Content and Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
	<p>example:</p> <ul style="list-style-type: none"> • Tearing and crumpling paper to develop the small muscles of the hand • Picking and placing coins, cotton balls, or small items • Play dough • Beading, tweezers, finger puppets, action songs with fingers (twinkle little star) 	<p>attention.</p> <p>ENGAGEMENT</p> <ul style="list-style-type: none"> • Shows more consistent attention to, and can tell the difference between, specific events in their surroundings, for example, communicate interest and enthusiasm through body language - smiles of recognition; focused looking or listening; body movement by turning to locate objects, events or people, following moving objects and events through movements of their eyes <p>PARTICIPATION</p> <ul style="list-style-type: none"> • Engages in sharing, taking turns and the anticipation of familiar sequences of events, for example, by smiling, vocalising or showing other signs of excitement. • These responses may be supported by staff or other children
<p>Eye-hand coordination</p> <ul style="list-style-type: none"> • Looks at person's face, follow with eyes/ and head • Looks at own hand/s when lying on back • Looks at own hand and brings to mouth • Looks, reaches and grasps object • Bringing both hands together in middle and looking at hands – brings hands to mouth • Place objects into a container and dump it out 	<p>Provide a variety of materials such as large beads, shape sorters, puzzles, sidewalk chalk and finger puppets</p> <p>Do finger plays (songs and rhymes – Itsy bitsy spider)</p> <p>Sit with the child at the table or on the carpet and prompt the child to participate.</p> <p>Support the child with hand-over-hand actions where needed with a variety of activities such as:</p> <ul style="list-style-type: none"> • Placing objects into a container • Picking up small balls • Adapted bead work- threading activities 	

Developmental area: Fine Motor		
Content and Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
<p>again</p> <ul style="list-style-type: none"> • Picks up food to finger feed • Takes spoon and brings to mouth • Scoops food with spoon and brings to mouth • Throw, roll and catch a rolling large rubber ball • Put together several nesting cups, or stacking rings on ring stacker • Build a tower of four or more blocks • Take apart, then put together large links of pop beads • Holds an object in one hand and do something to it with other hand • Put shapes through the holes in shape sorter • Throws and catches a ball • Hits ball with bat 	<ul style="list-style-type: none"> • Encourage finger feeding for the correct grasping of the food • Drawing/ painting utensils – using big arm actions on A3 size paper • Pegboard • Adapted bowling • Playing with building blocks • Filling containers with sand/ water <p>During routines activities (ADLs) enhance development by giving the child opportunities to:</p> <ul style="list-style-type: none"> • Scoop food from container into plates • Wipe tables • Washing and drying eating utensils • Remove the toothpaste cap • Brush teeth by himself • Open and close taps • Zipping big zips on clothing up or down • Packing up time – picking up toys/ learning material/ paper 	<ul style="list-style-type: none"> • Movement with intent, in direction of object • Able to knock object with hand • Hand open to grip object • Participates in big hand movements but needs constant support • Manipulation with fingers and eye-hand co-ordination starting to show with adapted utensils <p>INVOLVEMENT</p> <ul style="list-style-type: none"> • Active participation, attempts to reach out, join in, do things or comment in some way on the activity itself or on the actions or responses of the others, for example, by making needs known through hand and arm movements, seeking eye contact with others, or by speaking, signing or gesturing. • Hand opens and closes around object and holds on • Opens hand to release object

Developmental area: Fine Motor		
Content and Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
<ul style="list-style-type: none"> • Uses 2 hands to manipulate utensils – tear paper, uses scissors, open and close container • Loosening and fastening bottle tops, bolts and screws (different size) 	<p>While the child and you are busy with these activities talk about what you are doing and ask questions to initiate conversation.</p>	<ul style="list-style-type: none"> • Passes object from one hand to other hand • Bangs 2 objects in hands together • Holds utensils for writing/ painting in whole hand and makes random marks • draws lines and circles with big motor movements • Is actively involved / can do activity, with little support in grasping, manipulation of objects and perform activities that requires eye-hand co-ordination <p>ATTAINMENT</p> <ul style="list-style-type: none"> • Have gained, practised or generalise skills, knowledge, concepts or understanding related to the child's experience of the activity, context, for example, if you turn on a switch of a fan, you will become cool.. • Passes object from one hand to other hand • Bangs 2 objects in hands together • Manipulate objects with fingers for different

Developmental area: Fine Motor		
Content and Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
		<p>purposes such as threading of blocks, tearing of paper</p> <ul style="list-style-type: none"> • Appropriate grip of one handed tools such as scissors, paint brush, crayons, pens • Starting to use one handed tools more appropriately as fine motor skills and eye-hand coordination develops further • Cutting strips of paper to cutting on a straight line • Scribbling on paper to drawing of straight lines, circles • Painting of big surfaces • Colouring in. • Independent in grasping, manipulating smaller objects and perform activities that requires eye-hand co-ordination

Developmental area: Sensory and Perceptual Development		
Content and Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
Hearing <ul style="list-style-type: none"> • Manage hearing sensitivity • Tolerates loud sounds • Tolerates a variety sounds • Tolerates sounds when the child is prepared for it • Tolerates unexpected sound • Tolerates sounds the child can control (switches on the vacuum cleaner independently) • Tolerates a range of sounds when facilitated by an adult • Tolerates a range of sounds independently 	<p>Expose the child to 'irritating' noise in small steps, gradually increasing the duration as tolerance improves. Warn the child that the appliance is going to be turned on so won't be taken by surprise.</p> <p>Let the child participate in using the appliance, if appropriate.</p> <p>Lessen the unpleasant effect of the noise by combining it with pleasant sound (music on the radio etc.)</p> <p>Pair the noise with a preferred activity.</p> <p>In situations or places where the child experiences a lot of loud noises, headphones or earplugs may be helpful to buffer some of the noise.</p> <p>Whenever possible, alert or prepare the child before the offending noise occurs</p> <p>Prepare the child wherever possible for noises he dislikes</p> <p>Distract with a preferred activity</p>	<p>ENCOUNTER</p> <ul style="list-style-type: none"> • Is present during an experience or activity, but might be passive or even resistant. • May show simple reflex responses such as startling or crying at sudden movements or noises. • Any participation has to be fully prompted by other person. • May withhold attention or tolerate a shared activity. <p>AWARENESS</p> <ul style="list-style-type: none"> • Appears to show awareness to something happening (activity or experience), • Might also have a brief period of interrupting/ stopping a self-absorbed activity or movement, • Or show excitement during certain activities • It happens by chance with fleeting focus, but

Developmental area: Sensory and Perceptual Development		
Content and Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
	<p>Create situations where the child will be exposed to unexpected noises in a safe environment to allow for exposure and desensitization. E.g. switch on a lawnmower outside the class and help them to tolerate it for a brief period</p> <p>In situations or places where the learner experiences a lot of loud noises, headphones or earplugs may be helpful to buffer some of the noise</p>	<p>child looks away again after a moment</p> <ul style="list-style-type: none"> • Aware of appliance to be turned on by an adult. • Gradually starting to tolerate unexpected, increased sound as facilitated by an adult <p>ATTENTION ND RESPONSE</p> <ul style="list-style-type: none"> • Begins to pay attention and respond to what is happening, but not always consistently, for example by showing signs of surprise, enjoyment, frustration or dissatisfaction, demonstrating the beginning of an ability to distinguish between two familiar people, events and objects. • May have different reactions when introduced to new activities/ experiences, such as withholding attention. <p>ENGAGEMENT</p> <ul style="list-style-type: none"> • Shows more consistent attention to, and can tell the difference between, specific events in their surroundings, for example, communicate
<p>SEEING</p> <ul style="list-style-type: none"> • Uses calming visual input (watching spinning objects, plays with spin toys) at regular intervals provided by an adult • Uses calming visual input twice a day • Requests calming visual input at appropriate times • Can focus or fixate on an object • Eye-coordination and tracking • Object, face recognition and visual memory 	<p>Incorporating calming visual activities into daily routine</p> <p>Allocated time on visual schedule – decrease frequency as modulation improves</p> <p>Praise for using visual activities at appropriate times, so as not to interfere with daily activities</p> <p>ADL's: Mobile above nappy changing area</p> <p>Fixate and tracking: Choose area with little or no distractions. Have child lying on back at first and later on</p>	

Developmental area: Sensory and Perceptual Development		
Content and Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
<ul style="list-style-type: none"> (also see spatial and conceptual development) 	<p>in sitting position. Use torch, noise makers and colourful objects to encourage the child to look and focus on object. Move object slowly to one side encouraging child to follow object with eyes. Some may have a delayed response time. Repeat numerous times during the day using different objects. Once child has started tracking, move objects slowly from side to side. Later on moving it up and down, in circle movements and also on table in front of child or on his body, or even further away.</p>	<p>interest and enthusiasm through body language - smiles of recognition; focused looking or listening; body movement by turning to locate objects, events or people, following moving objects and events through movements of their eyes</p> <ul style="list-style-type: none"> Cooperate with an adult in putting earphones, feeding activities <p>PARTICIPATION</p> <ul style="list-style-type: none"> Engages in sharing, taking turns and the anticipation of familiar sequences of events, for example, by smiling, vocalising or showing other signs of excitement. Participate in preferred activity pair with warned loud noise. Spinning objects, plays with spinning toy at regular intervals provided by an adult These responses may be supported by staff or
<p>TASTING</p> <ul style="list-style-type: none"> Exploring and enjoying a variety of tastes 	<p>Visual cues Praise Provide appropriate taste stimulating sensations e.g. tasting of variety of edible substances during:</p> <ul style="list-style-type: none"> mealtimes activities such as “baking day” – for example tasting jellies; sweets; instant pudding; icing, etc. <p>Duty of care encompasses an awareness of the children with specific feeding needs.</p>	<ul style="list-style-type: none"> Engages in sharing, taking turns and the anticipation of familiar sequences of events, for example, by smiling, vocalising or showing other signs of excitement. Participate in preferred activity pair with warned loud noise. Spinning objects, plays with spinning toy at regular intervals provided by an adult These responses may be supported by staff or

Developmental area: Sensory and Perceptual Development		
Content and Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
<p>Touching</p> <p>touching and manipulating different textures</p> <p>Tolerates the following:</p> <p>- Water</p> <p>Tolerates face getting wet while Swimming, Bathing, Showering</p> <p>Tolerates wet cloth on face for short periods</p> <p>Tolerates wet cloth on face for longer periods</p> <p>Tolerates face being sprinkled with water and dried immediately</p> <p>Wets own face in the pool/ bath shower</p> <p>Submerges head in water when swimming</p> <p>Tolerates face getting wet while washing hair</p> <p>-ADL activities</p> <p>Brushing teeth</p> <p>Brushing hair</p>	<p>Provide regular opportunities for practicing and using these textures and activities; demonstrate/model; motor through, hand-over-hand; repetition and practice.</p> <p>Create an atmosphere of calm, relaxation, and fun – not threatening; art and craft time needs to be enjoyable!</p> <p>Reward, praise and encouragement</p> <p>Engaging in regular water play as part of daily routine - Engages in functional water activities:</p> <p>-wiping the table with a wet cloth</p> <p>-watering the garden</p> <p>Don't force the child – if they need to dry their face allow them to</p> <p>Visual cues</p> <p>Prompting</p> <p>Equipment:</p> <p>ADL's: Dressing, feeding, etc.</p> <p>Hand painting, Finger painting, Shaving foam, Sand</p> <p>Glue or other sticky substances, Cotton wool/material</p>	<p>other children</p> <p>INVOLVEMENT</p> <ul style="list-style-type: none"> Active participation, attempts to reach out, join in, do things or comment in some way on the activity itself or on the actions or responses of the others, for example, by making needs known through hand and arm movements, seeking eye contact with others, or by speaking, signing or gesturing. Involved in chewing, sucking or blowing activities Is actively involved /can do sensory-perceptual activities with little support <p>ATTAINMENT</p> <ul style="list-style-type: none"> Have gained, practised or generalise skills, knowledge, concepts or understanding related to the child's experience of the activity, context, for example, if you turn on a switch of a fan, you will become cool..

Developmental area: Sensory and Perceptual Development		
Content and Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
- a wide variety of textures	Rice/beans/buttons mixture, Stones, Play dough "Feel-and-touch bag", Paint brush, Roller ball paint, Sand paper Sawdust/dry grasses, Feathers, Chalk	<ul style="list-style-type: none"> Independence in ADL's is developing as sensory and perceptual skills are gained.
BODY IMAGE <ul style="list-style-type: none"> No awareness of body Shows some awareness using gestures The child responds by using eyes head or some form of expression Tries to move body part involved in activity Some active movement of head or limbs whilst doing an activity Plays with own hands- Often looks at or engages hands together. May clap hands Moves/ shows 1 or 2 body parts on request Manages to perform the activity e.g. Lifts arms when requested Moves head or eyes 	<p>Stimulate the child through movement and senses.</p> <p>Verbalise movements</p> <p>Encourage and further strengthen these abilities. Use mirrors. Use senses such as touch. Reward/Praise</p> <p>The child smiles to a stimulus Encourage further. Praise.</p> <p>Verbalize these actions</p> <p>Encourage further movement using mirror, music or water play. As well as in daily function such as transfer or dressing</p> <p>Allow child to further explore by using different textures e.g. water, sand, play dough, foam squeezes</p> <p>Improve body awareness with activities involving using different body parts in gross motor activities, e.g.</p> <p>Obstacle courses.</p> <p>Facilitate and allow child the opportunity to repeat these</p>	ENCOUNTER <ul style="list-style-type: none"> Is present during an experience or activity, but might be passive or even resistant. May show simple reflex responses such as startling or crying at sudden movements or noises. Any participation has to be fully prompted by other person. May withhold attention or tolerate a shared activity. AWARENESS <ul style="list-style-type: none"> Appears to show awareness to something happening (activity or experience), Might also have a brief period of interrupting/ stopping a self-absorbed activity or movement,

Developmental area: Sensory and Perceptual Development		
Content and Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
	<p>actions in a song or with music.</p> <p>Verbally name the body part and reinforce it.</p> <p>Praise/Reward</p> <p>Use humour</p> <ul style="list-style-type: none"> Places body part pictures in correct places on an outline of a picture of a body Places body part pictures together on a blank page Adds the detail of the face Visual input Demonstrate / modelling while drawing Copy simple pictures. Adds detail later Have a drawing book to use in free time Step by step instruction Repetition Make child aware of the differences between people e.g. hair, eyes 	<ul style="list-style-type: none"> Or show excitement during certain activities It happens by chance with fleeting focus, but child looks away again after a moment <p>ATTENTION ND RESPONSE</p> <ul style="list-style-type: none"> Begins to pay attention and respond to what is happening, but not always consistently, for example by showing signs of surprise, enjoyment, frustration or dissatisfaction, demonstrating the beginning of an ability to distinguish between two familiar people, events and objects. May have different reactions when introduced to new activities/ experiences, such as withholding attention. <p>ENGAGEMENT</p> <ul style="list-style-type: none"> Shows more consistent attention to, and can tell the difference between, specific events in their surroundings, for example, communicate interest and enthusiasm through body
<p>CONSISTENTLY IDENTIFIES IDENTIFY BODY PARTS ON SELF</p> <ul style="list-style-type: none"> Identifies parts on self Identifies parts on another person 	<p>Regular opportunity to practice</p> <p>Move through as needed</p> <p>Encourage and reward/praise success</p> <p>Use in functional contexts e.g. bath time, washing hands</p>	


Developmental area: Sensory and Perceptual Development		
Content and Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
<ul style="list-style-type: none"> Identifies parts on a doll Identifies parts on a picture 	<p>and face; swimming, Jacuzzi, dressing</p> <p>Use large mirror to facilitate awareness</p> <p>Use large life-like doll and peers to point out parts</p> <p>Use photos of self and life-like pictures to point out/identify parts</p> <p>Hand-over-hand assistance; repetition and opportunities to practice/rewards</p>	<p>language - smiles of recognition; focused looking or listening; body movement by turning to locate objects, events or people, following moving objects and events through movements of their eyes</p> <ul style="list-style-type: none"> may try to assist in moving body parts during activity participation , but is fully dependent <p>PARTICIPATION</p> <ul style="list-style-type: none"> Engages in sharing, taking turns and the anticipation of familiar sequences of events, for example, by smiling, vocalising or showing other signs of excitement. These responses may be supported by staff or other children Participates in lifting arms, moving body parts when requested but needs constant support Might look at body parts as it is moving or named <p>INVOLVEMENT</p>

Developmental area: Sensory and Perceptual Development		
Content and Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
		<ul style="list-style-type: none"> • Active participation, attempts to reach out, join in, do things or comment in some way on the activity itself or on the actions or responses of the others, for example, by making needs known through hand and arm movements, seeking eye contact with others, or by speaking, signing or gesturing. • Participates in lifting arms, legs or different body parts when requested with little support • Start to show or name some body parts with little support <p>ATTAINMENT</p> <p>Have gained, practised or generalise skills, knowledge, concepts or understanding related to the child's experience of the activity, context, for example, if you turn on a switch of a fan, you will become cool</p> <ul style="list-style-type: none"> • Has independent body awareness • Can show and name all body parts


Developmental area: Self-help and Activities of daily living		
Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
FEEDING <ul style="list-style-type: none"> No active awareness of the feeding routine Fully depend on the caregiver, no voluntary oral movement in feeding Participates in the feeding activity Relies on the caregiver to spoon feed , feeding without aspirating. Finger feeds on his/her own Uses utensil in feeding with assistance (spooning of food) Uses utensils independently in feeding. Stabilizes the plate and uses utensil (spoon, fork) Drinks with maximal assistance from cup Drinks from cup with partial /initial help Drinks independently from cup with little spillage Drinks thicker consistency with straw	<p>Awareness of feeding routine (tactile, sensory stimulation) - Textures of food</p> <p>Sing a song to make everyone alert of feeding time</p> <p>Create a calm optimal environment for feeding (soft music – level 1 and 2) chairs and tables (level 3 and 4)</p> <p>Social interaction with the child during feeding. Talk about what his eating.</p> <p>Encourage social interaction between the learners (level 3 and 4)</p> <p>Hand – over hand</p> <p>Motor through activities</p> <p>Grips and grasps of different utensils (adapt utensils if necessary)</p> <p>Encourage finger feeding for the correct grasp of the food</p> <p>Fantasy play to model behaviour during feeding time</p>	ENCOUNTER <ul style="list-style-type: none"> Is present during an experience or activity, but might be passive or even resistant. May show simple reflex responses such as startling or crying at sudden movements or noises. Any participation has to be fully prompted by other person. May withhold attention or tolerate a shared activity. AWARENESS <ul style="list-style-type: none"> Appears to show awareness to something happening (activity or experience), Might also have a brief period of interrupting/ stopping a self-absorbed activity or movement, Or show excitement during certain activities

Developmental area: Self-help and Activities of daily living		
Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
<p>DRESSING</p> <p>No active participation in activity</p> <p>- Undressing</p> <p>Participates by means of movement of limbs to aid undressing</p> <p>Tries to undress self, but needs lots of support</p> <ul style="list-style-type: none"> • Takes off hat • Takes off socks • Takes off shoes (with shoelaces) • Takes of shoes(without shoelaces) • Takes off jacket (after its undone) <p>Pulls t- shirt over his/her head and takes it off</p> <p>Undresses self with some support</p> <ul style="list-style-type: none"> • Pulls down unfastened pants • Takes off unfastened pants <p>Undresses independently</p> <p>Unfastens the pants and take off pants</p> <p>Pulls down underwear</p>	<p>Awareness of being undress (tactile stimulation touch , passive stretches ,talk through the process)</p> <p>Awareness of being undress and participation in undressing – motor through activities.</p> <p>Hand – over hand</p> <p>Modelling and imitation</p> <p>Visual cues for undressing sequence</p> <p>Use clothes that are loose and easy to take off</p> <p>Hand – over hand</p> <p>Modelling and imitation</p> <p>Visual cues for dressing sequence</p> <p>Use clothes that are loose and easy to take off</p> <p>Practice with Velcro shoes, big zips on loose clothes, big buttons with vertical buttonholes. Child should practice while wearing the clothes</p>	<ul style="list-style-type: none"> • It happens by chance with fleeting focus, but child looks away again after a moment <p>ATTENTION ND RESPONSE</p> <ul style="list-style-type: none"> • Begins to pay attention and respond to what is happening, but not always consistently, for example by showing signs of surprise, enjoyment, frustration or dissatisfaction, demonstrating the beginning of an ability to distinguish between two familiar people, events and objects • May have different reactions when introduced to new activities/ experiences, such as withholding attention • For example during feeding, nappy change, dressing or undressing, bathing, washing of face, etc. <p>ENGAGEMENT</p> <ul style="list-style-type: none"> • Shows more consistent attention to, and can


Developmental area: Self-help and Activities of daily living		
Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
<p>Completely takes off underwear</p> <p>-Dressing</p> <p>No active participation in activity</p> <p>Participates by means of movement of limbs to aid dressing</p> <p>Tries to dress self, but needs a lot of support</p> <p>Puts on hat</p> <p>Puts t- shirt over head</p> <p>Dresses self with some support</p> <p>Puts t-shirt overhead and putting arms in sleeves of t-shirt</p> <p>Puts socks on</p> <p>Puts on jacket</p> <p>Pulls up pants</p> <p>Puts on pants</p> <p>Dresses self with limited support</p> <p>Fastens pants (zip or button)</p>		<p>tell the difference between, specific events in their surroundings, for example, communicate interest and enthusiasm through body language - smiles of recognition; focused looking or listening; body movement by turning to locate objects, events or people, following moving objects and events through movements of their eyes.</p> <ul style="list-style-type: none"> • Feeding and drinking - turns head, opens mouth • Tries to engage or assist in self-care activities by means of movement of limbs to aid dressing/ washing hands/ brushing teeth/ nappy changing, but is fully dependent. <p>PARTICIPATION</p> <ul style="list-style-type: none"> • Engages in sharing, taking turns and the anticipation of familiar sequences of events, for example, by smiling, vocalising or showing

Developmental area: Self-help and Activities of daily living		
Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
Pulls up zippers up and down (once started) Zips up (including starting) Does buttons Dresses self independently		other signs of excitement. <ul style="list-style-type: none"> • These responses may be supported by staff or other children • Participates in feeding or drinking activity – tries to finger feed or tries to hold spoon/ bring to mouth/ hold cup or bottle but needs constant support • Participates in self-care activities, but needs constant support:
Washing hands  <ul style="list-style-type: none"> • Carer wipes child's hands with a cloth • Child assists with wiping own hands with cloth • Child wipes own hands with cloth • Washing hands in basin with assistance • Turns on the tap • Picks up soap/uses liquid soap • Rubs soap between both hands • Rubs hands together to form a lather • Rinses off all the soap • Turns off the taps • Dries hands with towel 	Adult hand-over-hand assistance/motor through – fade as skill develops Visual cues/sequence Daily opportunity to practice; use backward chaining initially, change and increase as skill improves Reward and praise Fade reward as skill improves	INVOLVEMENT <ul style="list-style-type: none"> • Active participation, attempts to reach out, join in, do things or comment in some way on the activity itself or on the actions or responses of the others, for example, by making needs known through hand and arm movements, seeking eye contact with others, or by speaking, signing or gesturing. • Actively participates in self-care activities, but


Developmental area: Self-help and Activities of daily living		
Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
<p>TOILETING</p> <p>Nappy changing during toileting routine</p> <p>Fully dependent on the caregiver</p> <ul style="list-style-type: none"> • Lack of awareness • No active movement needs to be positioned for optimal changing position • Awareness of self , others and environment • Movement of the limbs when being touched to aid in nappy changing • Participating in the nappy changing by goal directed movement of limbs in dressing and changing of nappy <p>Nappy changing during toileting routine- Mobile</p> <ul style="list-style-type: none"> • Gets to the changing room with assistance / support • Gets to the changing room independently • Takes off pants • Moves actively into the nappy changing position 	<p>Create awareness of the toileting routine</p> <p>Sing a song to initiate the toileting routine</p> <p>Create an environment for the child to familiarize him/herself in the nappy changing area (mobiles and pictures)</p> <p>Encourage involvement (tactile /touch, massage, passive movements)</p> <p>Make the child aware of his/her body parts</p> <p>Make the child aware of his/her body parts by touch giving verbal commands</p> <p>Create awareness of the toileting routine</p> <p>Sing a song to initiate the toileting routine</p> <p>Create an environment for the child to familiarize him/herself in the nappy changing area (mobiles and pictures)</p> <p>Make the child aware of his or her body parts – verbal</p>	<p>needs varying levels of support in order to complete the activity.</p> <ul style="list-style-type: none"> • For example: can finger feed, but needs support with using utensils, drinks from cup with partial /initial help <p>ATTAINMENT</p> <p>Have gained, practised or generalise skills, knowledge, concepts or understanding related to the child's experience of the activity, context, for example, if you turn on a switch of a fan, you will become cool.</p> <p>Independent self-care:</p> <ul style="list-style-type: none"> • Uses utensils independently in feeding. • Drinks independently from cup with little spillage <p>Undresses and dresses self</p> <ul style="list-style-type: none"> • Washes hands • Uses toilet

Developmental area: Self-help and Activities of daily living		
Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
by verbal command <ul style="list-style-type: none"> • Selects the appropriate nappy ,cream , cloth • Responds on request “give me your nappy” 	input Involve the child by him/her selecting the nappy and bum cream , holding the wet cloth Holding onto clothes etc. ADL’s – dressing skills should be incorporate	<ul style="list-style-type: none"> • Washes face • Brushes teeth • Blowing nose
USES TOILET INDEPENDENTLY  <ul style="list-style-type: none"> • Lifts up the toilet lid • Lifts up toilet seat (boys) • Pulls down pants/ or pulls up dress • Pulls down underwear • Sits on the toilet (girls) • Stand in front of the toilet (boys) • Takes enough toilet paper to wipe self • Wipes self until clean • Takes more toilet paper if necessary • Stands up • Pulls up underwear • Pulls up pants/ pull down dress 	Create awareness of the toileting routine Sing a song to initiate the toileting routine Visual cues of sequence Gestures Verbal input Discussion of the sequence in class ADL’s work on dressing skills	

Developmental area: Self-help and Activities of daily living		
Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
<ul style="list-style-type: none"> • Puts toilet lid down • Flushes the toilet 		
WASHING OWN FACE <ul style="list-style-type: none"> • Carer wipes child's face with cloth • Carer wipes child's face with cloth • Child assists with wiping own face with cloth • Takes facecloth • Turns on the tap • Wets the facecloth • Turns off the taps • Wrings out facecloth • Wipes all over the face using the cloth • Washes around eyes and mouth • Turns on the tap • Rinses the face cloth • Turns off the tap • Wrings out the facecloth • Dries face with towel 	Looking into a mirror to wash face Hand-over-hand assistance/motor through Daily opportunity to practise Visual cues/sequence backward chaining initially, change and increase as he improves over time Reward and praise	

Developmental area: Self-help and Activities of daily living		
Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
BRUSHING TEETH  <ul style="list-style-type: none"> • Carer brushes child's teeth • Child opens mouth • Child assists with brushing teeth • Opens the toothpaste • Puts one squeeze of toothpaste on the toothbrush • Closes toothpaste • Holds toothbrush in dominant hand • Places toothbrush in mouth • Brushes inside surfaces of teeth • Brushes outside surfaces of teeth • Brushes biting surfaces of teeth • Spits toothpaste into basin • Turns on the tap • Rinses mouth with water • Rinses toothbrush with water • Turns off the tap • Dries mouth with towel 	<p>Regular opportunity to practice</p> <p>Hand-over-hand assistance/motor through</p> <p>Make use of backward chaining initially</p> <p>Increase and change as he improves</p> <p>Visual and verbal cues/sequence</p> <p>Reward and praise</p> <p>Integrate with action song, story and discussions.</p>	

Developmental area: Self-help and Activities of daily living

Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
BLOWING NOSE  <ul style="list-style-type: none"> • Takes tissue/cloth from the box • Lifts arm to wipe nose/ mouth • Puts the tissue over nose • Blows air through nose • Pinches both nostrils closed with tissue • Wipes area around nose • Folds the tissue • Puts tissue over nose • Blows air though nose • Pinches both nostrils closed with tissue • Wipes area around nose • Folds the tissue • Makes a final check in the mirror • Throws the tissues away 	<p>Fading verbal and visual prompts</p> <p>Praise</p> <p>Mirror</p> <p>Make child aware of his appearance by looking at the mirror when his nose is runny/ after he sneezed. Keep the tissues within reach near the mirror. While looking in the mirror let child wipe his nose. He might need hand-over-hand assistance at first.</p> <p>Give him a new tissue and get him to blow his nose – it is helpful to have him imitate the action.</p> <p>Prompt action if needed and praise his efforts.</p>	

Developmental area: Sense of self and sexuality		
Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
BODY <ul style="list-style-type: none"> • Cares for the body – hygiene and grooming • Knows function of private body parts • Aware of body changes 	<p>TIP: Development of the body is a natural process. When exploring and learning about his/ her body as he/she is growing up, the child would also become aware of his/ her private body parts and their functions.</p> <ul style="list-style-type: none"> - talk about this during toileting activities <p>Use correct names for body parts (do in conjunction with body awareness)</p> <p>More in detailed talks on private body parts and functions with older children and youth should be done gender specific (only girls or only boys present) and should be age and physical development appropriate. Only if appropriate to the child's level of understanding/ physical development - talk about body changes as they occur e.g. hormonal, physical, weight, voice, body hair, oil and sweat and reproductive organs. Be aware of menstruation cycle e.g. observe signs of discomfort</p>	<p>ENCOUNTER</p> <ul style="list-style-type: none"> • Is present during an experience or activity, but might be passive or even resistant. • May show simple reflex responses such as startling or crying at sudden movements or noises. • Any participation has to be fully prompted by other person. • May withhold attention or tolerate a shared activity. <p>Is fully dependent on adult supervision and support and being kept safe</p> <p>AWARENESS</p> <ul style="list-style-type: none"> • Appears to show awareness to something happening (activity or experience),

Developmental area: Sense of self and sexuality		
Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
	<p>which might notify you if they are menstruating or not – teach and make girls aware of these sign where possible.</p> <p>Talk about and demonstrate the importance of keeping private parts clean like, appropriate steps during menstruation, putting on deodorant, etc.</p> <p>Lead girl to be more in control of body by leading her towards as much independence/ supported independence as possible – give her a special pretty private bag for keeping pads/ reminding and ensuring regular changing and cleaning (4 -5) hours depending on need.</p> <p>Even within the need for support, the girl can still be taught ways in which to be a part of/ independent in some of the steps that needs to be taken, for example opening package/ peeling off the strip and sticking pad to pantie or nappy.</p> <p>Treat her with dignity and acknowledge and respect her</p>	<ul style="list-style-type: none"> • Might also have a brief period of interrupting/ stopping a self-absorbed activity or movement, • Or show excitement during certain activities • It Happens by chance with fleeting focus, but child looks away again after a moment • Is fully dependent on adult supervision and support and being kept safe <p>ATTENTION ND RESPONSE</p> <ul style="list-style-type: none"> • Begins to pay attention and respond to what is happening, but not always consistently, for example by showing signs of surprise, enjoyment, frustration or dissatisfaction, demonstrating the beginning of an ability to distinguish between two familiar people, events and objects. • May have different reactions when introduced to new activities/ experiences, such as withholding attention.

Developmental area: Sense of self and sexuality		
Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
	<p>body's normal functioning. Photos on the steps taken in caring for herself during menstruation, could be discussed and demonstrated and could be a helpful guide if it is put up in the big girls bathroom.</p> <p>Erections – recognise that spontaneous erections will and can occur as part of personal care, this is normal.</p> <p>- No sexual comment/ jokes from staff. Care should be taken not to stimulate penis at change time, unless cleaning is needed. A too tight nappy could result in spontaneous erections.</p> <p>Masturbation – taking in consideration the policy of school/ centre, decisions about this should be in close partnership with parents. Consistency and individualised approach as to dealing with masturbation is needed. Response to masturbation will depend on the individual's cognitive and physical functioning, but may include:</p> <p>- taking him to a private place (toilet or bathroom)</p>	<ul style="list-style-type: none"> • Is fully dependent on adult supervision and support and being kept safe. <p>ENGAGEMENT</p> <ul style="list-style-type: none"> • Shows more consistent attention to, and can tell the difference between, specific events in their surroundings, for example, communicate interest and enthusiasm through body language - smiles of recognition; focused looking or listening; body movement by turning to locate objects, events or people, following moving objects and events through movements of their eyes • Boy could have erection, and try to stimulate self, but stops when distracted and something else is given. • Is fully dependent on adult supervision and support and being kept safe <p>PARTICIPATION</p>

Developmental area: Sense of self and sexuality		
Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
	<ul style="list-style-type: none"> - covering him to provide privacy - giving him something else to do/ touch to distract attention. <p>Monitoring and discussions at staff meetings should be treated with confidentiality.</p>	<ul style="list-style-type: none"> • Engages in sharing, taking turns and the anticipation of familiar sequences of events, for example, by smiling, vocalising or showing other signs of excitement. • These responses may be supported by staff or other children • Can join discussions but needs a lot of support in understanding and being able to care for own body, awareness of body changes, privacy awareness, social skills, relationships and exploitation prevention.
PRIVACY AWARENESS <ul style="list-style-type: none"> • Emerging sense of modesty about body – becomes shy when someone enters bathroom • Can identify private places at home /school • Recognizes violation of own privacy rights • Respects privacy of others 	<p>During self-care activities talk and demonstrate about keeping private parts covered. During nappy change –. Ensure that changing area is private so that dignity and privacy is respected. Designated staff to help with toileting/ nappy changing. Cover the private parts with a wash cloth during process. Child can assist in this if possible.</p> <p>Potty training or independent toilet use – emphasize privacy when using toilet – own privacy and those of others. (use songs, stories during toilet routines)</p> <p>Talk about public toilets – male/ female, restroom</p>	<ul style="list-style-type: none"> • Can join discussions but needs a lot of support in understanding and being able to care for own body, awareness of body changes, privacy awareness, social skills, relationships and exploitation prevention. • With support can participate in taking care of own body (cleaning, changing pad). • Is dependent on constant adult supervision and support and safe keeping INVOLVEMENT • Active participation, attempts to reach out, join in, do things or comment in some way on the

Developmental area: Sense of self and sexuality		
Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
	symbols, knocking on door – right to privacy.	<p>activity itself or on the actions or responses of the others, for example, by making needs known through hand and arm movements, seeking eye contact with others, or by speaking, signing or gesturing.</p> <ul style="list-style-type: none"> Needs prompting or little support in understanding and being able to care for own body, awareness of body changes, privacy awareness, social skills, relationships and exploitation prevention Is dependent on constant adult supervision and safe keeping and little support. <p>ATTAINMENT</p> <p>Have gained, practised or generalise skills, knowledge, concepts or understanding related to the child's experience of the activity, context, for example, if you turn on a switch of a fan, you will become cool..</p>
SOCIAL SKILLS <ul style="list-style-type: none"> Aware of societal rules for private body parts – Knows to keep private parts covered / no touching of other's private parts Can identify private place is community Moves to private areas when privacy is needed Recognizes when privacy rights have been violated Respects privacy of others Knows private behaviour and talk 	<p>When inappropriate touching of self occurs, try to distract the child by giving a new activity. Don't shout at the child or tell him it's wrong or put too much negative attention to behaviour.</p> <p>Allow assistance to happen in a semi private space.</p> <p>During gender specific discussions with older children and youth, talk about what is socially acceptable and what is not, i.e. masturbation / ensuring cleanliness, etc.</p>	
RELATIONSHIPS <ul style="list-style-type: none"> Is aware of different types of relationships Understands dating/ special friend of opposite sex whom I have special feelings for. Boundaries in relationships – no touching of each other's private parts 	<p>Relationships is not about promoting sexual relationships, but rather appropriate and respectful ways in showing affection to someone of the opposite sex, for whom one has special feelings.</p> <p>Be clear when discussing relationships for example; explain to the child the differences of father and mother</p>	

Developmental area: Sense of self and sexuality		
Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
<ul style="list-style-type: none"> Evaluating relationships Sexual attraction – cuddling, holding hands, kissing, but not touching of each other's private parts. 	<p>and their names. Use photos, pictures and other, and other visual material more often when explaining relationships.</p> <p>Honest about answers to questions asked.</p> <p>Acknowledge and value the child's feelings</p>	<ul style="list-style-type: none"> Knows body rights – no one may touch my private parts other than those helping during toileting/washing Can report possible exploitation Knows warning signs for exploitation Understands boundaries in relationships Understands and adheres to socially acceptable behaviour with regards to privacy/ private body parts Recognizes when privacy rights have been violated Respects privacy of others Knows private behaviour and talk Can identify private places at home /school Recognizes violation of own privacy rights Respects privacy of others Cares for the body – hygiene and grooming Knows function of private body parts
<p>EXPLOITATION PREVENTION</p> <ul style="list-style-type: none"> Knows body rights – no one may touch my private parts other than those people helping during toileting/ washing Knows warning signs - Can report 	<p>Story telling</p> <p>Awareness of their rights</p> <p>Reduce isolation and segregation</p> <p>Provide information about inappropriate behaviour - no sexual intercourse</p> <p>Few may be able to understand and do this - Tell if someone forces me to share my body. Teach the child to say “stop”, “ I don't like it” through role play and modelling with dolls.</p> <p>When children are totally dependent on others for care, they are very vulnerable to being exploited. All precautions should be made to ensure the child is under constant appropriate adult supervision and protected</p>	

Developmental area: Sense of self and sexuality		
Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
	from being sexually violated.	<ul style="list-style-type: none"> • Aware of body changes • Is independent in some development areas, but is dependent on adult supervision and safe keeping

Developmental area: Social Development		
Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
RELATING TO FAMILIAR PEOPLE <ul style="list-style-type: none"> • Looks at face of parent or caregiver. • Watches (that is, follows with eyes) someone moving by crib or bed for 5 seconds or more. • Smiles or makes sounds when approached by 	Make eye contact with child Touch, hug, stroke, hold and carry the child Call the child by his / her name Play interactive games e.g. clapping hands, “peek a boo”	ENCOUNTER <ul style="list-style-type: none"> • Is present during an experience or activity, but might be passive or even resistant. • May show simple reflex responses such as startling or crying at sudden movements or

Developmental area: Social Development		
Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
<p>a familiar person.</p> <ul style="list-style-type: none"> • Makes or tries to make social contact (e.g. Smiles; make noises; etc.). • Reaches for a familiar person when the person holds his / her arms out to him or her. • Shows preference for certain people and objects (e.g. Smiles; reaches for or moves toward person or object; etc.). • Shows affection to familiar persons (e.g. Touches; hugs; kisses; cuddles; etc.). • Imitates or tries to imitate parent's or caregiver's facial expressions (e.g. Smiles; frowns; etc.). • Moves about and looks for parent or caregiver or other familiar person nearby. • Uses actions to show happiness or concern for others (e.g. Hugs; pats arm; holds hands; etc.). • Displays stranger anxiety. • Separates more easily from the / mother caregiver 	<p>For secure attachment to develop, the child must have the same caregivers</p> <p>Give positive feedback and freedom to explore and pursue natural curiosity</p> <p>Show the child pictures of familiar family / friends / pets and talk about them</p>	<p>noises.</p> <ul style="list-style-type: none"> • Any participation has to be fully prompted by other person. • May withhold attention or tolerate a shared activity. <p>AWARENESS</p> <ul style="list-style-type: none"> • Appears to show awareness to something happening (activity or experience), • Might also have a brief period of interrupting/ stopping a self-absorbed activity or movement, • Or show excitement during certain activities • It happens by chance with fleeting focus, but child looks away again after a moment <p>ATTENTION ND RESPONSE</p> <ul style="list-style-type: none"> • Begins to pay attention and respond to what is happening, but not always consistently, for example by showing signs of surprise, enjoyment, frustration or dissatisfaction,

Developmental area: Social Development		
Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
RELATING TO FRIENDS/PEERS <ul style="list-style-type: none"> Shows interest in children the same age, other than brothers or sisters (e.g. Watches them; smiles at them; etc.). Has best friend or shows preference for certain friends (of either sex) over others. 	<ul style="list-style-type: none"> Give the child reassurance in socialising Include the child in group activities e.g. parties Organise activities and outings with similar age groups Encourage him to share his toys and food with other children 	<p>demonstrating the beginning of an ability to distinguish</p> <ul style="list-style-type: none"> Between two familiar people, events and objects. May have different reactions when introduced to new activities/ experiences, such as withholding attention.
PLAYING AND LEISURE TIME <ul style="list-style-type: none"> Responds when parent or caregiver is playful (e.g. Smiles; laughs; claps hands; etc.). Shows interest in where he or she is (e.g. Looks or moves around; touches objects or people; etc.). Plays simple interaction games with others (e.g. Peekaboo; patty-cake; etc.). Plays near another child, each doing different things. Chooses to play with other children (e.g. Does not stay on the edge of a group or avoid others) Plays cooperatively with one or more children 	PLAY IS A FUN WAY OF LEARNING! <ul style="list-style-type: none"> Structured play promotes better learning Play skills are developed that would lead to self-initiated social- and leisure time play Use child's likes and interest to initiate play (favourite toys / games/ activities) Play can happen alone (individual time with carer) or in small groups Keep toys organised – in containers Make child aware of organising – packing up after an activity can also be fun – its part of life! Play activities should be part of the child's daily life 	ENGAGEMENT <ul style="list-style-type: none"> Shows more consistent attention to, and can tell the difference between, specific events in their surroundings, for example, communicate interest and enthusiasm through body language - smiles of recognition; focused looking or listening; body movement by turning to locate objects, events or people, following moving objects and events through movements of their eyes. Smiles or makes sounds when approached by a familiar person

Developmental area: Social Development		
Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
<p>for up to 5 minutes.</p> <ul style="list-style-type: none"> Plays cooperatively with more than one child for more than 5 minutes. Continues playing with another child with little fussing when parent or caregiver leaves. Shares toys or possessions when asked The child plays with others with minimal supervision. <ul style="list-style-type: none"> Participates in simple group activities – singing, dancing 	<p>and routines, e.g. feeding, dressing.</p> <ul style="list-style-type: none"> Take developmental age and physical abilities into account Plan for play – what to use to accomplish what? Integrate play with development and learning of communication, spatial and conceptual skills and life skills <p><u>Pretend-play with:</u></p> <p><u>dolls</u> – pretending to feed/ dress/ bath, imitating real life activities. Name or show body parts, counting body parts, talk about relationships and social skills. Give instructions, e.g. “wash the baby’s arm”.</p> <p><u>Play house</u> – imitating real life activities. e.g. making tea, cooking, family and rooms. Organising and talking about rooms, its function/ talking about family and relationships.</p> <p><u>Cars</u> – use lots of sounds. Push cars around.</p> <p><u>Blocks</u> – grasps and releases blocks with hand. Let child copy building a tower. (colours, shapes, sizes and counting). Taking turns in group.</p> <p><u>Balls</u> – rolling, catching, kicking (gross motor and eye-hand coordination, colours and counting, sorting, sizes)</p>	<ul style="list-style-type: none"> Shows interest in children the same age, other than brothers or sisters (e.g. <p>PARTICIPATION</p> <ul style="list-style-type: none"> Engages in sharing, taking turns and the anticipation of familiar sequences of events, for example, by smiling, vocalising or showing other signs of excitement. These responses may be supported by staff or other children Watches them; smiles at them; etc.). Responds when parent or caregiver is playful (e.g. Smiles; laughs; claps hands; etc.). Plays simple interaction games with others (e.g. Peekaboo; patty-cake; etc.). Plays near another child, each doing different things. <p>INVOLVEMENT</p> <ul style="list-style-type: none"> Active participation, attempts to reach out, join in, do things or comment in some way on the

Developmental area: Social Development		
Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
	<p><u>Plastic animals</u> – pets, farm, and others. Matching, sorting, point to when named, name, animal sounds, (with flash cards and picture books)</p> <p><u>Games</u> – rotten egg, ludo (mat game), hide-and-seek. Talk about the rules of the game, turn taking, winning and losing, and socially acceptable behaviour in play.</p>	<p>activity itself or on the actions or responses of the others, for example, by making needs known through hand and arm movements, seeking eye contact with others, or by speaking, signing or gesturing.</p> <ul style="list-style-type: none"> • Reaches for a familiar person when the • Person holds his / her arms out to him or her. • Shows affection to familiar persons (e.g. Touches; hugs; kisses; cuddles; etc.). • Shows interest in where he or she is (e.g. Looks or moves around; touches objects or people; etc.). • Plays simple interaction games with others (e.g. Peekaboo; patty-cake; etc.). <p>ATTAINMENT</p> <ul style="list-style-type: none"> • Have gained, practised or generalise skills, knowledge, concepts or understanding related to the child's experience of the activity, context, for example, if you turn on a switch of

Developmental area: Social Development		
Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
		<p>a fan, you will become cool.</p> <ul style="list-style-type: none"> • Separates more easily from the / mother caregiver • Uses actions to show happiness or concern for others (e.g. Hugs; pats arm; holds hands; etc.). • Displays stranger anxiety • Has best friend or shows preference for certain friends (of either sex) over others • Chooses to play with other children (e.g. Does not stay on the edge of a group or avoid others) • Plays cooperatively with one or more children for up to 5 minutes. • Plays cooperatively with more than one child for more than 5 minutes • Continues playing with another child with little fussing when parent or caregiver leaves. • Shares toys or possessions when asked

Developmental area: Social Development		
Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
		<ul style="list-style-type: none"> • The child plays with others with minimal supervision. • Participates in simple group activities – singing, dancing

Developmental area: Emotional Development		
Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
<ul style="list-style-type: none"> Shows two or more emotions (e.g. laughs; cries; screams; etc.). Is comforted by touch and people's faces and voices. Seeks physical and emotional comfort by snuggling into trusted adults. Shows joy, distress (frustration or pain), surprise, interest Calms from being upset when held, spoken or sung to in soothing voice. Shows specific emotional attachment to mother. Protests separation from mother. Shows anger, affection. Expresses curiosity and exploration. Displays dependent behaviour. Growing ability to sooth self and may be dependent on a comfort object Cooperates in caregiving activities, such as dressing 	<ul style="list-style-type: none"> Express warmth and affection to the child in a manner consistent with cultural norms. Encourage caregivers to look into the child's eyes. Smile at him or her, especially during feeding. Express physical affection to the child (holds and cuddles the child). Be consistent in responding to the needs of the child. Responds to the child's sounds and interests. Be attentive to his or her needs as indicated by his or her behaviour (e.g. crying, smiling). Show appreciation for what the child manages to do. Provide verbal praise for child's accomplishments. Show non-verbal signs of appreciation and approval (e.g. clapping, smiling). Role-play emotional situations 	<p>ENCOUNTER</p> <ul style="list-style-type: none"> Is present during an experience or activity, but might be passive or even resistant. May show simple reflex responses such as startling or crying at sudden movements or noises. Any participation has to be fully prompted by other person. May withhold attention or tolerate a shared activity. <p>AWARENESS</p> <ul style="list-style-type: none"> Appears to show awareness to something happening (activity or experience), Might also have a brief period of interrupting/ stopping a self-absorbed activity or movement, Or show excitement during certain activities It happens by chance with fleeting focus, but child looks away again after a moment

Developmental area: Emotional Development		
Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
<ul style="list-style-type: none"> • Begins to understand “yes” and “no” boundaries • Aware of other’s feelings, might look concerned at hearing crying/ excited at happy voice • Growing sense of will - throws tantrums. • Expresses violent e.g. emotions, anger. • Shows an almost complete store of emotional expressions. • Displays a sense of humour. • Responds to a few appropriate boundaries with encouragement and support • Begins to understand that some things are his/hers, others are shared and some belong to others • Can stop self from doing something he/she shouldn’t do • Aware of own feelings, and know that some actions can hurt other’s feelings. • Begins to accept the needs of others and can take turns and share resources, often with support from others. 		<p>ATTENTION ND RESPONSE</p> <ul style="list-style-type: none"> • Begins to pay attention and respond to what is happening, but not always consistently, for example by showing signs of surprise, enjoyment, frustration or dissatisfaction, demonstrating the beginning of an ability to distinguish between two familiar people, events and objects. • May have different reactions when introduced to new activities/ experiences, such as withholding attention. • Is comforted by touch and people’s faces and voices. • Seeks physical and emotional comfort by snuggling into trusted adults. • Shows joy, distress (frustration or pain), surprise, interest • Calms from being upset when held, spoken or sung to in soothing voice. • Shows specific emotional attachment to mother.

Developmental area: Emotional Development		
Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
<ul style="list-style-type: none"> • Begins to tolerate delay when needs are not immediately met, and may understand wishes may not always be met. • Begins to adapt behaviour to different events, social situations and change in routine • Begins to understand that own actions affect other people, for example, becomes upset or tries to comfort the person he/she upset. • Begins to be aware of boundaries set, and of behavioural expectations in settings. 		<ul style="list-style-type: none"> • Protests separation from mother <p>ENGAGEMENT</p> <ul style="list-style-type: none"> • Shows more consistent attention to, and can tell the difference between, specific events in their surroundings, for example, communicate interest and enthusiasm through body language - smiles of recognition; focused looking or listening; body movement by turning to locate objects, events or people, following moving objects and events through movements of their eyes • Shows anger, affection. • Expresses curiosity and exploration. • Displays dependent behaviour. • Growing ability to sooth self and may be dependent on a comfort object • Cooperates in caregiving activities, such as dressing <p>PARTICIPATION</p> <ul style="list-style-type: none"> • Engages in sharing, taking turns and

Developmental area: Emotional Development		
Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
		<ul style="list-style-type: none"> the anticipation of familiar sequences of events, for example, by smiling, vocalising or showing other signs of excitement. These responses may be supported by staff or other children Begins to understand “yes” and “no” boundaries Aware of other’s feelings, might look concerned at hearing crying/ excited at happy voice Growing sense of will - throws tantrums. Expresses violent e.g. emotions, anger. Shows an almost complete store of emotional expressions <p>INVOLVEMENT</p> <ul style="list-style-type: none"> Active participation, attempts to reach out, join in, do things or comment in some way on the activity itself or on the actions or responses of the others, for example, by making needs known through hand and arm movements, seeking eye contact with others, or by

Developmental area: Emotional Development		
Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
		<p>speaking, signing or gesturing.</p> <ul style="list-style-type: none"> • Shows an almost complete store of emotional expressions. • Displays a sense of humour. • Responds to a few appropriate boundaries with encouragement and support • Begins to understand that some things are his/hers, others are shared and some belong to others <p>ATTAINMENT</p> <p>Have gained, practised or generalise skills, knowledge, concepts or understanding related to the child's experience of the activity, context, for example, if you turn on a switch of a fan, you will become cool</p> <ul style="list-style-type: none"> • Can stop self from doing something he/she shouldn't do • Aware of own feelings, and know that some actions can hurt other's feelings. • Begins to accept the needs of others and can take turns and share resources, often with

Developmental area: Emotional Development		
Stages of development	Activities to enhance and support development	Assessment guidelines for watching, listening, noting, reporting, discussing with parents and referring for specialist attention where necessary.
		<p>support from others.</p> <ul style="list-style-type: none"> • Begins to tolerate delay when needs are not immediately met, and may understand wishes may not always be met. • Begins to adapt behaviour to different events, social situations and change in routine • Begins to understand that own actions affect other people, for example, becomes upset or tries to comfort the person he/she upset. • Begins to be aware of boundaries set, and of behavioural expectations in settings.

SECTION 4

ASSESSMENT

1. WHAT IS MEANT BY ASSESSMENT?

Assessment is a continuous, ongoing and planned process of identifying, gathering and interpreting information to determine or inform whether development and learning took place.

2. WHAT IS THE PURPOSE OF ASSESSMENT?

When working with children with SPID assessment will be used to determine:

- What the level of functioning or development is of the various skills (communication, gross and fine motor skills, social and emotional, self-care and cognitive (thinking, understanding and learning) - this is needed to form the baseline from which to plan activities/ programmes/ interventions;
- How to group children to ensure more effective support for development and learning;
- At what level to start the planning and developing of programmes to ensure development and learning can take place;
- Each child's strengths, weaknesses and interests to ensure that each child's needs can be met through the development of an individual support plan (ISP);
- Whether what was planned and implemented is correct or needs to be adapted and whether more or less support and adaptations are needed;
- Whether progress (development and learning) is taking place in a group and/or individually; and
- Monitor that continuous development and learning are taking place

3. METHODS AND APPROACHES OF ASSESSMENT

The Learning Programme for children with SPID consists of guidelines to assist in:

(Adapted from the NCF 0-4, 2015):

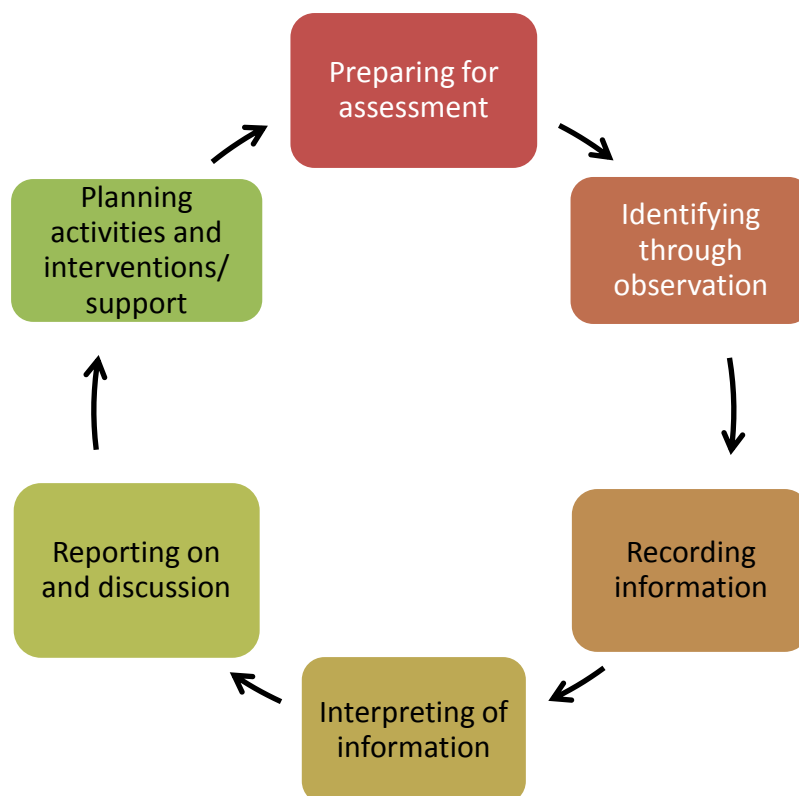
- **Observing** the developmental and learning needs of each child;
- **Planning** activities to meet each child's own developmental needs, strengths and learning interests;

- **Doing** the activities with the children (adapting according to needs);
- **Assessing** children's developmental and learning needs; and
- **Evaluating** the Learning Programme in terms of its ability to meet the needs of each child

4. THE ASSESSMENT PROCESS

There are six steps in the Assessment Process:

1. Preparing for assessment
2. Identifying through observation
3. Recording information
4. Interpreting of information
5. Reporting on and discussion
6. Planning activities and interventions/ support



5. WHAT, WHEN, WHERE AND HOW TO ASSESS

5.1 Preparing for assessment

Assessment should be informal and children should not be subjected to a 'test' situation. Assessment should be done in the child's natural environment during structured everyday routines and activities of the daily programme.

The best way to assess would be through ongoing observation. This means taking the time to observe and note down information on each child. A good way to do this would be with the use of an observation "lap book" that should be readily available. The information gathered can then be used to make an assessment of the child or situation as the year progresses, as a full picture of each child complete with challenges and strengths is gradually build. Anything interesting or of concern should be noted in the observation book, and followed up each day. These notes should also include planning of development and learning, and can also include future assessments.

Each activity used for assessment should be carefully planned so that it integrates a variety of skills. This allows for challenges to be addressed and strengths to be maximised through planning and implementation of needed support. For instance, Life Skills gives children an opportunity to explore/ experience their world and begin to understand it. The purpose of assessment of Life Skills is to assess the development of concepts, skills and values.

5.2. Identifying through observation: generating and collecting evidence of achievement

The purpose of assessment is to support and encourage the child, and to assess the child's holistic development. We know that a child has developed concepts and skills by observing the child's participation and engagement in activities related to those concepts. Assessment should be based on the components in the Learning Programme - development and learning areas: Communication, Life skills and Spatial and Conceptual Development.

5.3. Recording the information

- a) **Observations** should be written and recorded to be used to plan effectively for each child's needs and interests. This would also assist when discussing and planning with parents and other role players. Discussions and planning should always be based on evidence.

- b) **Resources for assessment:** Observation note books and checklists (

Baseline assessment:

A baseline assessment must be done for each child to determine his/her level of functioning by:

- Collecting background information from files, parents, early intervention providers, health professionals who have assessed the child
- Conducting-picture-based screening (David Werner (1987). Disabled village Children: A guide for community health workers and families – see Annexure 5)

5.4 Interpreting information

The gathered information should be evaluated. The parent should be involved in making decisions about the child's development needs and learning interests. The Learning Programme should be used to assist in the planning for development and learning. Through the interpreting and discussion of the information the need for further referrals to other professionals could also be determined.

5.5 Reporting on and discussing the findings

Reporting is the process of communication the child's development and learning status and needs to parents, schools, therapists (other role players).

5.6 Individual support planning

The individual support plan will be in line with the ISP provided in the SIAS Policy but will be adapted to meet the needs of children with SPID. The planning process will involve the following:

- Conducting a needs analysis by reviewing and analysing the strengths and needs of the child;
- Interpreting the results of the baseline assessment;
- Determine the level of functioning;
- Planning the focus of interventions, including medical and therapeutic interventions and provision of assistive technology;
- Structuring of individual or group activity programmes;
- Assigning responsibilities to members of the transversal team; and
- Setting target dates for review and consultation with stakeholders.

6. HOW TO RECOGNISE LEARNING

For the child with SPID, learning may not necessarily occur along the same pathways as for other children, but it does occur nevertheless. Learning is a process of accumulating experiences. As with all children, to be able to develop and learn, they need to be given opportunities to experience and to be made part of activities in their natural environment. How to recognise whether learning has taken place is important to ensure that the child is receiving the best support, or whether changes are needed to support any further development and learning. As has been outlined in the

LP, breaking up the learning process into smaller steps, supports learning. The same can be said for recognising learning. By looking at different ways of behaviour and accomplishment, progression can be more specifically recorded.

In the **UK, the P-scales** are used as a tool for assessment to determine the range of overall performance or attainment for children or youth with special educational needs, even those achieving on the lowest level of development, such as those with profound intellectual disabilities. The P-scales provide the opportunity to report on children with SPID's progress. Based on the P-scales, the **Dorchester Curriculum Group** developed the following **checklist of progressive stages**, which describes possible changes in individual responses and behaviour as children's early perceptions of experiences and their increasing involvement in the learning process develop into areas of knowledge, skills and understanding.

Checklist of progressive stages (The Dorchester Curriculum Group, UK)

Range of performance	Explanation of the child's behaviour or performance
ENCOUNTER	<ul style="list-style-type: none"> • Is present during an experience or activity, but might be passive or even resistant. • May show simple reflex responses such as startling or crying at sudden movements or noises. • Any participation has to be fully prompted by other person. • May withhold attention or tolerate a shared activity.
AWARENESS	<ul style="list-style-type: none"> • Appears to show awareness to something happening (activity or experience), • Might also have a brief period of interrupting/ stopping a self-absorbed activity or movement, • Or show excitement during certain activities • It Happens by chance with fleeting focus, but child looks away again after a moment
ATTENTION AND RESPONSE	<ul style="list-style-type: none"> • Begins to pay attention and respond to what is happening, but not always consistently, for example by showing signs of surprise, enjoyment, frustration or dissatisfaction, demonstrating the beginning of an ability to distinguish between two familiar people, events and objects. • May have different reactions when introduced to new activities/ experiences, such as withholding attention.

Range of performance	Explanation of the child's behaviour or performance
ENGAGEMENT	<ul style="list-style-type: none"> Shows more consistent attention to, and can tell the difference between, specific events in their surroundings, for example, communicate interest and enthusiasm through body language - smiles of recognition; focused looking or listening; body movement by turning to locate objects, events or people, following moving objects and events through movements of their eyes.
PARTICIPATION	<ul style="list-style-type: none"> Engages in sharing, taking turns and the anticipation of familiar sequences of events, for example, by smiling, vocalising or showing other signs of excitement. These responses may be supported by staff or other children.
INVOLVEMENT	<ul style="list-style-type: none"> Active participation, attempts to reach out, join in, do things or comment in some way on the activity itself or on the actions or responses of the others, for example, by making needs known through hand and arm movements, seeking eye contact with others, or by speaking, signing or gesturing.
ATTAINMENT	<ul style="list-style-type: none"> Have gained, practised or generalise skills, knowledge, concepts or understanding related to the child's experience of the activity, context, for example, if you turn on a switch of a fan, you will become cool.
<p>This framework can give a greater understanding of how children move through a learning process. The above emphasises the value of including children with SPID in a structured learning experience amongst other children rather than isolating them and only providing physical care. Active stimulation on an ongoing and structured basis in fact enhances the general physical and mental health condition in these learners.</p> <p>P-Scales (UK): is available online: www.qca.org.uk.</p>	

By observing the child in his natural environment on a daily basis his behaviours and responses will give a clear indication of progress individually, in a small or bigger group. More than one area of development as part of an integrated approach can also be observed.

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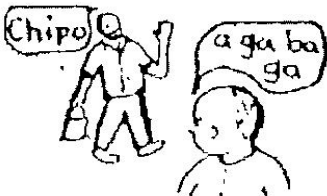





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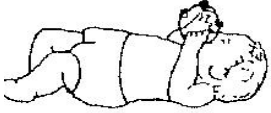


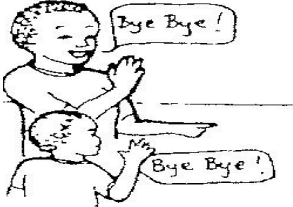


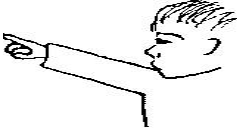

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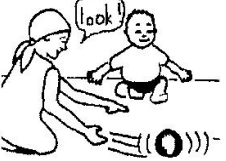
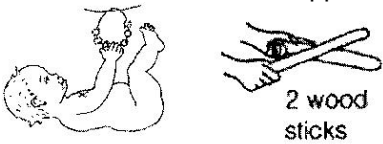
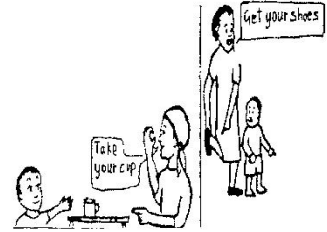


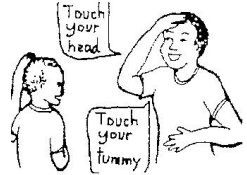

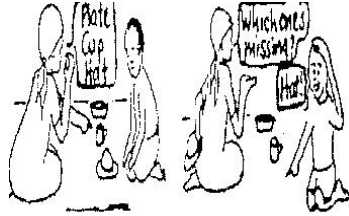
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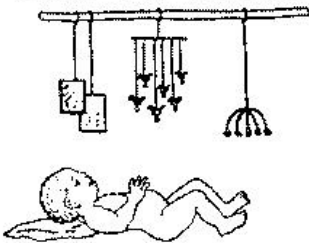


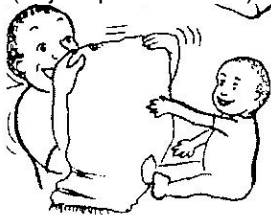




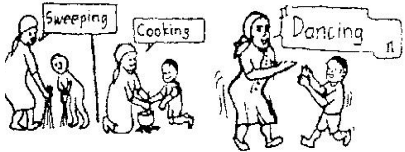

PICTURE-BASED OVERVIEW OF COMMUNICATION AND LANGUAGE

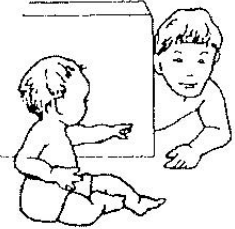


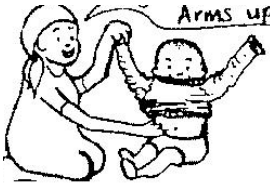
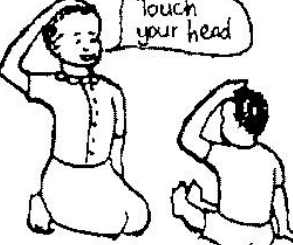


Unresponsive	Increased responsiveness	Listens and begin to understand/ respond	Communicates through words and gestures
<p>Child is:</p> <ul style="list-style-type: none"> Unresponsive  <ul style="list-style-type: none"> Cries 	<p>Increased responsiveness</p> <p>Responds to environment (sound, visual stimuli, touch, taste and smell, movement):</p> <p>Vision</p> <ul style="list-style-type: none"> Follows objects/ people with eyes  <ul style="list-style-type: none"> Makes eye contact  <ul style="list-style-type: none"> Recognizes familiar people 	<p>Child:</p> <ul style="list-style-type: none"> Listens and begin to understand/ responds to simple commands  <ul style="list-style-type: none"> Responds to yes/no 	<p>Child:</p> <ul style="list-style-type: none"> Communicates through words and gestures  <p>0 – 12 months</p>  <ul style="list-style-type: none"> Communicates through phrases and gestures 



Unresponsive	Increased responsiveness	Listens and begin to understand/ respond	Communicates through words and gestures
	<p>Sound</p> <ul style="list-style-type: none"> Looks towards sound  <ul style="list-style-type: none"> Start to respond to name:  <p>Touch:</p> <ul style="list-style-type: none"> Reach out towards people and objects  <ul style="list-style-type: none"> Examines objects / takes object to mouth 	<ul style="list-style-type: none"> Child likes games, social interaction and making things happen  <ul style="list-style-type: none"> Imitates and take turns  <ul style="list-style-type: none"> Repeats sounds and gestures 	<ul style="list-style-type: none"> Communicates through sentences (simple to complex)  <p>12 months – 3 years</p> 

Unresponsive	Increased responsiveness	Listens and begin to understand/ respond	Communicates through words and gestures
	 <p>Speech</p> <ul style="list-style-type: none"> Makes simple sounds  <p>GOO! GOO!</p> <p>1 – 2 months</p> <ul style="list-style-type: none"> Begins to babble  <p>BA - BA GA - GA</p> <p>4 – 8 Months</p>	 <p>Bye Bye!</p> <ul style="list-style-type: none"> Babbles/ uses jargon/ uses some simple single words/ uses sound and gesture to express emotion  <p>a-dada ba...</p>  <p>pa! pa! Splash! Splash!</p> 	
SKILLS TO DEVELOP			
<p>Awareness of vision, sound, touch movement and smell</p> <ul style="list-style-type: none"> Make eye contact and smile – help child focus 	<ul style="list-style-type: none"> Awareness of cause and effect Recognition of sound Focus <p>Help child to:</p> <ul style="list-style-type: none"> Look at objects and talk about them 	<p>Develop comprehension of words and symbols:</p> <ul style="list-style-type: none"> Attention to words  <p>Here's the cup. Have a drink</p>	<p>Production of words that is understood</p> <p>Awareness that language is way of acquiring needs/wants</p> <ul style="list-style-type: none"> Activities where child can produce words

Unresponsive	Increased responsiveness	Listens and begin to understand/ respond	Communicates through words and gestures
 <ul style="list-style-type: none"> Sing and make sounds   <ul style="list-style-type: none"> Say child's name, smile  <ul style="list-style-type: none"> Mobile with objects hanging 	  <ul style="list-style-type: none"> Listen and look towards sound/ make sound happen  <ul style="list-style-type: none"> Finger rhymes/ songs 	<ul style="list-style-type: none"> Ask child to fetch things / to do things / find things   <ul style="list-style-type: none"> Encourage imitation and turn taking  	 <ul style="list-style-type: none"> Which one is missing  <ul style="list-style-type: none"> Tell stories and ask questions

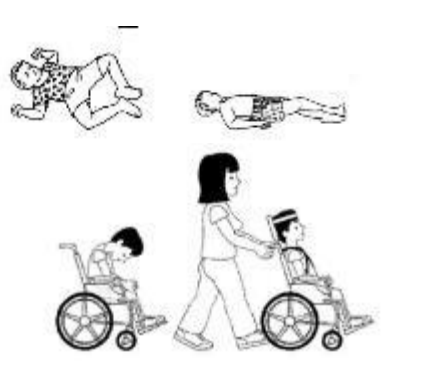
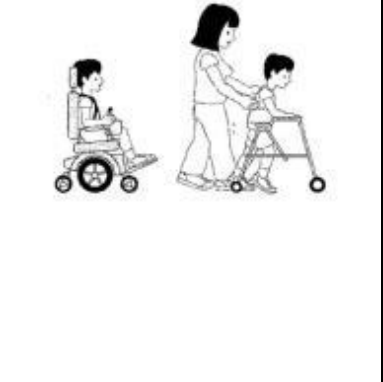
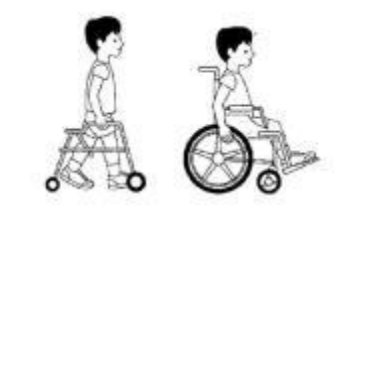
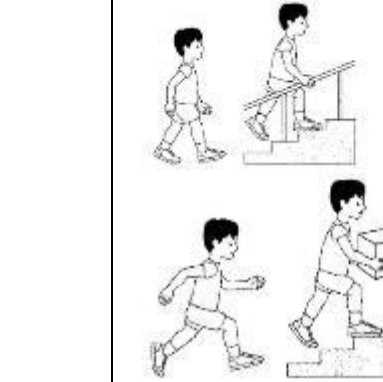



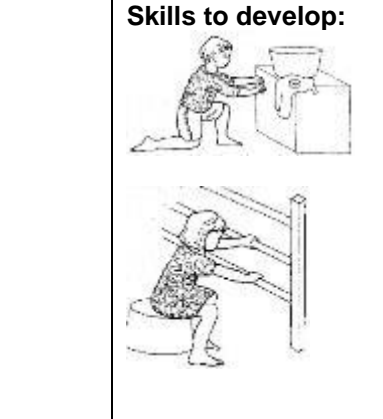
Unresponsive	Increased responsiveness	Listens and begin to understand/ respond	Communicates through words and gestures
	 <ul style="list-style-type: none"> • Make things happen (cause-and-effect)  <ul style="list-style-type: none"> • Look for objects – half hidden (object permanence)  <ul style="list-style-type: none"> - hidden (object permanence)  <ul style="list-style-type: none"> - Peek-a-boo 	 <p>Songs and rhymes</p>  <ul style="list-style-type: none"> • Stimulation of play with objects (functional play)  <ul style="list-style-type: none"> • Name objects and actions /talk about them  <ul style="list-style-type: none"> • Name parts of body and ask child to touch them 	

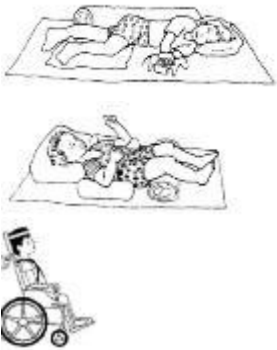


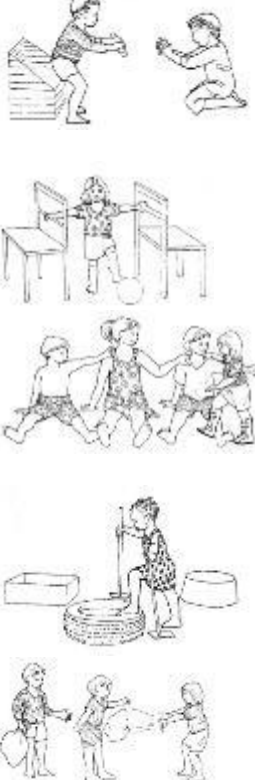
Unresponsive	Increased responsiveness	Listens and begin to understand/ respond	Communicates through words and gestures
	 <ul style="list-style-type: none"> Repeat sounds and gestures  <ul style="list-style-type: none"> Talk about what you are doing/ things you see Name objects/ actions  	 <ul style="list-style-type: none"> Give choices between objects, by naming them / let child point to object of choice  <ul style="list-style-type: none"> Talk about where things and people are  <ul style="list-style-type: none"> Tell simple stories showing actions and objects where possible 	

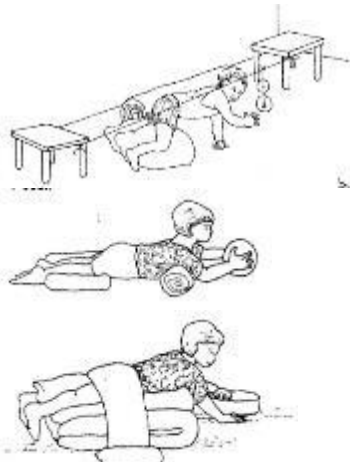




Unresponsive	Increased responsiveness	Listens and begin to understand/ respond	Communicates through words and gestures
			

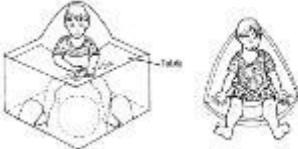





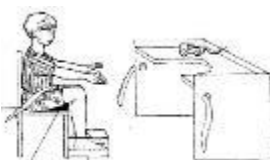

ANNEXURE 2:


PICTURE BASED OVERVIEW OF ATYPICAL AND NORMAL GROSS MOTOR FUNCTION

Physical abilities	<ul style="list-style-type: none"> Transported in a manual wheelchair. no independent movement; unable to maintain antigravity head and trunk postures 	<ul style="list-style-type: none"> Self-mobility with limitations; May use powered mobility limited floor mobility 	<ul style="list-style-type: none"> Experience limitations Walks using a hand-held mobility device (age 2 – 4 independent floor mobility) 	<ul style="list-style-type: none"> Walks without limitations
				
Skills to develop: Focus of activities: Activities to: <ul style="list-style-type: none"> Prevent contractures Promote comfortable handling Position for ADL's Position for 	Skills to develop: 	Skills to develop: 	Skills to develop: 	Skills to develop: 

Physical abilities	<ul style="list-style-type: none"> Transported in a manual wheelchair. no independent movement; unable to maintain antigravity head and trunk postures 	<ul style="list-style-type: none"> Self-mobility with limitations; May use powered mobility limited floor mobility 	<ul style="list-style-type: none"> Experience limitations Walks using a hand-held mobility device (age 2 – 4 independent floor mobility) 	<ul style="list-style-type: none"> Walks without limitations
<p>play</p> <ul style="list-style-type: none"> Stimulate movement Develop postural endurance and physical skills 	<p>Handling</p>  <p>Positioning</p> <p>Focus of activities: Position child to:</p> <ul style="list-style-type: none"> Prevent contractures Promote comfortable handling Position for ADL's Position for play 	<p>Carrying</p> 	 <p>Handling to develop sitting</p>	

Physical abilities	<ul style="list-style-type: none"> Transported in a manual wheelchair. no independent movement; unable to maintain antigravity head and trunk postures 	<ul style="list-style-type: none"> Self-mobility with limitations; May use powered mobility limited floor mobility 	<ul style="list-style-type: none"> Experience limitations Walks using a hand-held mobility device (age 2 – 4 independent floor mobility) 	<ul style="list-style-type: none"> Walks without limitations
		<p>Handling to develop head control</p>  <p>Positioning</p> 	 <p>Handling to develop standing</p>  <p>Handling to develop walking</p>	

Physical abilities	<ul style="list-style-type: none"> Transported in a manual wheelchair. no independent movement; unable to maintain antigravity head and trunk postures 	<ul style="list-style-type: none"> Self-mobility with limitations; May use powered mobility limited floor mobility 	<ul style="list-style-type: none"> Experience limitations Walks using a hand-held mobility device (age 2 – 4 independent floor mobility) 	<ul style="list-style-type: none"> Walks without limitations
		<p>Rolling</p>  <p>Supported sitting</p>  <p>Supported standing</p> <p>Focus of activities: Stimulate active voluntary movements</p> <p>Position child to:</p> <ul style="list-style-type: none"> Prevent contractures Promote comfortable handling Position for ADL's Position for play and communication Develop head and trunk control 	  <p>Handling to develop balance</p>   	 <p>Focus of activities:</p> <ul style="list-style-type: none"> Participate in physical activities Attainment of physical skills and independence in ADL's

Physical abilities	<ul style="list-style-type: none"> Transported in a manual wheelchair. no independent movement; unable to maintain antigravity head and trunk postures 	<ul style="list-style-type: none"> Self-mobility with limitations; May use powered mobility limited floor mobility 	<ul style="list-style-type: none"> Experience limitations Walks using a hand-held mobility device (age 2 – 4 independent floor mobility) 	<ul style="list-style-type: none"> Walks without limitations
			 <p>Positions for play</p> <p>Focus of activities:</p> <ul style="list-style-type: none"> Participate in physical activities Involvement in ADL's through maintaining postures Attainment of physical skills and independence in ADL's 	

ANNEXURE: 3

INTEGRATED GROSS MOTOR ACTIVITY:

Throw beanbag into container

AWARENESS GROUP

- Exposure, by being in the presence of stimulation activities
- Observe responses of the child closely for signs of emerging awareness of activities and experiences
- Accept and engage in co-active exploration (Take him by the hand and walk or assist him to walk; Ask him to assist in the movement while you move his body part or facilitate a full body movement; Facilitate a full body movement by using both hands and your body when necessary)
- Look for a preference in activities;
- Allow children to perform actions, often by trial and improvement, and observe whether they remember learned responses over short periods of time;
- Provide opportunities for children to cooperate in shared exploration (hand over hand guidance and physical assistance in the task) and supported participation;
- They work with an adult to perform a movement

AWARENESS GROUP Activity:

One beanbag, one container

Mobile child

Use hoop or line to indicate where child should stand. Assist/ facilitate child into standing position. Place wide container close by. Demonstrate action of releasing beanbag into container. Use hand over hand assistance to facilitate the action. Praise the child when the bean bag is released, even if it falls outside of the container. Repeat activity 3 times if possible. Place the bean bag in the child's hand, withdraw, give the instruction to release into the container and wait. Observe for signs that the child is making an attempt to follow the instruction and praise that attempt, while assisting the child to complete the task.

Child with floor mobility, limited hand function

Adapt the height of the activity according to the child's ability. Use a small chair or table for a child kneeling or a small table for supported standing. Use a tray and manually position it at the right height for a child positioned in prone or side-lying.

Non-mobile child in assistive device, with limited hand function

Use hand over hand facilitation to assist the child to explore the two objects, while vocalizing what the object feels and looks like. Demonstrate the action of swiping the beanbag off the tray table into the container. Place the container in a position where the child is able to see when the beanbag lands in the container. Focus the child's attention to the action. Facilitate the action of swiping the beanbag off the table. Praise the child when the beanbag falls off the table. Repeat the action 3 times. Place the bean bag within reach for the child to sweep, withdraw, give the instruction to swipe into the container and wait. Observe for signs that the child is making an attempt to follow the instruction and praise that attempt, while assisting the child to complete the task.

INTERACTIVE GROUP

- Observe how they remember learned responses and provide opportunities to request or initiate interactions and activities;
- Observe if and how they anticipate known events, *for example, beginning to move when the music starts.*
- Allow the freedom to participate in shared activities with less support.
- Provide opportunities to explore materials in increasingly complex ways.
- Allow and encourage active exploration by attempting different movements;
- Allow extended periods, *for example, to move around in a space and encourage children to encounter a range of objects or obstacles.* Observe how they apply potential solutions systematically to problems;
- Provide the opportunity to respond to simple commands like 'stop'. Develop activities to enhance the awareness of starting or stopping;
- Observe for the awareness of cause and effect e.g. when knocking down skittles;
- Allow repetition of an activity to make the same or similar effect;
- Encourage an active interest in a range of movements and to take part in familiar

activities, offering some support when needed

INTERACTIVE GROUP Activity:

Two coloured beanbags with container matching one of the colours

Mobile child

Use a container with matching and non-matching coloured bean bags. Use a hoop or line to indicate where the child should stand. Place the container about 1 m away. Demonstrate the matching of colours between bean bag and container. Demonstrate action of throwing the bag into the container. Show the child the container and name the colour. Show the child the two options and ask the child to indicate the matching coloured bean bag. Should the child indicate the wrong colour, praise him for the attempt, but show him the correct option, while repeating the colour and bringing the two objects into close proximity. Instruct the child to throw the bean bag into the container. Wait and give the child time to react, before repeating the instruction. Give verbal feedback on the position the bag landed, e.g. IN the container, BEHIND the container etc. Praise the attempt and motivate child to try again. If the child continues to struggle, bring the container closer until his attempt is successful.

Non-mobile child in assistive device, limited hand function

Demonstrate the action of throwing, releasing or swiping the beanbag off the tray table into the container. Place the container in a position where the child is able to see when the beanbag lands in the container. Position the container vertical against a wall at the level of the tray table, if the child is able to throw. Demonstrate the matching of colours between bean bag and container. Demonstrate action of throwing, releasing or swiping the bag into the container. Show the child the container and name the colour. Show the child the two options and ask the child to indicate the matching coloured bean bag. Should the child indicate the wrong colour, praise him for the attempt, but show him the correct option, while repeating the colour and bringing the two objects into close proximity. Instruct the child to throw, release or swipe the bean bag into the container. Wait and give the child time to react, before repeating the instruction. Give verbal feedback on the position the bag landed, e.g. IN the container, BEHIND the container etc. Praise the attempt and motivate child to try again. If the child continues to struggle, adapt the position of the container until his attempt is successful.

Child with floor mobility, limited hand function

Adapt the height of the activity according to the child's ability. Use a small chair or table for a

child kneeling or a small table for supported standing. Use a tray and manually position it at the right height for a child positioned in prone or side-lying.

PICTURE – BASED OVERVIEW OF FINE MOTOR DEVELOPMENT

- The child has no active movement on his hands or fingers.
- Does not reach or handle objects

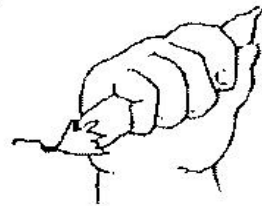
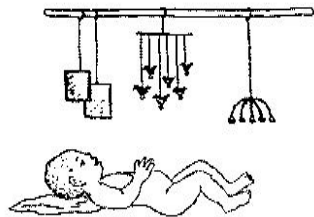
- Begins to use hands
- Holds objects when placed in his hand.
- Use one hand

- More functional and appropriate use of both hands

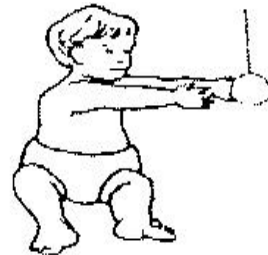
- Hand function is developed



Visual awareness



May reach towards objects in sitting or laying



Use hands in the middle.

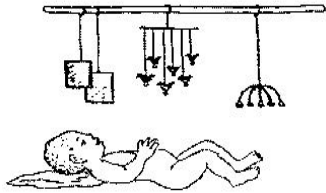


Sorting of objects



PICTURE – BASED OVERVIEW OF PERCEPTUAL SKILLS

Visual awareness



Attention to self, people, objects
Developing body awareness





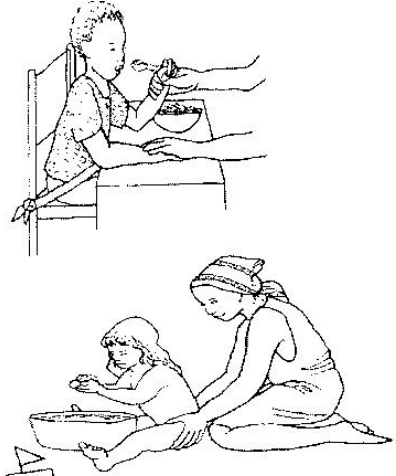
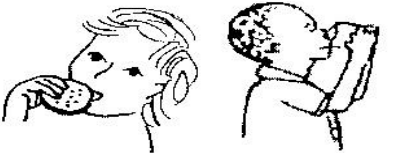

Imitates and copy people
Points to objects






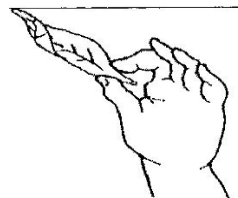
Follow simple instructions and learns simple tasks.

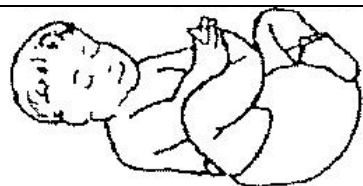


PICTURE – BASED OVERVIEW OF SELF CARE SKILLS

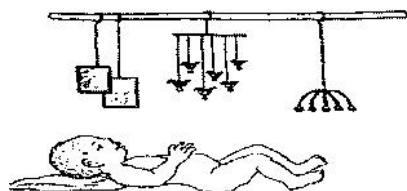
Fully dependent	Needs constant/ lots of support	Needs little support	Independent
			 <p>Drinks from a cup and feeds self most foods without help</p> 

SKILLS TO DEVELOP

<p>Facilitate body awareness</p> 	<p>Good grasp of the finger</p> 	<p>Sorting of objects</p>  <p>Puts objects into container and takes them out.</p>	<p>Develop more precise grasping manipulation of objects between fingers.</p> 
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Awareness of objects



Encourage reaching towards objects with facilitation



Discover and explore objects – push, pull, throw, shake



Playing with different materials (water, sand, mud)



Simple construction activities like building towers



Playing with different materials (water, sand, mud)



Follow instructions



Playing with different materials (water, sand mud)



Facilitate touch of different textures



Annexure 5: Example of a BASELINE SCREENING ASSESSMENT TOOL (David Werner – Disabled Village Children p.292 – 293)

Name: _____
 Birth date: _____
 Date: _____

EVALUATION OF A CHILD'S LEVEL OF PHYSICAL DEVELOPMENT

Note: Although on these guides physical and mental skills are separated, the two are often closely interrelated.

These charts show roughly the average age that a normal child develops different skills. But there is great variation within what is normal.

RECORD SHEET
6
(page 11)

PHYSICAL DEVELOPMENT	Average age skills begin	3 months	6 months	9 months	1 year	2 years	3 years	3 years	What to do if a child is behind
Head and trunk control	 lifts head part way up	 holds head up briefly	 holds up head and shoulders	 turns head and shifts weight	 holds head up well when lifted	 moves and holds head easily in all directions			Activities to improve head and trunk control (see p. 302).
Rolling		 rolls back to belly	 rolls back to belly	 rolls over and over easily in play					Activities to develop rolling and twisting (see p. 304).
Sitting		 sits only with full support	 sits with some support	 sits with hand support	 begins to sit without support	 sits well without support	 twists and moves easily while sitting		Work on sitting. Special seating if needed (p. 308).
Crawling and walking		 begins to creep	 scoops or crawls	 pulls to standing	 takes steps	 walks	 runs	 can walk on tiptoe and on heels	Activities to improve balance (see p. 306).
Arm and hand control	 grips finger put into hand	 begins to reach towards objects	 reaches and grasps with whole hand	 passes object from one hand to other	 grasps with thumb and forefinger	 easily moves fingers back and forth from nose to moving object	 throws and catches ball		Eye-hand activities. Use toys and games to develop hand and finger control (see p. 303).
Seeing	 follows close object with eyes	 enjoys bright colors/shapes	 recognizes different faces	 eyes focus on far object	 looks at small things/pictures	 Sees small shapes clearly at 6 meters (see p. 453 for test).			Have eyes checked (see p. 452). If poor, see Chapter 30.
Hearing	 moves or cries at a loud noise	 turns head to sounds	 responds to mother's voice	 enjoys rhythmic music	 understands simple words	 hears clearly and understands most simple language			Have hearing checked. If poor, see Chapter 31.

Name: _____
 Birth date: _____
 Date: _____

EVALUATION OF A CHILD'S LEVEL OF PHYSICAL DEVELOPMENT

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Crawling and walking		 begins to creep	 scoops or crawls	 pulls to standing	 takes steps	 walks	 runs	 can walk on tiptoe and on heels	Activities to improve balance (see p. 306).
Arm and hand control	 grips finger put into hand	 begins to reach towards objects	 reaches and grasps with whole hand	 passes object from one hand to other	 grasps with thumb and forefinger	 easily moves fingers back and forth from nose to moving object	 throws and catches ball		Eye-hand activities. Use toys and games to develop hand and finger control (see p. 303).
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Hearing	 moves or cries at a loud noise	 turns head to sounds	 responds to mother's voice	 enjoys rhythmic music	 understands simple words	 hears clearly and understands most simple language			Have hearing checked. If poor, see Chapter 31.

Name: _____
 Birth date: _____
 Date: _____

EVALUATION OF A CHILD'S LEVEL OF MENTAL AND SOCIAL DEVELOPMENT

MENTAL DEVELOPMENT	Average age skills begin	1 months	6 months	9 months	1 year	2 years	3 years	5 years	What to do if a child is behind
Communication and language	cries when wet or hungry	coos when comfortable	makes simple sounds	uses certain sounds for different things	begins to use simple single words	begins to use words together	uses simple sentences		Speak and sing often to child. If needed, develop alternatives to speech (p. 313).
Social behavior		smiles when smiled at		begins to understand and respond to "NO!"	begins to do simple things when asked	likes to be praised after completing simple tasks	interacts with both adults and children		Consider trying behavioral approach to social behavior (see p. 349).
Self-care	sucks breast	takes everything to mouth		chews solid food	begins to feed self	takes off simple clothes	toilet trained	helps with simple work	Encourage child to help self if possible. Use behavioral approach to learning (see p. 350).
Attention and interest		smiles when smiled at	brief interest in toys and sounds	develops strong attachments to caretakers	takes longer interest in toys and activities	sorts different objects	builds playthings with several pieces		Early stimulation activities (see Chapter 3.5). Provide toys and 'fun' objects.
Play	grasps things placed in hand	plays with own body	plays with simple objects	begins to enjoy first social games (peek-a-boo)	imitates and copies people	begins to play with other children	plays independently with children and toys		Guided play, lots of stimulation and interaction with other children.
Intelligence and learning	cries when hungry or uncomfortable	recognizes mother	recognizes several people	looks for toys that fall out of sight	copies simple actions	points to things when asked	follows simple instructions	follows multiple instructions	Early stimulation (p. 316). Lots of toys, talk, and step-by-step training.

Put a circle around the level of development that the child is now at in each area.

Put squares around the skill to the right of the one you circled, and focus training on that skill.

If the child has reached an age and has not mastered the corresponding level of skill, special training may be needed.

RECORD SHEET 6 (page 2)

Annexure 6. Example of Assessment

LIFESKILLS ASSESSMENT

JANUARY 2016 – JUNE 2016

Daily Programme (Morning Ring, Snack-time, story time, table activities, gross motor activities, etc.)

NAME:..... DOB DIAGNOSES:.....

Developmental Areas	ENCOUNTER no response fully dependent	AWARENESS for brief period fully dependent	ATTENTION + RESPONSE not consistent fully dependent	ENGAGEMENT focused looks/listens/turns to locate fully dependent	PARTICIPATION shares/ takes turns/ anticipates with prompting/ constant support	INVOLVEMENT Active participation/ attempts to reach out/ join in/ do things with little support	ATTAINMENT have gained, practised skill, knowledge, concept Independent
Communication	Date	Date	Date	Date	Date	Date	Date
Listening							
Expressing							
Understanding							

Spatial Conceptual +	Date			Date			Date			Date			Date			Date			Date		
Perceptual / pre-conceptual																					
Colours																					
Shapes																					
Counting																					
Spatial concepts																					
Life skills	Date			Date			Date			Date			Date			Date			Date		
Self-care																					
Gross Motor																					
Fine Motor																					
Social/ emotional																					

ANNEXURE 7

EXAMPLE: INTEGRATING THE LEARNING PROGRAMME INTO THE DAILY PROGRAMME: INTERACTIVE GROUP

Opportunities should be created to develop the child's ability to give attention to people and things in his/her own environment. Children should be encouraged to move from a passive to a responsive and interactive role in which they eventually are able to initiate activities and communication. Opportunities for making choices and having more control in their life, are vital for their development. To accommodate different levels of development, the Daily Programme activities are presented in 2 range of performance groups: Awareness and Interactive group. (Dorchester Curriculum Group/ P-scales, UK)

INTERACTIVE GROUP

This group of children show interest in their environment, but still need prompting with adult initiation of activities and communication.

They are beginning to control their environment, develop curiosity and initiate activities and communication

Range of performance	Explanation of the child's behaviour or performance
ENGAGEMENT	<ul style="list-style-type: none">Shows more consistent attention to, and can tell the difference between, specific events in their surroundings, for example, communicate interest and enthusiasm through body language - smiles of recognition; focused looking or listening; body movement by turning to locate objects, events or people, following moving objects and events through movements of their eyes.
PARTICIPATION	<ul style="list-style-type: none">Engages in sharing, taking turns and the anticipation of familiar sequences of events, for example, by smiling, vocalising or showing other signs of excitement.These responses may be supported by staff or other children.
INVOLVEMENT	<ul style="list-style-type: none">Active participation, attempts to reach out, join in, do things or comment in some way on the activity itself or on the actions or

	responses of the others, for example, by making needs known through hand and arm movements, seeking eye contact with others, or by speaking, signing or gesturing.
ATTAINMENT	<ul style="list-style-type: none"> Have gained, practised or generalise skills, knowledge, concepts or understanding related to the child's experience of the activity, context, for example, if you turn on a switch of a fan, you will become cool.

INTERACTIVE GROUP	
LEARNING PROGRAMME: DEVELOPMENT FOCUS	INTEGRATED DAILY PROGRAMME ACTIVITY
COMMUNICATION: Listening and responding appropriately to questions or instructions - showing /naming Making choices through pointing/ naming Copying/ singing – greetings/ action songs/ rhymes Using Single words/ 2-word/ short sentences. Expanding vocabulary Interaction with adults and peers GROSS MOTOR: Keeping balance while dressing/undressing Correct positioning – sitting properly on carpet or at table Stretching/ moving to reach bags/things	ARRIVAL AND GREETING Greeting all – Using of appropriate greeting phrases and names of carers and friends. Packing out bag – bag in cubby hole/ lunch box out / message book on table. <i>(labelling of cubby hole and objects with photos and names)</i> Hanging up jackets/ taking off shoes and packing away shoes in own cubby hole; rolling up socks. <i>Constantly make children aware of their own names and their friends' names.</i> Free play / supervised play 2 or 3 well marked play areas Dolls/house corner/ cars / blocks – <i>put container with blocks in a hoop so that child/ children can play sitting by the hoop and keeping all the blocks inside the hoop. This will support organising, packing up and general discipline.</i> <div> Tip: Introduce activities through songs. – <i>this gives the children time to adjust/ get used to change. It gives children opportunity to participate in song/ actions. – use pictures indicating different routines and activities of the daily programme</i> </div>
	SELF-CARE ROUTINES

<p>that are out of reach</p> <p>Appropriate gross motor movements and balance to enable: washing hands; brushing teeth; using the toilet</p> <p>Copying actions in songs/story (whole body)</p> <p>Body movements – with music (swaying/dancing)</p> <p>Running/ jumping/ climbing/ crawling</p> <p>Kicking, throwing, catching a ball</p> <p>Hitting with a bat</p> <p>FINE MOTOR:</p> <p>Developing of hand, finger and wrist muscles by participating in self-care activities (opening zips/ taking off jackets, shoes and socks / opening of lunch box, water bottle)</p> <p>Eye- hand coordination –brings hand/hands to mouth</p> <p>Pick up food to finger feed</p> <p>Takes spoon and bring to mouth/ Scoops food with spoon and bring to mouth</p> <p>Uses hand/ hands/ fingers to manipulate objects/ utensils / toys</p>	<p>Washing hands</p> <p>Toileting</p> <p>Potty training - <i>training to be done in co-operation with parents – consistency in routine at home and school/centre.</i></p> <p>Brushing teeth</p> <p>Methods to be used:</p> <ul style="list-style-type: none"> • Interactive song (pictures and actions) <ul style="list-style-type: none"> - <i>to announce the activity that would follow</i> - <i>to prompt sequence of the routine activities</i> - <i>Sing songs very slowly to give opportunity for slow response.</i> - <i>Songs can be repeated a few times to enhance memory and participation.</i> • Interactive story (pictures and actions) of each self-care routine <ul style="list-style-type: none"> - <i>to prompt sequence/steps of the routine activities</i> - <i>to enhance proper self-care routines; independence and basic hygiene.</i> • Discussions of self-care routines (<i>using pictures/ objects/ story and songs</i>) • Practice/ participate using the correct steps while prompted by carer/pictures/song. <p><i>Daily supervision and observation of self-care routine activities are important to enhance development of independence and basic hygiene.</i></p> <p>(See Learning Programme section on specific self-care routines and activities)</p> <p>BREAKFAST / SNACK / LUNCH TIME</p> <p>Laying table: placemats with photos of each child</p> <p><i>Work chart with children's photos and name to indicate who's turn it is to lay the table; hand out food; clear the table; wipe the table; etc. Discuss work chart daily.</i></p> <p>Methods to be used:</p> <ul style="list-style-type: none"> • Interactive song (pictures and actions)
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<p>- spreading, cutting with knife / building blocks/ puzzles</p> <p>Eye-hand co-ordination</p> <p>SOCIAL AND EMOTIONAL:</p> <p>Greeting/ manners (hallo/ good bye/ thank you/ please/ table manners)</p> <p>Self-identification – “who am I”/ “who are my family, friends</p> <p>Acknowledging each other – looking at each other</p> <p>Turn taking</p> <p>Rules of games</p> <p>Participating in groups</p> <p>Sharing of toys</p> <p>Disciplined behaviour</p> <p>Social acceptable behaviour</p> <p>SENSORY AND PERCEPTUAL:</p> <p>Making eye contact</p> <p>Attention and concentration</p> <p>Identify persons/ objects/ pictures/photos</p> <p>Make choices</p> <p>Taste: how does the food taste?– (like/ dislike/ choice) /texture: (soft/ hard/</p>	<p>- to announce the activity that would follow</p> <p>- to prompt sequence of activities</p> <ul style="list-style-type: none"> Interactive story (pictures and actions) <ul style="list-style-type: none"> to prompt sequence/steps of the activities to enhance independence and basic manners Discussions of healthy foods/ table manners (<i>using pictures/ objects/ story and songs</i>) Practice/ participate using the correct steps while prompted by carer/pictures/song. <p>Making of own sandwich with repeating short sentences, choices and actions. (pictures and objects)</p> <p>For example: Spread the butter/marmite/ jam/ peanut butter</p> <p>Correct use of utensils (knives, forks) – spreading/cutting; eating with fork</p> <p>Matching/ sorting of utensils/ food (objects/pictures)</p> <p>Identifying food/ spreads on bread by naming/ showing / tasting / smelling</p> <p>Awareness of colours, shapes and counting</p> <tr> <td colspan="2">MORNING RING</td></tr> <p>Interactive Greeting song: (actions + photos)</p> <p>– greeting game/song using photo cards – child responds to photo shown and name called</p> <p>Story: (<i>See story time section</i>)</p> <div data-bbox="745 1043 1167 1283" data-label="Image"> </div> <div data-bbox="1180 1007 1615 1283" data-label="Image"> </div> <p>Interactive story</p> <p>Weather</p> <p>Discuss weather – let the children look out the window/go outside to look</p>	MORNING RING	
MORNING RING			

<p>crunchy) / smells (nice/bad/sweet)</p> <p>Body awareness</p> <p>Aware of basic concepts (colours/ shapes/ counting)</p> <p>Stacking/ sorting building blocks</p> <p>Matching / sorting toys/ objects/ colours/ shapes</p> <p>Incidental counting</p> <p>Identify big/ small; lots/ few</p> <p>Body and spatial awareness – in/ out/ under/ over</p>	<p>Use pictures and put up on the daily chart (have additional matching and sorting picture cards to play a game)</p> <p>Days of the week</p> <p>Song and week chart to show sequence of the week</p> <p>Discuss today/ yesterday/ tomorrow</p> <p>Link the day to specific events (Sunday = church/ Monday = horse riding)</p> <p>Sequence of the daily programme</p> <p>(use separate pictures for each activity or routine)</p> <p>Discuss the sequence of the daily programme – as activities are about to change to the following activity – make the children aware of it by singing a song/ using a rhyme or asking 1 child to show on the chart what activity is to follow.</p>
<p>PERSONAL AND SELF-CARE:</p> <p>Identify self and own property (bag, shoes, lunchbox)</p> <p>Understands packing up/ unpacking</p> <p>Eating independently using correct utensils</p> <p>Cleaning up after eating/ packing up</p> <p>Independent brushing of teeth</p> <p>Independent washing of hands and general hygiene</p> <p>Dressing and undressing</p> <p>Independent use of toilet</p> <p>Knowledge of hygiene and bathroom privacy</p>	<p>GROSS MOTOR</p>
	<p>Always model and discuss gross motor activities before expecting the child to perform.</p> <p>Ask the child to tell what is expected of him, once the instructions are given – to ensure child understands, but also to enhance language.</p> <p>Play games that include their names –“rotten egg” – nominate a child, and give him a photo of a friend. He runs round the circle and gives photo to correct child, etc.</p> <p>Exploring body movements and body in spatial relationships – build an obstacle course use outside jungle gym – as the child is climbing on/ in or out of obstacles, say what the child is doing and have the child repeat it.</p> <p>Hopscotch – draw a hopscotch activity on the floor with chalk, but instead of only circles draw different shapes/ colours – give instructions using shapes/ colours and counting. For example, “jump only in yellow squares; How many yellow squares are there”</p> <p>Music and movement – copying of movements/ actions to songs/ music is always fun and most children enjoy participating</p>

	TIP: use gross motor activities in between other activities as ways of motivating better participation/ enhancing children to focus/ give better attention.
	TABLE / MAT ACTIVITIES (FINE MOTOR/ Sensory)
	<p>Correct positioning at table/ mat</p> <p>On carpet – use hoops to help organise – put blocks in hoop – the child must ensure that blocks stay in the hoop and is not scattered around.</p> <p>Depending on time available 1 – 3 activities – children can be divided in 2 or 3 smaller groups</p> <p>Do activities with the child/ group and use as opportunities to discuss, ask questions</p> <p>Create awareness of colours/ shapes/ counting/</p> <p>Use opportunities to match/ sort/ count/ identify</p> <p>Integrate activities with theme/ discussions: for example when discussing and talking about healthy foods - do a craft activity with paint/ paper tearing and making mosaic fruit pictures</p> <ul style="list-style-type: none"> - make fruit when playing with clay - look for pictures, identify, cut and paste – fruit collage - Making of picture books – paging through and discussing of picture books <p>(see section on fine motor activities in Learning Programme)</p>
	STRUCTURED FREE PLAY
	<p>Play with the children and use time to observe their interactions with their peers</p> <p>Create opportunities for exploring and participating in activities/ games that will enhance development of skills to match; identify; name colours/ shapes.</p> <p>Play counting games while building blocks; playing with cars or playing house – making tea.</p> <p>Use hoops to organise play areas</p> <p>Create opportunities for interaction with one another</p> <p>Some children might need support in learning how to play (building a tower)</p>



Water play – bathing a doll – naming body parts; discuss steps to bathing

MUSIC RING

Music and movement

Learning to listen to music and respond through dance and movement

- copying movements of carer/ others
- react to specific music in specific ways – soft music = walk on toes / loud music = loud stomping of feet

Musical instruments (bought and home-made)

Can be made during fine motor craft activities – shakers / drums/ etc.

Listens to music and use instruments appropriately – stops when music stops.

Picture cards of the instruments – child may only use his instrument if the picture is shown – stops if picture is put down and waits for his turn when picture is shown again.

STORY TIME

Short story with 1-liners per picture. (A-5 pictures/ A4 or A-3 pictures)

Make use of interactive storytelling with actions/ sounds/ catchy phrases and prompt participation.

Ask questions and repeat story.

Prompt children to copy the storytelling.

Provide opportunities for children to tell the story with the use of the pictures.

Keep it short, repetitive sentence/phrase, about things they understand.

Ask questions about colours/ counting/ identifying things in the pictures

Tell the same story for a week/ two weeks to give children the opportunity to learn the story and copy the storytelling.



ANNEXURE 8:

EXAMPLE: INTEGRATING THE LEARNING PROGRAMME INTO THE DAILY PROGRAMME: AWARENESS GROUP

Opportunities should be created to develop the child's ability to give attention to people and things in his/her own environment. Children should be encouraged to move from a passive to a responsive and interactive role in which they eventually are able to initiate activities and communication. Opportunities for making choices and having more control in their life, are vital for their development.

To accommodate different levels of development, the Daily Programme activities are presented in 2 range of performance groups: Awareness group and Interactive group. (Dorchester Curriculum Group/ P-scales, UK)

AWARENESS GROUP

Children fitting in this group are in the very early stage of awareness. Focus should be put on encouraging them to move from being passive to becoming aware. All activities/ responses are initiated and are fully prompted and supported by adults/ others.

Range of performance	Explanation of the child's behaviour or performance
ENCOUNTER	<ul style="list-style-type: none">• Is present during an experience or activity, but might be passive or even resistant.• May show simple reflex responses such as startling or crying at sudden movements or noises.• Any participation has to be fully prompted by other person.• May withhold attention or tolerate a shared activity.
AWARENESS	<ul style="list-style-type: none">• Appears to show awareness to something happening (activity or experience),• Might also have a brief period of interrupting/ stopping a self-absorbed activity or movement,• Or show excitement during certain activities• It Happens by chance with fleeting focus, but child looks away again after a moment

ATTENTION AND RESPONSE	<ul style="list-style-type: none"> Begins to pay attention and respond to what is happening, but not always consistently, for example by showing signs of surprise, enjoyment, frustration or dissatisfaction, demonstrating the beginning of an ability to distinguish between two familiar people, events and objects. May have different reactions when introduced to new activities/ experiences, such as withholding attention.
ENGAGEMENT	<ul style="list-style-type: none"> Shows more consistent attention to, and can tell the difference between, specific events in their surroundings, for example, communicate interest and enthusiasm through body language - smiles of recognition; focused looking or listening; body movement by turning to locate objects, events or people, following moving objects and events through movements of their eyes.

AWARENESS GROUP	
LEARNING PROGRAMME: DEVELOPMENT FOCUS	DAILY PROGRAMME ACTIVITY
Becoming aware of..... Through constant supporting....	ARRIVAL AND GREETING
COMMUNICATION: Making eye contact Listening skills – become aware of people/ environment sound Responding through facial/ body movements (can be supported) Interaction/ responding Association of people/ objects / actions/ songs/ words/ pictures Choices – yes /no and between 2 objects/	<p>Greet each child individually – touching hand, arm, face and/or head -bending down to their level – faces close together (special moment to make each feel special and welcome)</p> <p><i>(Wait for a response – eye/ smile/ sound, and react to that. For example: “hallo John, you are wearing a nice blue hat. Did Mommy buy it for you?” (take hat off show it to him/ wait for response before putting it back on again)..... “No?..... Daddy?”..... Oh yes daddy bought it!”)</i></p> <div> <i>Photo picture cards of own family – AAC picture communication book</i> <i>Hand mirror/ wall mirror</i> <i>Photo cards to label cubbyholes/ lunchboxes/ clothes hooks/ colour cards to compare with objects</i> <i>Photo cards of toileting/ nappy changing routine</i> </div>

<p>pictures</p> <p>Vocalization</p> <p>GROSS MOTOR:</p> <p>Movement might be limited</p> <p>Movement and positioning can be fully dependant on support</p> <p>Can be hand-over-hand-supported activities</p> <p>Supported copying of actions in songs/story (whole body)</p> <p>FINE MOTOR</p> <p>Supported/ prompting - Pointing with finger</p> <p>Can be hand-over-hand-supported handling of objects/pictures</p> <p>Can be hand-over-hand-supported activities</p> <p>SOCIAL AND EMOTIONAL:</p> <p>Making eye contact with specific people.</p> <p>Smiling/ responding – liking/disliking activity</p> <p>Becoming aware of greeting</p> <p>Self-identification – “who am I”/ “who are my family, friends”</p> <p>Acknowledging each other – looking at each other</p>	<p>Packing away lunchboxes/bags/ jackets</p> <p>Talk to the child as if he/she knows where his/her things belong.</p> <p><i>“Come lets go pack out your bag. Where is your cubbyhole? Is this John’s?.....” (wait for reponse) “No!, it’s Peter’s. Is this John’s?..... No it’s Emma’s. Is this John’s?..... Yes, this is John’s cubbyhole. Come John put your bag in.”</i></p> <p><i>Give hand over hand support, to help child to stretch arm/ let go of bag/ put in rack.</i></p> <p>Lunchbox – choose own photo to stick to lunchbox. Incidentally make aware of colours. <i>“ look John has a yellow lid, Emma also have a yellow lid. Emma’s jacket is also yellow”</i></p> <div data-bbox="757 579 1800 719" style="border: 1px solid black; padding: 5px;"> <p>Tip: Introduce activities through songs. – <i>this gives the children time to adjust/ get used to change. It gives children opportunity to participate in song/ supported actions.</i></p> <p>– use pictures indicating different routines and activities of the daily programme</p> </div> <p style="text-align: center;">SELFCARE</p> <p>Washing hands – hands being washed</p> <p>Toileting – fully dependant - nappy changing</p> <p>Brushing teeth – supported/ fully dependant</p> <ul style="list-style-type: none"> • Use interactive songs/ objects/ pictures to indicate routine • Talk about what you are doing/ what is going to happen/ routine to follow. For example when checking the nappy “ oh your nappy is still dry – no changing now”/ “ your nappy is wet/ soiled, we have to change it now. Where is your bag? Let’s get your bag” • Even if child needs to be fully supported, where possible prompt child to assist in activity, for example: • hand washing - when hands has to be washed, let child try to lift hand/ reach out/ hold on to face cloth/ hand-over-hand supported wiping of face • nappy changing – child can try to lift leg/ hold on to clean nappy • brushing of teeth – hand-over-hand supported brushing
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<p>Greeting – “hallo” and “Good bye” –prompted and supported waving</p> <p>Supported participation and turn taking</p> <p>SENSORY AND PERCEPTUAL:</p> <p>Become aware of touching by other person</p> <p>Looking at person/objects</p> <p>Making eye contact</p> <p>Body awareness</p> <p>Supported exposure to cause and effect</p> <p>Supported exposure to exploring textures/ objects</p> <p>Exposure to basic concepts (colours/ shapes) to enhance awareness</p> <p>Choices</p>	<p>Nappy changing creates opportunities for individual attention and prescribed therapeutic massaging or stretches as part of physical caring.</p> <p>All self-care activities create opportunities to give attention to:</p> <ul style="list-style-type: none"> - body awareness – show me your tummy/ eyes - language development – what is this? Show me your.... - incidental awareness of counting - toes/ fingers/ hands <p>Tip – put a big mirror next to the changing area so that the child can look at him/herself</p> <p>Create opportunities for the child to make choices – do you want to hold the nappy or the wipe? Are we brushing teeth first or doing stretches first (pictures representing these activities/routines. – even if it seems as if the child does not understand. Look out for signs of response such as eye, facial or body movement and interpret the child’s response/ choice.</p> <p>The child might never be able to have independent self-care, but with support might be able to assist/participate in self-care activities/ understand the sequence of steps in the various routines.</p> <p>(See Learning Programme section on specific self-care routines and activities)</p>
<p>PERSONAL AND SELF-CARE:– ADLS)</p> <p>Self-identification</p> <p>Ownership of belongings</p> <p>Be aware of body and body functions</p> <p>Can indicate being uncomfortable/ wet/ soiled</p> <p>Might understand self-care activities and privacy, but due to physical need would always be dependent on support</p>	<p style="text-align: center;">BREAKFAST / SNACK / LUNCH TIME</p> <p>Songs/rhymes with pictures to indicate meal/snack time (Pictures)</p> <p>Ask questions/ discuss what is going to happen (“are you hungry ?” – use pictures and gestures or touch child’s stomach)</p> <p>Choices – ask child to make a choice - milk or tea/ bread or fruit (use objects/ pictures) – even if the child cannot yet make choices, keep on trying and making him aware of choices.</p> <p>While feeding the child talk about what you are doing – “ the porridge is still hot, let blow it cold first. Come help blow” (even if the child cannot do it, talk and react as if he is participation. Through this he is might be prompted to respond.</p> <p>Supported participation can be tried, for example, where possible, put the spoon in the child’s hand and with hand-over-hand support feed the child.</p>

	<p>In all activities and routines create opportunities for the child to:</p> <ul style="list-style-type: none"> • be more aware of surroundings/ people/ objects/ activities and routines • become more responsive • be able to have supported participation • be included in activities and interaction/ conversations • be recognised, respected and treated with respect as any other child would
	<p>MORNING RING/social integration</p>
	<p>Tip: All seated in a circle to see everyone. Carer/ Teacher in middle of circle moving around, singing very slowly to give children opportunity to respond – vocally/actions.</p> <p>Material: A-5 size photo of each child and or hand mirror</p>
	<p>Greeting song: (actions + photos)</p> <p><i>Sing song very slowly to give opportunity for slow response , naming and greeting all involved individually and responding to question “How are you?” “Very well thank you”</i></p> <p><i>Give hand-over-hand support to help child to try to copy actions</i></p> <p>Use photos and mirror to enhance self-identification and identification of peers</p> <p>Songs: (2 -3) + actions + pictures</p> <p><i>(keep it short, repetitive sentence/phrase, about things they understand)</i></p> <p>Prompt child to make choices by letting him/her choose between 2 songs (show pictures representing songs)</p>

Pass the toy game



- To make aware of own name and friends /reinforce self-identification/ identification of friends
- To make choices
- To enhance social interaction and participation

Group are seated in a circle – on chairs/ pillows/ wheelchairs

Use photos and call names: Call a child - show him 2 friend's photos – he can choose 1. The child must point to the friend and walk/ is pushed to friend where he then hands a ball or toy to the friend.

A choice between 2 objects can also be made by either the giver or receiver. Even if the child cannot do/ understand any of the above, let the child be involved with supported participation and included in the activity.

GROSS MOTOR + FINE MOTOR ACTIVITIES

Tip: *Integrate gross and fine motor*

Material: *GM: Standing frame/ side lyers/ wedges/ buggies*

FM: favourite toys to stimulate response – ball/ noise maker toys

Can also use OT and Physio therapy individual / group programmes:

- Stretches and massaging



Hand-over-hand support is given to enable the child to participate in a ball rolling activity.

Talk about colours/shapes and count objects during activities to constantly expose child to basic concepts.

Talk about what he is doing,

Give him the choice to carry on or stop the activity.

“Yes, Kwena is pushing the red ball! Where’s the red ball now Kwena? Yes, my boy it is gone! Well done!

Give me a high 5! Did you like that? Do you want to push another ball?” (respond to any of the child’s responses – verbal/ gesture/ eye or body movement, with gestures, excitement and praise)

SUPPORTED PLAY

Give the child choices between 2 toys

Play with the child and talk about what you are doing

Combine with gross and fine motor activities – for example the child can be lying on a wedge while playing with cars – pushing the car through hand-over-hand support and stretching his arm while lifting his head.



Noise maker toy – with switch – to make child aware of cause and effect. By giving hand-over-hand support in touching the switch to make the toy sing, the child soon becomes aware of the effect and might respond/ try to push switch by himself.



While sitting on the mat to strengthen core muscles this blind girl is playing/ exploring the different objects/sound making toys on the mobile.

MUSIC RING/ STORY TIME

Integrate music and musical instruments with other activities as has been mentioned above. For example:

- Music making toy with switch – child sing/ dance along with the music when he touches the switch (cause and effect)

	<ul style="list-style-type: none"> • Give hand-over-hand support for the child to participate in the music ring by holding on and shaking/ banging musical instruments • Use calming music to create a calm effect in the class <p>Make use of short interactive story songs and rhymes where the child's participation/ supported participation is needed (pictures and objects). For example:</p> <p>Itsy bitsy spider – use pictures actions and gestures Give hand-over-hand support to give child the opportunity to participate in the actions and gestures.</p> <p>5 Monkeys (Song - 10 green bottles) – use 5 soft toys/ plastic animals "5 Monkeys/ animals sitting on the wall <i>(put objects on a tray)</i> 1....2....3.....4.....5 <i>(touch each 1 as counting)</i> And if 1 monkey/ (name animal) cat would fall down - <i>(with hand-over-hand support let child push object from tray and let it fall to the ground. "wheeeeeee!" Point to fallen object.)</i> There'll be 4 cats sitting on the wall 1....2....3.....4... (etc)</p>
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ANNEXURE 9

RESOURCE LIST: Organisations (NGOs) delivering services, training and resource material for children with SPID

Organisation	Telephone	e-mail	City/ Province	Programme
Children's Disability Centre Director: Nerina Nel	011 484 1908	infol@cdcjhs.co.za	Johannesburg Hospital	Fishbowl Training Programme
Sunshine Organisation (NPO)	011 642 2005 011 642 2008	info@sunshine.org.za	Johannesburg Hospital	START programme
Pathways-Pretoria (NPO)	082 5789 117 082 866 7112	pta-pathways@mweb.co.za Danita Nel	Pathways centre 690 Rankdoring Moreletta Park Pretoria	Pathways programmes (resource material and training) Stimulation kits and manual
Western Cape For Intellectual Disabilities (WCFID)	021 5104686/7	Director.wcfid@kingsley.co.za Tessa Wood	Alexandra Hospital Cape Town	Resource material and training workshops
Cape Mental Health Organisation (CMH)	021 5104 686/7	learning@cmh.org.za	Cape Town	Learning for Life training programmes
Uhambo Foundation	021 797 8239	info@uhambofoundation.org.za	2 Hemyock Road Plumstead, Cape Town	Stimulation kits and manuals
Cerebral Palsy Association Eastern Cape (EC)	041 583 2130	info@cerebralpalsy.org.za http://www.cerebralpalsy.org.za info@hambisela.co.za www.hambisela.co.za	54 Admiralty Way, Port Elizabeth, 6001 Eastern Cape	Hambisela Programme for children with CP (training for carers)