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# Early Support

for children, young people and families

## How to Use the Developmental Journal for Children and Young People with Multiple Needs



## About Early Support and the Developmental Journal for Children and Young People with Multiple Needs

**Early Support** is a way of working that aims to improve the delivery of services for children and young people with additional needs and disabilities and their families. It enables services to coordinate their activity better and provide families with a single point of contact and continuity through key working. Early Support ensures that service delivery is child, young person and family centered and focuses on enabling practitioners to work in partnership with children, young people and their families.

The Developmental Journal for Children and Young People with Multiple Needs has been produced to help families of children with multiple needs to find out more about development and to track change and progress over time. It helps everyone involved with a child to share what they know and discuss how best to work together to support development and learning.

The Developmental Journal for Children and Young People with Multiple Needs can be used in combination with other Early Support materials. To find out more about Early Support, visit <http://www.ncb.org.uk/early-support>

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## Introduction

The Developmental Journal for Children and Young People with Multiple Needs helps you to record and celebrate your child's learning and development, and to share what you know about your child with other people. It is a way of supporting the achievements of your child where development is affected by multiple factors that result in challenges to learning. These challenges may occur in any combination. They can relate to movement, hearing, vision, communication, understanding, behaviour or medical needs. Your child is unique and this uniqueness will have a major effect on the course of their development and the way in which they learn. The Journal presents different behaviours, i.e. ways in which children act, the things they do and the skills they show, that are important in early development. These behaviours are categorised into four Areas of Learning and Development:

- Personal, social and emotional
- Communication
- Physical
- Thinking.

The Developmental Journal for Children and Young People with Multiple Needs will help you to focus on specific areas of development and change that are of particular significance for your child. Lots of practical ideas are given on how progress might be encouraged in different areas of development, in different contexts and with different materials. The Journal materials may have to be adapted to be age and interest appropriate. They may also have to be changed to accommodate a particular area of need, for example a visual or hearing impairment.

If there is a baby, child or young person with multiple needs in your family, then this Journal will be of relevance to you and them. You will find it helpful whether you are a mother, father, grandparent, sibling

## How to Use the Developmental Journal for Children and Young People with Multiple Needs

or other carer. The Journal is designed to be an everyday working tool that is owned by you and your family. You may find it helpful to use the Journal when working alongside practitioners who know your child well, such as the practitioner providing your key working support. By doing this, you will be able to share ideas with each other, discuss observations and comments, and ask questions when you are uncertain about something.

Throughout this Journal, the aim is to use the things that your child can do already, and their preferences and interests, to encourage progress. The aim is not to focus on gaps in development, nor to provide a means of linking skills and abilities to a particular age or stage. If you do want information on the usual order in which particular skills and abilities emerge in typical development, this is available through reference to the Early Years Foundation Stage (EYFS) the Early Support Early Years Developmental Journal and other Early Support materials.



## Key working

Key working is an approach that aims to ensure the provision of holistic care and support to meet the individual requirements and aspirations of a child or young person and their family. Key working can be fulfilled by a wide range of practitioners, from health, education, social care, the community or the voluntary sector, or by parents or the young people themselves. This means it becomes a way of working rather than an additional service. The main functions of key working are:

- Providing emotional and practical support to the child or young person and family
- Being a single point of regular and consistent contact, and co-ordinating services and practitioners around the child or young person and family.
- Supporting a single planning and joint assessment process
- Providing information and advice and facilitating support.

Children and young people with multiple needs often receive support from a number of different services. Here, the practitioner offering key working support can make a significant difference by working with the team around the family, providing the single point of contact and co-ordinating complex support packages.

You might share your use of this Journal with the practitioner who is providing your key working support, so they have the most up-to-date information about your child's progress. They may also be able to contribute observations about your child and offer help if you have any queries about how to use the Journal.

## Quick Start Guide

The main body of the Developmental Journal for Children and Young People with Multiple Needs is the Can Do Cards. These describe ways in which children might act or the things they might do, i.e. behaviours, which are important in development. The Can Do Cards also provide ideas for activities that may promote development of that particular skill.

The Can Do Cards are structured into four Areas of Learning and Development. When you start using this Journal, we suggest you pick the Area(s) you are most interested in and have a look through the Can Do Cards. When you come across behaviours that are 'developing' or 'emerging' in your child, you can use these Cards in more detail, dating them as your child makes progress, making notes and using the 'try this' activities.

When you have marked 'achieved' on a Can Do Card, you can date this on the Developmental Profile to provide an up-to-date record of your child's progress.

We recommend you complete this Journal and share it with practitioners working with you, for example the practitioner providing your key working support. They will be able to support you, contribute to the Journal and discuss it with you.



## What is it for?

The Developmental Journal for Children and Young People with Multiple Needs will help you to:

- think about and observe accurately your child's behaviour, abilities and preferences
- record and describe the things that your child is able to do
- recognise and celebrate your child's achievements
- make notes on the ways in which your child responds to activities and situations
- make subtle changes to the activities you do with your child in order to support progress
- identify different ways of carrying out familiar activities or routines in order to extend skills
- create and introduce new activities
- become the 'expert' on your child and talk knowledgeably with practitioners about your child's abilities and development
- identify areas in which you may require help and advice.

Every child is unique. The development of your baby, child or young person who has multiple needs will be affected by their specific combination of needs, abilities and interests. This Journal will help to ensure that you are able to recognise every achievement and record every new skill. It will help you to build and enhance good relationships with your child. It will also support you and others in structuring the environment so that your child learns and develops. By using the Journal, you will help to ensure that the development of your child is constantly supported, along with the practitioners who work with you.

## How to Use the Developmental Journal for Children and Young People with Multiple Needs

Where many different people or services are in contact with you, the Journal can also provide a single, shared resource that helps everyone communicate better, using the same language and approach. It can also improve everyone's understanding of the developmental processes involved.

The Journal can be used as a shared basis for discussion at times of transition, for example when your child moves to a new setting or school, and when you meet new people for the first time and wish to discuss with them how to include your child and to encourage learning and participation.

If your child requires extra help in the form of a structured individual plan, using the Journal jointly with practitioners will make it easier to agree next steps or goals. It will also help to identify when new learning has taken place or new skills have been acquired.



## The structure of the Journal

The Developmental Journal for Children and Young People with Multiple Needs is made up of:

- How to Use guide (this is the section you are looking at now)
- Introduction page
- Developmental Profile
- Can Do Cards
- Special Events and Achievements page
- Further Ideas page
- Things We'd Like to Ask page.
- Item Index

### Printing the Journal

You'll probably find it most helpful if you print the different sections of the Journal as you use them and organise them in a file. Using a ringbinder file and punching holes in your printed pages means you can add to the Journal easily.

### How to Use guide

This 'How to Use' guide describes the purpose of the Journal and all the different sections that are included within it. This is the place to start. It explains what all the sections are for, how to get started, what to do, and how all the sections fit together. So you can refer to it as you go along you may find it useful to print it and keep it in your file with the rest of the Journal. When you are new to the Journal, you might like to go through this section with a practitioner, for example the person providing your key working support. By doing this you can check that you understand things in the same way. Don't worry if you don't take it all in and remember everything at once. Your knowledge of the Journal and how it can be used will grow as you use it and make it your own.

## **Introduction page**

This is a page for you to fill in to provide an introduction to your child. You will just need to print out one copy, personalise it and put it at the front of your file.

## **Developmental Profile**

The Developmental Profile is a quick way of summarising your child's development across the four Areas of Learning and Development at any one time. You will need to print one copy of this and put it near the beginning of your file so you can quickly find it.

## **Areas of Learning and Development**

Three of the four Areas are the 'prime' Areas of Learning and Development in the Early Years Foundation Stage (EYFS): Personal, Social and Emotional; Communication; Physical. In this Journal there is also an additional category of 'Thinking'. There is a special colour and icon for each of these areas. They are:

The Early Years Developmental Journal describes typical patterns of child development under four Areas of Development:



### **Personal, social and emotional (PSE)**

This focuses on how children learn who they are, what feelings they have, how they behave and how their relationships develop. It's also about developing self-control.



### **Communication**

Children communicate with other people in many different ways – for example, by looking, pointing, gesturing, smiling and vocalising. This area also includes how babies and children pay attention to other people, listen to them and understand them.





### Physical

This aspect of development focuses on how children develop their ability to move their bodies, hands, feet and fingers, and use their senses and movement to explore the world.



### Thinking

Babies are learning, right from the moment of birth. It may not be that obvious at first, but children accumulate knowledge at an astonishing rate. Understanding the world is greatly helped by lots of experiences and discussion about things that are going on around them. Thinking also involves the ways in which children learn to do things that they want to do. This is particularly important where the solution is not immediately obvious as it involves working out what they need to do, how things work and thinking through the possibilities.

You will find that these Areas are closely linked. Many of the things that your child can do and that you will be working on will relate to more than one of these four Areas.

### Can Do Cards

The main body of the Developmental Journal for Children and Young People with Multiple Needs is the Can Do Cards. Each Card describes a behaviour – something that you can see your child doing – and using these Cards provides an on-going record of what your child is achieving and what you are doing to help your child. The Cards have a section for 'can do', 'try this' and 'notes'. They are also colour-coded and iconised according to the Area of Learning and Development they correspond to.

There are 39 PSE Can Do Cards, 37 Communication Can Do Cards, 45 Physical Can Do Cards and 43 Thinking Can Do Cards. You might like to print all of them straight away or you may prefer to take a look through and just print the Can Do Cards you want to fill in at the moment and then, later on, add to your file as you continue to use the Journal. The Cards are colour-coded and this will help you to organise them – however they can also be printed in black and white.

### Key Indicators

In each Area of Learning and Development, there are six Key Indicators. These are items that describe skills and behaviours that are particularly important for children's development.

### Special Events and Achievements page

On this page, you can add information you'd like to record and remember – for example, photos, activities your child has enjoyed, the first time they do something. As you use the Journal, you may find you have lots of special and personal things to note down so you might want to print multiple copies of this page.

### Further Ideas page

You can note down any ideas or thoughts that occur to you on these pages. You can share these with professionals when they visit or when you have a meeting, or you might just want to write something down so you can look at it again later. By doing this you won't forget things



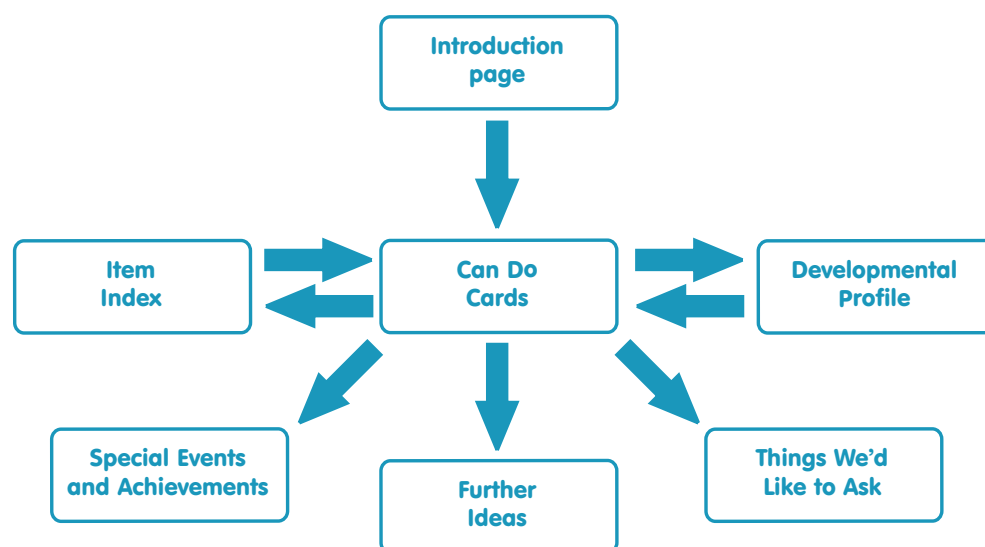
that might be really important to your child. You might end up printing a number of these pages so if you write down the date next to your ideas this will help you to organise them.

### Things We'd Like To Ask page

This is a space for you to note down any questions you want to ask when you meet with practitioners. Print off as many sheets as you need. You might jot things down when they occur to you so you don't forget them or you might want to write a list just before a meeting. You might find it helpful to tick off questions when you've discussed them with a practitioner or clinician.

### Index

This is a list of all the Can Do Cards organised by Area of Learning and Development. You may find the Index useful if you'd like to see what Can Do Cards are included in the Developmental Journal for Children and Young People with Multiple Needs. The Index also shows whether the items are Key Indicators and/or can be found in the Early Years Developmental Journal, and there is a blank column for you to use as you wish.



## Using the Journal

In this and the following sections you can find out how to use each part of the Journal. We suggest that as you read through, you have a copy of the relevant section of the Journal to hand so that you can refer to it. This will help you to understand how each section works.

Whenever you start using the Journal, we suggest taking a look through each Area of Learning and Development starting from the first Can Do Card. If your child can already do some of these skills, then you can mark those Cards as 'achieved' on the Developmental Profile. When you come across some behaviours that are 'developing' or 'emerging' in your child, you can use the Cards in more detail, making notes and using the 'try this' activities. You may still find the 'try this' activities from 'achieved' items useful too.

You may want to use Can Do Cards from just one of the four Areas at a time. You could decide to concentrate on one of the Areas for a certain period and then move on to another. Alternatively, you may feel it is appropriate to be using several of the areas all at the same time. You may also find that you are working on one skill that is covered in slightly different ways in more than one Area. There is no right or wrong way to decide on the area that you are working on - it all depends on you and your child. It is probably best to talk with a practitioner about the Areas of Learning and Development that are most relevant to your child at any particular time. Another thing to consider is that because the four areas are very interlinked, whatever skill you are focusing on will relate to more than one Area. So, even if you are using a Can Do Card from one area, you will undoubtedly be furthering your child's skills in the linked areas as well.



It can be helpful to fill in the Journal regularly, so you don't forget all the small things that show your child has learnt something new or is developing an existing skill. Doing this can also help to pick up at an early stage any areas of difficulty that may be developing. You may also find that your use of the Journal changes over time. There are times when you may want to use it very often, because your child seems to be changing a lot, or because there's some sort of crisis and it's helpful to observe more closely what they're doing. On the other hand, if there's a medical problem or something happening in your family that slows development down, it would be fine if you decide to put the Journal away for a bit and come back to it later.

### Completing the Introduction page

This is the first page to fill in. It is for you to:

- introduce your child
- personalise the Journal in a way that makes it unique and special
- add a photograph of your child
- list the names of people who are important in your child's life
- write down any of the things that you feel are significant and you would like people looking at the Journal to know about.

There is an example of what a completed Introduction page might look like here but what you put on this page is entirely up to you. If you feel artistic, you could even decorate it with patterns or pictures. You might like to get other family members to contribute ideas on how to personalise the page.

## Introduction

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This is: *Harry*



*This is a picture of  
Harry by Ellie  
(aged 5)*

The important people in *Harry's* life are *Mum, Uncle Jon, Gan-Gan (Granddad), Nanna, Ellie (big sister), Nina (little sister), Podge (dog), Auntie Sheila & Uncle Oscar (respite/shared carers)*

These are the important things we'd like you to know about *Harry: He has the biggest smile in the world and the most gorgeous eyelashes! His sisters adore him and we all love him to bits. He was born really early at 30 weeks and only weighed 1.3 kilos. Now he's sooo big. Gan-Gan calls him his little 'Mr Miracle'!*

## How to use the Can Do Cards

The Can Do Cards are the main section of the Journal as you can use them to observe, note down and extend what your child can do, i.e. their behaviour. The Cards are organised according to the Area of Learning and Development they are from. The same colour coding and icon system is used throughout the Journal. You can see what the Cards look like in Example 2.

### Key Indicator



The Can Do Cards have the title of a behaviour at the top along with the Area to which they relate. If the behaviour is a Key Indicator, this is shown on the Card by an icon of a key. The text box with the heading 'can do' describes the behaviour in more detail and the text box with the title 'try this' suggests some activities you might like to do to develop this skill. There is also space to note when the behaviour is emerging, developing or achieved and space to make notes.

You will find that there is quite a lot of overlap between Can Do Cards from different Areas. Some Can Do Cards cover similar behaviours from different Areas, and this is shown on the Cards. This is because learning is so inter-connected and this will help you to think about the importance of your child's behaviour from different perspectives. They will also give you links to lots of different 'try this' activities. The 'take a look at' Card is a specific suggestion for an additional Card that relates to the Card you are currently focusing on, either from the same or a different Area.

The Cards are ordered according to the sequence in which the behaviours that they describe often develop. Although this sequence is linked to steps identified in other Early Support materials, the development of children and young people with multiple needs is often unique to them, so you can use the Cards in the order that best suits your child.



In each Area, six Key Indicators have been identified. These items have been highlighted because they are particularly important for children's development and there is an icon at the top of each Can Do Card that is a Key Indicator. There is also a separate table for the Key Indicators and they are shown on the Item Index. In some instances your child's unique profile of strengths and needs may mean that it is not possible for them to achieve a specific Key Indicator. Where this is the case we suggest that you speak to a practitioner who knows your child well, to define what your child can do that is close or equivalent to the achievement summed up in the Key Indicator.

### Finding out what your child can do

The 'can do' boxes on the Can Do Cards help you to identify all the things that your child can do and how you know this. In other words, they help you to look for evidence of these behaviours in your child. When you start using the Journal, take a look through the cards in each of the Areas of Learning and Development. Decide which of them give descriptions of things that you are certain that your child can do, or things that you think your child might be able to do but which you aren't entirely sure about.



## Example 2

Description of the behaviour – how you might know if your child 'can do' this

The title tells you what behaviour the Can Do Card is all about

Activities that might help develop this skill

Main Area of Learning and Development to which the card relates

This shows the Area of Learning and Development and the sequence of the cards. So this Card is number 9 in Physical

These icons show you the other Areas of Learning and Development that are associated with this behaviour

This space is for noting down when you notice your child showing this behaviour and make notes about how they show it or how they respond to the 'try this' activities



Physical 9

Linked to:



# Explores hands and fingers

## Can do

- Your child is aware of their hands and fingers and plays with them.
- They may grasp their hands together, watch them or take them to their mouth.

## Try this

- Try a hand massage to help your child become aware of their hands, maybe after bathing when they are relaxed.
- Put sparkly gloves on their hands and shine a torch on them and play clapping games gently bringing your child's hands together.
- Try exploring different textures with both hands - for example, scented water, dough, sand, dry rice - but watch for signs that your child does not like a particular texture and be prepared to stop.
- Use 'hand under hand' so that your child feels in control and can withdraw their hand from under yours if they want to.

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Key Indicator



If the item is a Key Indicator, this will be shown here

Date:

Notes:

Emerging:

Developing:

Achieved:

Take a look at: 'Feels different textures' Thinking, No. 5

This Card reflects a linked behaviour

## How to Use the Developmental Journal for Children and Young People with Multiple Needs

On each Card you can record the things that you see your child doing as emerging, developing or achieved.

### Emerging – Seen for the first time

Insert the date here the first time you notice your child doing something that demonstrates the behaviour on the Can Do Card, even if it's only an attempt.

### Developing – Seen sometimes

Insert the date here when you notice your child using a skill or showing a behaviour more often, in a different place, with a different person, at a different time of the day, with a different object or as they become more skilful at it.

### Achieved – Seen often

Insert the date here when you see your child doing something often and with confidence.

Sometimes you might not note anything down under one or more of these headings. For example, you may only notice a new behaviour or skill when your child is using it quite a lot so you may describe it immediately as 'developing' or 'achieved', rather than 'emerging', like in Example 3. Example 4 shows a behaviour that was emerging but is now developing. Remember that some skills take longer for children to master than others and so there may be a considerable time between them emerging and being achieved.

When your child has 'achieved' a Can Do Card, you might want to look through the next few Cards in the same Area of Learning and Development to decide which one to use next. You may also want to consider the 'Take a Look at' Can Do Card as your next step because these are often related, but slightly more advanced, skills.



### Notes

There is plenty of space on the Can Do Cards to add your own comments. This might be especially important for 'developing' skills. There is room to note down when you notice your child doing something in a different situation or in a different way, so you have a record of their progress. You might want to note down any questions you have about what you've seen. This is also a good place to write something about any 'special' toys that are particular favourites or that seem to promote the things you're encouraging your child to do. If you run out of space on the Can Do Card, you may want to print off another one.



PSE 1

## Enjoys the company of others

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Linked to:



### Can do

- Your child responds in the presence of other people.
- Their behaviour changes when someone is near - for example, by calming, quietening, relaxing, changing breathing or turning.

### Try this

- Try using just your voice, touch or moving into your child's line of vision. Children can vary as to which senses make them feel good about people.
- Some children are more sensitive than others, so use gentle touch, voice or other contact, adjusting to your child's reactions.

Date:

Notes:

Emerging:

Developing:

Feb 2013

Achieved:

*When Emily's brothers or sisters play near where she is lying, Emily is much quieter and more relaxed than when she thinks she is on her own. She definitely likes to be with people!*

Take a look at: 'Pays attention to person talking' Communication, No. 2



Thinking 7

# Responds to rhythm

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Linked to:

## Can do

- Your child responds to rhythmic songs or movement.
- Their breathing pattern and muscle tension may change – for example, they may become calmer or more alert and excited.
- Their actions or breathing pattern may change when the rhythm changes.

## Try this

- Try adding actions to songs to reinforce the rhythm - for example, bouncing, rocking or tapping.
- Try a range of rhythmic activities - for example, drumming, massage, rocking their buggy.
- Try to decide whether your child responds differently to rhythmic movement, sounds, touch.
- Watch your child's actions for bursts of activity with pauses between – for example, patting the table, then pausing, then patting again. Try using the pauses to copy your child's behaviour, as a step towards turn-taking.
- Emphasise the rhythms that occur naturally during everyday activities - for example, stirring food round and round.

Date:	Notes:
Dec 2012	Emerging: Not sure about this one. We think there might be some favourite songs (round and round the garden, row your boat) that cause Katie to move her head, but she doesn't do this all the time.
Feb 2013	Developing: Katie's started to do this a bit more now. She sometimes rocks to her favourite songs as well as move her head.
	Achieved:

## How to Use the Developmental Journal for Children and Young People with Multiple Needs

Depending on the particular challenges to learning that your child experiences, some of the Can Do Cards may not be directly relevant for them. However your child may show behaviours that demonstrate the same underlying skill. In Example 5, Jacob's parents have noted down how he has the same underlying skill as the Can Do Card 'Responds to the Sight of People' but shows this slightly differently because of his unique profile of strengths and needs. They might also have omitted this Can Do Card and used other ones instead such as 'Reacts to Sound' from the Thinking Area. There's no 'right' or 'wrong' way – the important thing is to use the Journal in the best way for you and your child. You may want to discuss how some of the Can Do Cards can be adapted for your child with the practitioner providing your key working support or a practitioner with specialist knowledge relevant to the Can Do Cards – for example, you might want to talk to your speech and language therapist about the Communication Can Do Cards.

So, you may find that:

- your child can do some things that come later in the sequence of the Can Do Cards, but that they cannot do some of the earlier things, or
- your child uses different kinds of actions to those described on the Cards, but they use them for the same purpose.

You should not be concerned about this - the Can Do Cards are not designed to highlight gaps in development. They are designed so that you can:

- identify what your child can do
- think about alternative ways in which your child may do the same thing
- choose what to do with your child in order to further their development and to celebrate the achievements that they make.



PSE 2

# Responds to the sight of people

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Linked to:



## Can do

- Your child shows a reaction to someone coming into vision - for example, by fixing eyes on them, making a sound, becoming more animated or still.

## Try this

- Move in and out of your child's eyeline and look for reactions.
- Try moving in and out of your child's line of sight when they are in different positions and when there are different lighting levels.

Date:	Notes:
	Emerging: .....
Jan 2013	Developing: <i>Although Jacob can't see very much, he does respond when he hears squeaky shoes coming towards him! He doesn't always do it though if he's distracted and playing with his favourite toy.</i>
	.....
	Achieved: .....



### 'Try this' activities

The Can Do Cards also show 'try this' activities, which link to the behaviours described in the 'can do' box. These are designed to help you carry out and adapt activities and routines that will help with your child's development.

The best way of deciding which 'try this' activity to use is to focus on something that your child can already do, but which you feel could be further developed. So, you might choose an activity that is linked to an emerging or developing 'can do'. You can try to extend or generalise your child's skills by following or adapting some of the ideas on the card. It might be by doing the activity:

- in a different place
- for longer than usual
- at a different time of day
- in a different sequence
- with a different person
- using different materials or toys from those that you normally use.

Examples 6 and 7 show how 'try this' activities have been chosen using ideas from the 'try this' box whilst also thinking about what the child can already do.

Whatever activity you decide to try, it is important that you feel confident and happy about what you are doing. Remember that in order to acquire new skills your child will need lots of:

- support
- praise
- repetition.





Thinking 7

## Responds to rhythm

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Linked to:



### Can do

- Your child responds to rhythmic songs or movement.
- Their breathing pattern and muscle tension may change – for example, they may become calmer or more alert and excited.
- Their actions or breathing pattern may change when the rhythm changes.

### Try this

- Try adding actions to songs to reinforce the rhythm - for example, bouncing, rocking or tapping.
- Try a range of rhythmic activities - for example, drumming, massage, rocking their buggy.
- Try to decide whether your child responds differently to rhythmic movement, sounds, touch.
- Watch your child's actions for bursts of activity with pauses between – for example, patting the table, then pausing, then patting again. Try using the pauses to copy your child's behaviour, as a step towards turn-taking.
- Emphasise the rhythms that occur naturally during everyday activities - for example, stirring food round and round.

Date:

Notes:

Emerging:

Jan 2013

Developing:

*Muhammed is more alert and excited when he is rocked, especially with Granny.*

*Next we're going to try different types of rhythm - maybe tapping Muhammed's hand - and try doing this fast or slow to see if he responds differently. Granny is also going to try using songs and rocking Muhammed to the rhythm.*

Achieved:

Take a look at: 'Enjoys listening to nursery rhymes' Communication, No. 8



Thinking 16

## Follows movement nearby

Early Support

for children, young people and families

Linked to:



### Can do

- Your child follows the movement of a person or object nearby.
- They may follow the movement with their eyes or head.
- If they are following by listening rather than looking, they may turn their head or they may become still so that they can listen better. They may then turn once movement has finished or when the sound stops.
- They may pick up on air currents caused by movement – it is hard to be aware of these if you usually use sight and hearing.

### Try this

- Draw your child's attention to things moving side to side or up and down. Move toys or objects slowly. Try objects which make a noise as they move.
- Build movement into games and other activities - for example, pouring milk from higher than usual or playing 'aeroplanes' when feeding. Try to keep movements slow.
- Tell your child about everyday movements, for example "Look, Daddy's going to the cupboard".
- If your child has better vision on one side, always approach from this side - for example, bring their food towards them from this side so that they get full warning of its approach.

Date:

Notes:

Nov 2012

Emerging:

*When Layla is sitting in her chair in the kitchen she turns her head when I move across her line of vision. But we haven't noticed her doing this with anything else and we've been told she has limited vision*

Jan 2013

Developing:

*We've been trying movement games with Layla - like moving her cup from left to right in front of her before giving her a drink, waving at her and calling her name when we walk round the kitchen, telling her when anyone moves around when in her line of vision. Layla seems to move her head and notice these things most of the time.*

Achieved:

Take a look at: 'Turns head' Physical, No. 20

## How to Use the Developmental Journal for Children and Young People with Multiple Needs

With some behaviours, you might be uncertain about whether your child can do them. In such circumstances you might want to give your child lots and lots of opportunities to develop and to practise. You can do this by using all the ideas provided and by using lots of repetition.

You may find that not all the 'try this' activities are appropriate for your child. If this is the case, use a highlighter pen to highlight the ones that you think will be useful. There may even be some 'try this' activities that you don't want to consider. This is fine but bear them in mind as they may describe an activity that you want to try in the future.

Don't worry if you feel that you are doing the same thing time and time again - if your child is enjoying the activity and the contact with the people who are doing this, then it is likely that learning is taking place. If you think that you have been doing something for too long and your child is not showing any interest or response, then either vary the activity or try something completely different. You can always come back to the original activity at a later time. Spending time with your child should be fun, not just for your child, but for you as well!

The 'take a look at' Can Do Card has been chosen to link with the behaviour you're working on but develops or extends it. You could have a look at this when you first start working on the original Can Do Card, as the two Can Do Cards will probably complement each other. Alternatively, you might feel it's more appropriate to just work on one Can Do Card at a time and use the 'take a look at' Can Do Card when your child is 'developing', or has 'achieved', the original Can Do Card.



### A note about 'you' and 'me' (and 'they'!)

Learning to understand personal pronouns such as 'me', 'you' and 'she' is a complex task that all children take a long time to learn. Unlike most other words, their meaning changes depending on who is speaking to whom – for example, 'I' am writing this, but 'I' am 'you' to you and you are 'you' to me!

Most children find personal pronouns confusing and all need support and guidance in understanding them. Saying your own name or 'me' whilst pointing to yourself and your child's name or 'you' whilst pointing to them may be helpful. Instead of pointing, it may be better to touch your child as you say 'you' or say their name, or to gently place their hand on you as you say 'me' or say your own name. If you sign to communicate with your child, you can do the same things but point after you sign while holding eye contact.

Where we suggest using the word 'you' to refer to your child in the 'try this' activities, you may prefer to use your child's name instead. Similarly, where we use the word 'I' or 'me', you may choose to use your own name instead. This is up to you and depends on your child's level of understanding. You could also try using both the personal pronoun and the person's name together - for example, "Do you, Jonathan, want some soup?". You may wish to discuss the best way to help your child to learn with a practitioner such as a speech and language therapist.

### Using the Developmental Profile – getting an overview

The Journal has a Developmental Profile to help you see the pattern of your child's progress as time goes by. It allows you to summarise what's going on after you've filled out the Can Do Cards, and gives you a 'bird's eye' view. It also helps you see what skills could be developed further. Some practitioners that you meet may find the Developmental Profile useful, as it gives a quick, at-a-glance summary that can be used by anyone who's trying to help your child.

Once you have marked 'achieved' on a Can Do Card, you can tick and/or shade the corresponding box on the Developmental Profile. This summarises and celebrates progress over time in a bar chart form. The height of each 'bar' for the different Areas of Learning and Development helps you to see your child's overall development at a glance. It also shows you the things that are more difficult and with which your child may need more help. The Key Indicators may be of particular interest as they represent important skills in each Area. These are shown in bold. Some items may be missed out in the 'bars' as in Example 8 – that's fine. Your child may develop these at a later date or they may not be appropriate for your child.

## Example 8

### The Developmental Profile

Tick or shade in a box when the behaviour described on the Can Do Card is emerging, developing or achieved.

PSE				Communication				Physical				Thinking			
Item	E	D	A	Item	E	D	A	Item	E	D	A	Item	E	D	A
								45							
								44							
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2				2				2				2			
1				1				1				1			

Key indicators are in **bold**

## **Special Events and Achievements page**

The Special Events and Achievements page can be used to make the record more personal and to include things that aren't covered in the Can Do Cards. You might like to add photos of events and achievements that are special to you and your family. You could record your child's likes, dislikes and interests – for example, favourite foods and toys, the activities your child enjoys, the TV programmes or songs they like, things of cultural importance to your child and your family, the places your child enjoys going, what makes them laugh and so on. Add more pages if you want to put in more about your child and their life. It makes the material more attractive and can be good to look back on later. The richer the description of your child, the more chance there is to tailor what people do to help learning, participation and enjoyment. So using this section isn't only about making the Journal more fun – it's about sharing as complete a picture of your child as possible with other people.

Sometimes children may stop doing things that they were previously able to do. There are some conditions or syndromes that are life-limiting and may result in your child gradually losing skills already acquired. If you find that you are in this position, or if you know that there are some things that your child has stopped doing, or stopped liking, then you can include these here. The Journal will provide you with a record of everything that you want to remember about what your child has achieved and the kind of activities that you have carried out with them. There is more discussion of this below in the Section 'What to do if your child stops doing things that they were previously able to do'.

The pages in this section give you the opportunity not only to describe behaviours and preferences, but also to add photographs that show your child engaged in activities and with people. It might be helpful to go through old photographs to jog your memory about what your child used to be able to do. Sharing this activity with a family member, a friend or a practitioner with whom you work closely may help. Keeping a record of the activities, occasions and achievements that you shared with your child will provide you with something that will be very precious.



### Further Ideas page

The Further Ideas page provides you with the opportunity to jot down any ideas that you have in relation to your child. These ideas might relate to

- an area that you want to try to develop
- an activity that you want to try
- a different way of using a piece of equipment
- a new piece of equipment that you think might be useful
- a variation to a routine that you think might be good
- a book, article or web page that contains useful ideas
- contact details of someone who you think might help or have some new ideas
- anything else that you think might be useful!

### Things We'd Like to Ask page

Sometimes when parents meet with practitioners they forget to mention some of the things that have recently been on their mind. If you want to avoid this, you can use the Things We'd Like to Ask page to record any questions that occur to you. Then, when you are going through the Journal with a practitioner, you can use what you have written on these pages as a basis for discussion. The kind of questions that you have could relate to:

- which Area of Learning and Development to focus on
- whether an idea that you've had is appropriate
- what the start of a new behaviour might mean
- whether doing something in a certain or different way would be useful
- how long you should carry on doing something before changing it.

Really, there is no limit to the kinds of questions that you may want to raise. It is very much up to you.



## How to Use the Developmental Journal for Children and Young People with Multiple Needs

### Do it your way

There are many different ways of using the Journal – so use it in whatever way you find most helpful. Some people use it from the early days of their child's life; others pick it up and begin to use it much later.

You may find some aspects of the Journal more useful and relevant than others. There are no hard and fast rules, except that the material comes alive and is most useful when it's discussed with other people. This helps everyone involved with your child work as a team and talk with you about how best to support them. It also helps you to really understand your child's learning and development and what their next steps might be.



## How to identify progress

Progress can be shown in many different ways, including when your child:

- does something more often
- does something for longer than usual
- repeats an action that they have only done once or twice before
- does something that they usually only do for one person with someone else
- does something that they usually only do at a particular time at a different time of day
- varies a sequence of actions so that they do them in a different order
- carries out an action or shows a response in a different place to where it normally happens
- accepts a different piece of equipment into an established routine
- responds to a piece of equipment that is different to that which they are used to
- combines different actions together
- starts to do something that they haven't done before.

So, for children with multiple needs, progress can be thought of in relation to the acquisition of new skills and also in terms of developing and consolidating skills they already have regarding:

- Time
- People
- Places
- Equipment.

This can be seen in Example 9, where progress has been shown by doing the same action in a different place.



Physical 9

# Explores hands and fingers

Early Support  
for children, young people and families

Key Indicator

Linked to:

## Can do

- Your child is aware of their hands and fingers and plays with them.
- They may grasp their hands together, watch them or take them to their mouth.

## Try this

- Try a hand massage to help your child become aware of their hands, maybe after bathing when they are relaxed.
- Put sparkly gloves on their hands and shine a torch on them and play clapping games gently bringing your child's hands together.
- Try exploring different textures with both hands - for example, scented water, dough, sand, dry rice - but watch for signs that your child does not like a particular texture and be prepared to stop.
- Use 'hand under hand' so that your child feels in control and can withdraw their hand from under yours if they want to.

Date:	Notes:
Jan 2013	Emerging: Dylan moves his legs when he's lying on his duvet. He doesn't seem to do this anywhere else though.
Mar 2013	Developing: Dylan has now started to kick his left foot when lying on the floor and in the bath!
	Achieved:

### What to do when progress seems to get stuck

Sometimes it may seem that even when using all the different ideas about what progress can mean, your child is not moving on or doing anything different. If this is the case, there are several things that you could do:

- talk to a practitioner to find out what they think
- think about backing off from a particular activity for a while. Your child may simply have become bored or their interests may have changed
- choose a different Area of Learning and Development to concentrate on
- look again at the items to see if there is another skill that your child is beginning to acquire that it may be good to focus on. If this is the case, look at the 'try this' activities for ideas of what to do
- think about what is happening around your child. Has the environment got noisier? Is it more distracting? Are you getting stressed or are you rushed?

### What to do if your child stops doing things that they were previously able to do

It is quite common for a child to stop doing something that they were previously able to do. This may simply mean that they have moved on and a behaviour has changed and developed into something else as in Example 10.

#### Example 10

*Two year old Lily used to flap her left hand up and down in response to a particular piece of music played on her CD player. Her mum described this as Lily's favourite music. When Lily was two years three months old she suddenly stopped doing this. Her mum was really worried and thought that perhaps Lily was having problems with her hearing. However, one day when the music was playing she noticed*



*that Lily was making a very quiet 'uuh, uuh, uuh' sound in time to the music. So, although Lily had stopped using one skill, she had substituted another. This showed she was still responding to the music, albeit in a different way.*

*There may be times when there are other reasons why your child has stopped doing something that they were previously able to do. For example, if Lily had not substituted another behaviour for her hand flap response to her favourite music, then her mum's concern about the possibility of a hearing problem may have been justified. In this scenario, Lily's mum would need to speak to a practitioner and make arrangements for her hearing to be tested.*

It is worth discussing any unexplained loss of a skill or behaviour with one of the practitioners with whom you are involved. Remember too, that the reason might not be something to do with your child - it may be because something in the environment has changed. By using the Journal you will be able to see if this is happening and have a record of the time scale involved. This will provide evidence, help in your discussions and provide information to practitioners who may need to investigate this or help you to identify the cause.

### **What to do about behaviours that are unwelcome or inappropriate**

Throughout this Journal, the focus is on celebrating achievement and recognising the changes, both large and small, that indicate that your child is making progress. However, occasionally behaviours may develop that you feel are not helpful to your child's development, or which might be considered inappropriate in certain situations. You may feel that these are things that you do not want to encourage and that it would be better if they did not occur.

Where this happens, it is really important to record these so that you have an accurate record of the behaviour and the activities or circumstances that trigger them. You should also make a note on the Things We'd Like to Ask page to remind yourself to raise the issue with a practitioner.

When thinking about these behaviours and discussing them with a practitioner it will be helpful to consider the following questions:

- is the behaviour that I am concerned about really inappropriate, or is it just my view of the situation?
- is there a particular situation when my child does this? If so, can I change or avoid this situation?
- is my child trying to communicate something through this behaviour? If so, can I give my child an alternative accessible way of communicating this?
- is my child bored? If so, is there something interesting that I can give them to do instead?
- is this behaviour a way of developing a skill that is usually developed in another way?
- is there a way that I can turn this behaviour into something more appropriate or acceptable?
- if my child finds this behaviour very motivating, is there anything else that would be equally motivating and accessible?
- is there anyone else who can give me advice and help on this?

Whatever the answers to these questions and whatever you decide to do, it is important to remember that you cannot get rid of a behaviour without substituting something else. So, it is still important to think about focusing on the 'can do' rather than the 'don't do' and on supporting your child to develop a new behaviour rather than simply getting rid of one that is unwanted.



## Using the Journal with other people – one set of materials for everyone to use

The Journal is most useful when you talk about it with other people, for example family members and practitioners. The material is particularly useful when many different people are trying to help with different aspects of a child's development, as it provides one set of information that can be shared and used by everyone involved. The Journal is best used as a core part of regular, on-going relationships between you and the people you meet with most often, like the practitioner providing your key working, to discuss how best to help your child. It can also be particularly helpful to practitioners and yourself when reports have to be written.

Communication is important, and particularly so when lots of different people are involved, and families sometimes say they find the words used by practitioners working for different services confusing. The Journal encourages everyone involved with your child to use the same language. It also promotes partnership working, by valuing what everyone knows about a child, and keeps you at the heart of discussion and decision-making about your child.

The Journal can also help when you have many appointments to attend and children have many assessment procedures to undergo. The fact that everything is written down and to hand can reduce stress and help everyone to understand what your child can do. This may be particularly important at first meetings with new people when you have been waiting a long time for an appointment or when talking about your child's situation is difficult.

## How to Use the Developmental Journal for Children and Young People with Multiple Needs

The Journal provides information that informs, supplements and enriches the results of more formal assessments undertaken by practitioners in clinical, early years or classroom settings. If you have concerns about the results of assessments or how they match up with what you know your child can do, the Journal can help everyone to have a clearer picture of your child's capabilities in everyday life.

The Journal helps anyone new to your child to understand what they can already do, what they find difficult and how best to help. This is particularly useful at times of transition – for example, when your child starts a new school, culturally important developments, when you move house to a different area or when a different practitioner becomes involved in supporting your child.

The Journal can inform early discussions about what will be needed to include your child in learning settings and how best to encourage development and participation. The Journal can be used to support observation of your child in learning settings and as an integral part of planning appropriate play and learning based on your child's interest, culture and needs.





## How the materials link to other progress tools

### Early Support Developmental Journals

The Developmental Journal for Children and Young People with Multiple Needs is one of a number of Journals that have been produced through Early Support to help parents of babies, children and young people who have special educational needs and/or disabilities. Each of the Journals produced by Early Support is different, but they have a common purpose to help parents to track, record, support and celebrate the development and progress of their children. The Early Years Developmental Journal relates to children whose rate and pattern of development may or may not be that of a typically developing child, whether or not a particular factor or condition has been identified. There are also three 'specialist' Developmental Journals:

- Monitoring Protocol for deaf children
- Developmental Journal for babies and children with Down syndrome
- Developmental Journal for babies and children with visual impairment

It is possible to change from using one Journal to another and to transfer information between Journals as described in Example 11 below. You may wish to use one of the other 'specialist' Journals alongside this Journal if your child has Down syndrome, a visual impairment or a hearing impairment as part of their profile. If your child has 'achieved' most of the Can Do Cards in this Journal, you may find it useful to transfer to the Early Years Developmental Journal – you could do this just for one Area of Learning and Development or for more than one. It also may be that you have been using one of the other Developmental Journals and now would prefer something more detailed. If you are unsure which Journal(s) to use, then it may be

## How to Use the Developmental Journal for Children and Young People with Multiple Needs

helpful to speak to a practitioner who is working closely with your child, for example the practitioner providing your keyworking support.

### Example 11

*Aisha was born with a visual impairment and her parents started to use the Developmental Journal for babies and children with visual impairment. As time went on, they found that they needed a more in-depth approach in order to measure the progress that Aisha was making. So they changed to using the Developmental Journal for Children and Young People with Multiple Needs. However they still used some aspects of the Developmental Journal for babies and children with visual impairment as it provides a great deal of detailed information they found helpful in relation to Aisha's vision and use of alternative senses.*

### The Early Years Developmental Journal

The Developmental Journal for Children and Young People with Multiple Needs uses the EYFS framework, but takes a more detailed approach to development. The three 'prime' Areas of Learning and Development in the EYFS are included in this Journal (Personal, Social and Emotional, Communication, Physical), along with the additional category of Thinking. The Early Years Developmental Journal uses the same four Areas and has a 14 step approach to development, covering the period from birth to 60+ months. However, you should bear in mind that there is a great deal of variation in the rate of development, even in children who develop typically.

Some of the behaviours described in this Developmental Journal for Children and Young People with Multiple Needs are also included in the Early Years Developmental Journal. These are shown on the Item Index. The Key Indicators in this Journal are also Key Indicators in the Early Years Developmental Journal Steps 1-6. This aims to make it easier to transfer between the Developmental Journal for Children and Young People with Multiple Needs and the Early Years Developmental Journal, if you choose to.



You may also choose to use the Early Years Developmental Journal as a source of more material - for example, 'Explores hands and fingers' is in the Physical Area of the Journal for Children and Young People with Multiple Needs and is also in the Early Years Developmental Journal as the Key Indicator in Step 2. If you are working on this Can Do Card, you may find it useful to take a look at the other items in Step 2 of the Physical Area in the Early Years Developmental Journal.

Although you may find it useful to have information about typical development, such as that provided in the Early Years Developmental Journal, the Developmental Journal for Children and Young People with Multiple Needs does not use the step approach as the basis for recording progress. This is because the pace and nature of development of your child will be uniquely influenced by their pattern of needs. It is most important to find out what your child *can* do.

### Links with the EYFS Profile

The Developmental Journal for Children and Young People with Multiple Needs follows the structure of the Early Years Foundation Stage (EYFS), the material used by people working with children under five in early years settings. If your child is in an early years setting, the Journal can support partnership working between you and the practitioners working with your child because the material contained in the Journal can enrich discussion about how things are going and what is likely to happen next. It enables the delivery of 'personalised learning', which is a key component of the EYFS. It also supports the principles that underpin the EYFS, with the recognition that every child is unique and that they are competent learners from birth. If you would like to know more about the EYFS, visit

<http://www.education.gov.uk/schools/teachingandlearning/curriculum/a0068102/early-years-foundation-stage-eyfs>

You may have heard practitioners working in early years settings talking about 'the EYFS Profile'. This profile is a way of summing up

## How to Use the Developmental Journal for Children and Young People with Multiple Needs

each child's attainment at the end of the EYFS, i.e. at the end of the school year in which a child turns 5 years old. It is based on on-going assessment and observation in each of the EYFS Areas of Learning and Development. At the end of the EYFS each child's level of development is recorded against the Early Learning Goals. This will be done by a practitioner in an early years setting. The profile provides Year 1 teachers in Primary Schools with information about each child's level of development.

For some children, including those who have multiple needs, the EYFS used may not be sufficiently detailed to register all the progress that has taken place. In these cases alternative means of assessment and recording progress have to be used to reflect the child's attainment. This Journal contains the three prime areas of the EYFS: Personal, Social and Emotional Development, Communication and Physical Development. By using this Journal you and the practitioners working with you will have this appropriate means of assessing and recording your child's progress. This may be supplemented by the use of other assessment tools, processes and frameworks.

### Links with P Scales

Once your child is of statutory school age, sooner or later you may start to hear teachers and others talking about the stage your child has reached using the 'P' (Performance) Scales of the National Curriculum. The P Scales relate to the National Curriculum. They are a tool for assessing and tracking children's progress before a child is operating at Level 1 of the National Curriculum. They relate to learning resulting from teaching that is developed within the National Curriculum framework.

If your child attends school and follows the National Curriculum, you may find it helpful to use the records that you keep as part of this Journal as a basis for discussion with teachers and other professionals. It will be especially useful for you to give details of the evidence that you have collected of the ongoing development of your child's skills and abilities.



Remember that:

- all recording of development and progress will contribute to knowledge about what your child can do, and
- all development will be interlinked and will help to further your child's progress

### How all the frameworks fit together: A summary

- Early Support has published other Developmental Journals and you may also use these at some point in your child's development.
- The Journal for Children and Young People with Multiple Needs provides a more detailed approach to learning and development.
- The Early Years Foundation Stage applies to babies and children from birth to the age of 5 years. It comprises 3 inter-related prime Areas of Learning and Development.
- A child's development is recorded in the EYFS profile in the school year in which they have their fifth birthday. The materials in the Developmental Journals, including this one for children with multiple needs, provide additional information that will be of use in monitoring progress and development. This can be used in the EYFS profile.
- Children over 5 years of age follow the National Curriculum. Progress in the National Curriculum is assessed according to the levels a child has reached. Where a child does not reach Level 1, progress is assessed according to the P (Performance) Scales.

## Top tips

The final section of the Journal summarises some key messages. They apply to:

- how you can use the Journal, and
- doing activities with your child.

### Five top tips for using this Journal

#### **Make your Journal special and a celebration of your child's achievements**

Personalise it by adding photographs to illustrate a point you are making or add a drawing or decoration by a family member so they know their contributions are valued.

#### **Use the Journal flexibly**

Although this 'How to Use' guide tells you how to use the different sections, how you do this is really up to you. There is no right or wrong way of using it. For example, you may find that you want to print the Can Do Cards that you are using and stick them on the fridge. If it works for you - it's fine!

#### **Don't be frightened of asking for help and advice**

There will be times when you won't be sure what to do, or whether what you have decided to do is the right thing. If this is the case, ask one of the practitioners who knows you, your child and the Journal to help – like the practitioner providing your key working support. You are partners in this.

#### **Take your Journal with you to meetings**

By doing this you will be able to provide documentary evidence for what you are saying. You will be able to refer to it and jog your memory about what, when, where and with whom your child has been doing things.



**Remember to date all your entries**

This is really important as it is so easy to forget when your child first did something new or changed their behaviour in some way.

**Top tips for supporting your child**

**Make the most of routine activities**

Use everyday activities like bathing and mealtimes as quality times for play and interaction with your child.

**Build on the positive**

Concentrate on what your child 'can do'. Don't get worried about what they 'can't do' in comparison with other children of the same age.

**Put aside time to play**

Choose a time to play when your child is content, comfortable and alert. Learning is most likely to occur if your child is not stressed or anxious...and when you are calm and free from stress!

**Use simple language**

Talk to your child by using language that is simple, clear, brief and descriptive. It should relate to what you and your child are doing together.

**Go at your child's pace**

Give your child time to initiate, respond and react to activities. Your child may need what seems like a long time to do these things, but that's fine.

**Use lots of repetition**

Repeat the same activity many times as this will help your child to use new skills with confidence.

**Praise every effort and achievement**

Make praise and other forms of reward really effective by giving your positive response really quickly. Research has shown that giving a response in less than a second is best!

## How to Use the Developmental Journal for Children and Young People with Multiple Needs

### **Be sensitive to your child's reactions**

Some children may find that being touched and held reminds them too much of their experiences in hospital. If this is the case, don't think that your child 'doesn't like you'. Try to think of alternative ways of approach and showing affection that are likely to be less threatening.

### **Think creatively about what progress means**

For your child, progress might be about using an existing skill in a different place, with a different person, at a different time or with different materials.

### **Take time to observe and record**

You need to become an accurate observer and recorder of exactly what your child is doing. This is equally important when your child is playing alone or with other people.

### **Relax, enjoy and have fun together**

This is the most important aspect of all!





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**How to Use the Developmental Journal  
for Children and Young People with Multiple Needs**

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<b>David Pearce</b>	Department for Children, Schools and Families
<b>Janet Perry</b>	Caerphilly Council
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Early Years Equality

University of East London

Institute of Education

NASEN

Family Voice

University of Strathclyde

North Bristol NHS Trust

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# Early Support

for children, young people and families



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University

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# Early Support

for children, young people and families

## Developmental Journal for Children and Young People with Multiple Needs

Child's name: \_\_\_\_\_

Date of birth: \_\_\_\_\_



# Introduction

This is: .....

The important people in .....’s life are .....

.....

.....

These are the important things we’d like you to know about .....

.....

.....

.....

## The Developmental Profile

Tick or shade in a box when the behaviour described on the Can Do Card is emerging, developing or achieved.

PSE				Communication				Physical				Thinking			
Item	E	D	A	Item	E	D	A	Item	E	D	A	Item	E	D	A
								45							
								44							
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1				1				1				1			

Key indicators are in **bold**

## Key Indicator Table

This table shows all the Key Indicators for each Area of Learning and Development.

Personal, social and emotional	Communication	Physical	Thinking
Makes eye contact with you	Pays attention to person talking	Moves arms and legs	Shows interest in new experiences
Recognises and is most responsive to you	Responds to interaction	Explores hands and fingers	Repeats actions deliberately
Shows emotional responses to other people's emotions	'Replies' when talked to	Picks up toys	Anticipates familiar routines
Shows attachment to special people	Babbles by repeating a series of the same sounds	Leans forward	Knows hidden things exist
Follows your gaze or looks towards an object when you point at it	Points to objects and people	Actively cooperates with nappy changing	Attempts to get objects that are out of reach
Uses another person to achieve a goal	Uses approximately five different words or signs	Takes first few steps	Enjoys pretend play



## Index of Items

### Personal, social and emotional

Item Number	Item title		Early Years Dev Journal	
1.	Enjoys the company of others			
2.	Responds to the sight of people			
3.	Responds to touch			
4.	Responds to different tones of voice			
5.	Pays attention to facial expressions			
6.	Copies facial expressions			
7.	Responds when you copy something that they do			
8.	Is comforted by your touch			
9.	Is comforted by people's faces			
10.	Makes eye contact with you			
11.	Smiles at people			
12.	Enjoys 'snuggling in' to you			
13.	Starts an interaction with you			
14.	Recognises and is most responsive to you			
15.	Calms when rocked			
16.	Holds eye-contact during interactions			
17.	Explores adult's face			
18.	Shows emotional responses to other people's emotions			
19.	Laughs and gurgles			
20.	Likes cuddles and being held			
21.	Shows pleasure at return of familiar carer			
22.	Orientates towards people			
23.	Takes turns in interaction			
24.	Uses voice or gesture to refuse			
25.	Shows attachment to special people			
26.	Anticipates being picked up			
27.	Reacts differently to different people			
28.	Responds to very familiar people			
29.	Is wary of strangers			
30.	Follows your gaze or looks towards an object when you point at it			
31.	Draws your attention to an object or event			
32.	Calms themselves			
33.	Gets distressed and anxious if left somewhere without you			
34.	Uses another person to achieve a goal			
35.	Looks for your reaction in an unfamiliar situation			
36.	Explores new things but still 'checks in' with you			
37.	Is aware of other people's feelings			
38.	Reacts to an audience			
39.	Plays give and take games			


## Index of Items

### Communication

Item Number	Item title		Early Years Dev Journal	
1.	Cries to express needs			
2.	Pays attention to person talking			
3.	Expresses enjoyment, hunger, tiredness, pain			
4.	Shows 'like' consistently			
5.	Shows 'dislike' consistently			
6.	Shows excitement at approaching familiar sounds			
7.	Responds to interaction			
8.	Enjoys listening to nursery rhymes			
9.	Responds to changes in tone of voice			
10.	Reacts in response to activity stopping			
11.	Shows enjoyment of a game			
12.	'Replies' when talked to			
13.	Shows they want a toy or object			
14.	Shows they want to continue a game or other activity			
15.	Shows what they want by getting in the right position			
16.	Shows what they want by using an individual action or gesture			
17.	Uses vocalisation/gestures/movement to attract attention			
18.	Understands frequently used signs or words			
19.	Understands 'symbolic' sounds			
20.	Uses simple sounds or gestures to mean a particular thing			
21.	Babbles by repeating a series of the same sounds			
22.	Uses a hearing aid			
23.	Recognises own name			
24.	Recognises some family names			
25.	Shows they want a favourite game or activity			
26.	Shows what they want by going to the right place			
27.	Shows what they want by helping you move towards it			
28.	Shows what they want by bringing you an object			
29.	Babbles, using varied sounds			
30.	Copies the speech of others, especially the vowels and 'ups and downs' (intonation)			
31.	Points to objects and people			
32.	Uses 'symbolic' sounds			
33.	Understands simple sentences in context			
34.	Uses approximately five different words or signs			
35.	Voice starts to have the tone and rhythm of the language spoken at home			
36.	Takes part in a 'conversation' with an adult			
37.	Enjoys repetition of a story or song and joins in			


## Index of Items

### Physical

Item Number	Item title		Early Years Dev Journal	
1.	Lies on back			
2.	Lies on tummy			
3.	Responds when hands are touched			
4.	Moves arms and legs			
5.	Lifts head clear of ground			
6.	Looks steadily at things for short periods			
7.	Turns head to the side when placed on tummy			
8.	Opens mouth to feed and starts sucking when corner of mouth is touched			
9.	Explores hands and fingers			
10.	Enjoys being rocked from side to side			
11.	Enjoys being lifted in space			
12.	Lies on different surfaces			
13.	Kicks legs			
14.	Rolls from side to back			
15.	Wears glasses			
16.	Focuses on, reaches for and grasps objects			
17.	Holds objects in either hand			
18.	Holds object with both hands			
19.	Holds head steady			
20.	Turns head			
21.	Lifts head and uses arms for support when lying on tummy			
22.	Raises arms			
23.	Plays with toes			
24.	Sits on lap			
25.	Sits on floor with support			
26.	Sits on floor with support cushions			
27.	Rolls from front to back			
28.	Takes weight through legs			
29.	Picks up toys			
30.	Explores objects with mouth			
31.	When lying on back, lifts legs and grasps feet			
32.	Uses feet in grasping objects			
33.	Passes toys from one hand to another			
34.	Sits with no support			
35.	Leans forward			
36.	Moves around on the floor by wriggling			
37.	Moves from a sitting position to hands and knees			
38.	Uses hands to explore			
39.	Makes marks			
40.	Moves around by crawling, shuffling or rolling			
41.	Actively cooperates with nappy changing			
42.	Lets go of toys			
43.	Throws toys or objects			
44.	Bangs objects together			
45.	Takes first few steps			

## Index of Items

### Thinking

Item Number	Item title		Early Years Dev Journal	
1.	Startled by sudden sounds			
2.	Startled by sudden actions or movements			
3.	Reacts to sound			
4.	Responds to different sensations or textures			
5.	Feels different textures			
6.	Responds to dry substances			
7.	Responds to rhythm			
8.	Shows interest in new experiences			
9.	Notices change as they move into different environments			
10.	Responds to messy or sticky substances			
11.	Responds to tactile feedback around them			
12.	Responds to sound feedback around them			
13.	Finds objects placed on their body			
14.	Finds objects placed by their body			
15.	Looks for objects nearby			
16.	Follows movement nearby			
17.	Repeats actions deliberately			
18.	Shows interest in small objects			
19.	Reacts when things disappear from view			
20.	Recognises everyday objects			
21.	Joins in familiar activities			
22.	Responds to changes across a room			
23.	Shows preferences			
24.	Is aware of change in routine			
25.	Anticipates familiar routines			
26.	Is more aware of familiar and unfamiliar sights and sounds			
27.	Notices changes in groupings of objects, images and sounds			
28.	Moves rhythmically to music			
29.	Handles books			
30.	Plays with objects using a range of actions			
31.	Is aware of different environmental sounds			
32.	Enjoys change games			
33.	Knows hidden things exist			
34.	Attempts to get objects that are out of reach			
35.	Plays independently			
36.	Enjoys anticipation in a game			
37.	Looks for dropped objects			
38.	Investigates cause and effect with objects			
39.	Lifts puzzle pieces			
40.	Plays with taking things in and out of containers			
41.	Plays by posting objects			
42.	Enjoys stacking and simple building or construction toys			
43.	Enjoys pretend play			

## Special events and achievements:

e.g. recently completed Can Do Cards, photos of your child, pictures they have done, family celebrations

## Further Ideas

e.g. new things you think your child might like to do, ways to extend Can Do Cards, trying the same activity in a different place or with a different person, useful websites

**Early Support**

for children, young people and families

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Need more sheets? Add as many as you want

# Things We'd Like to Ask

Questions you'd like to ask practitioners working with you e.g. about your child's behaviour, how to encourage development, what to try next

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Need more sheets? Add as many as you want

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PSE 1

# Enjoys the company of others

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Linked to:



## Can do

- Your child responds in the presence of other people.
- Their behaviour changes when someone is near - for example, by calming, quietening, relaxing, changing breathing or turning.

## Try this

- Try using just your voice, touch or moving into your child's line of vision. Children can vary as to which senses make them feel good about people.
- Some children are more sensitive than others, so use gentle touch, voice or other contact, adjusting to your child's reactions.

Date:

Notes:

Emerging:

Developing:

Achieved:



PSE 2

# Responds to the sight of people

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## Linked to:



## Can do

- Your child shows a reaction to someone coming into vision - for example, by fixing eyes on them, making a sound, becoming more animated or still.

## Try this

- Move in and out of your child's eyeline and look for reactions.
- Try moving in and out of your child's line of sight when they are in different positions and when there are different lighting levels.

**Date:**

**Notes:**

**Emerging:**

**Developing:**

**Achieved:**



PSE 3

# Responds to touch

Early Support

for children, young people and families

## Linked to:



## Can do

- Your child shows a reaction to being touched – for example, calming, quietening or relaxing.
- They may like some sorts of touch more than others.

## Try this

- Try different sorts of touch, such as stroking, tapping, gentle pressing, rubbing in a circle, and see if your child has different reactions.
- Use touch on different parts of your child's body for example feet, legs, neck, chin. Sometimes children find it difficult to accept touch on the hands, but will enjoy being touched elsewhere.
- Some children are very sensitive to touch; adjust the intensity of your touch to what they like best.

Date:

Notes:

Emerging:

Developing:

Achieved:



PSE 4

# Responds to different tones of voice

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## Linked to:



## Can do

- Your child shows different reactions to soft/loud, happy/sad, high/low tones of voice and fast/slow paces of voice.
- They may display interest when you use a sing-song voice.

## Try this

- Change from one tone or pace of voice to another and see if there is a reaction.
- See if your child is calmed if you speak in a gentle, soothing tone.

Date:

Notes:

Emerging:

Developing:

Achieved:



PSE 5

# Pays attention to facial expressions

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for children, young people and families

Linked to:



## Can do

- Your child looks longer or more intently at your face when you smile, laugh, furrow your brow, open your mouth wide or make other expressions.

## Try this

- Make different faces - for example, happy, sad, funny - and look closely to see if your child responds. They may respond differently to different expressions.
- Try to pace your expressions to your child's reactions to start a shared 'conversation'.

Date:

Notes:

Emerging:

Developing:

Achieved:



PSE 6

# Copies facial expressions

**Early Support**

for children, young people and families

## Linked to:



## Can do

- Your child copies you when you smile, laugh, furrow your brow, open your mouth wide or make other expressions.

## Try this

- Try making different faces, poke out your tongue, open your mouth or open your eyes wide, and look closely to see if your child tries to do the same.
- Show how pleased you are if they do copy you and ensure you respond quickly.

**Date:**

**Notes:**

**Emerging:**

**Developing:**

**Achieved:**



PSE 7

# Responds when you copy something that they do

## Linked to:



## Can do

- Your child reacts when you copy a sound, a gesture, a movement or a facial expression that they make.

## Try this

- Copy something your child does, like making a sound or a gesture, and see if they respond. You need to do this with very little delay.
- Show how pleased you are if they do respond to you and ensure you respond quickly.

**Date:**

**Notes:**

**Emerging:**

**Developing:**

**Achieved:**



PSE 8

# Is comforted by your touch

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for children, young people and families

Linked to:



## Can do

- When your child is unhappy, a soft touch, embrace or cuddle soothes them.

## Try this

- Try different ways of giving comfort - for example, stroking your child's face, arm or tummy or giving them a cuddle.
- Children are different in what they find most comforting. Find out what is best for your child.

Date:

Notes:

Emerging:

Developing:

Achieved:





PSE 9

# Is comforted by people's faces

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Linked to:



## Can do

- When your child is unhappy, the sight of someone's face calms them.

## Try this

- When your child is distressed, bring your face into their line of vision and smile. See if there is a change in their behaviour - for example, becoming less unhappy, crying less, their movements become more relaxed.
- Children are different in what they find most comforting. Find out what is best for your child.

Date:

Notes:

Emerging:

Developing:

Achieved:



PSE 10

# Makes eye contact with you

Early Support

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Key Indicator



## Linked to:



## Can do

- When you look at your child, they look back at you and hold your gaze. They may only do this fleetingly before looking away.
- Children with limited sight may try to hold your attention in other ways, such as touching your face, lips or throat.

## Try this

- Face your child at a distance of about 30-40 cm (12-20 inches). Smile to encourage your child to look at your face. See if they can hold your gaze (smile!), and how long for.
- Wear heavy framed glasses, eye make-up or lipstick (if appropriate!) to accentuate the contrast of your facial features.

Date:

Notes:

Emerging:

Developing:

Achieved:



PSE 11

# Smiles at people

**Early Support**

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Linked to:



## Can do

- When they are with people, your child smiles at them.
- Smiling is more than just a response; it shows a degree of thought and understanding.

## Try this

- Try different things to make your child smile - for example, smiling at them, gentle stroking, small surprises like in peek-a-boo, showing them toys.
- Notice when your child smiles at other things as well and try and use these objects/do these actions more often.

Date:

Notes:

Emerging:

Developing:

Achieved:



PSE 12

# Enjoys 'snuggling in' to you

**Early Support**

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Linked to:



## Can do

- When you hold them, your child 'snuggles in' and fits themselves to your body.
- They gain physical and emotional comfort from this.
- Some children may need to bring their limbs into a ball when doing this for safety and comfort.

## Try this

- Try different positions - for example, on your lap, held against your chest, held to your shoulder.
- Children are different in what they find most comforting. Find out what is best for your child.

Date:

Notes:

Emerging:

Developing:

Achieved:



PSE 13

# Starts an interaction with you

Early Support

for children, young people and families

Linked to:



## Can do

- When you are together, your child starts interacting with you in some way - for example, they may make noises or reach out to you.

## Try this

- Try to notice what sounds or movements your child uses to start an interaction, and whether they are always the same. This will help you know in the future when they are trying to engage with you.
- Respond to your child to let them know their attempt has been successful by copying their sounds or touching the part of their body they move.

Date:

Notes:

Emerging:

Developing:

Achieved:



PSE 14

# Recognises and is most responsive to you

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Key Indicator



Linked to:



## Can do

- Your child shows signs of recognising you - for example, turning to you more often than to others if there are several people around, or responding to your voice more than to other people's voices.
- Your child may 'greet' you in some way when you return after having been out of the room or otherwise away from them.
- They may seem excited to be around with you and their arm and leg movements may increase.

## Try this

- Try talking when there are other people around and see if your child pays more attention to your voice when you speak.
- If your child has their attention on someone else, see if they turn to your voice.
- Children may show these types of reactions to their main carer and also to other people who spend a lot of time with them.

Date:

Notes:

Emerging:

Developing:

Achieved:



PSE 15

# Calms when rocked

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Linked to:



## Can do

- Rocking your child to and fro calms them down if they are upset.

## Try this

- Try different sorts of rocking to see what your child likes best. Some children like to be rocked up and down, rather than from side to side. Some children like vigorous rocking, others like it to be gentler.
- Children are different in what they find most comforting. Find out what is best for your child.

Date:

Notes:

Emerging:

Developing:

Achieved:



PSE 16

# Holds eye-contact during interactions

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Linked to:



## Can do

- Your child holds your gaze when you are paying attention to each other.
- Holding eye-contact is important for your child to learn about relating to others.
- Children with limited sight may try to hold your attention in other ways, such as touching your face, lips or throat.

## Try this

- Try holding eye-contact in different situations - for example when you are talking to them, when you are singing a song to them, when there are few other distractions, when you are smiling. Your child may respond more in some situations compared to others.

Date:

Notes:

Emerging:

Developing:

Achieved:





PSE 17

# Explores adult's face

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## Linked to:



## Can do

- Your child touches, pats, strokes or rests their fingers against different parts of your face.
- They may touch randomly or explore systematically.
- They may look intently while exploring, or alternatively shut their eyes or look away.
- Many children explore faces before they explore objects.

## Try this

- Make eye contact with your child if possible and copy their facial expressions.
- Take time to let your child explore. If you need to move their hand - for example, because they are poking your eye - do so calmly and quietly, so that they don't get frightened or excited.
- Talk, sing or make sounds to your child, making exaggerated mouth movements. If your child is interested in you making sounds, try gently placing their hand, or foot, on your throat so that they can feel the vibration.
- If your child makes sounds while they are feeling your face, copy their sounds back to them.
- Name the parts of your face they're exploring.

Date:

Notes:

Emerging:

Developing:

Achieved:



PSE 18

# Shows emotional responses to other people's emotions

Early Support

for children, young people and families

Key Indicator



Linked to:



## Can do

- Your child may laugh when someone else laughs or get upset if someone else is unhappy or crying.

## Try this

- If your child is sad, try talking first in a concerned voice and then in a happy voice. This shows that you understand their feelings and would like them to be happy.
- Talk with your child about how you are feeling and how they are feeling, sharing your laughter, smiles and comfort - for example "That's better, mummy's a bit tired today".
- Watch carefully what happens when others are around them - for example, when another child cries or is laughing, comment on this "Poor Louis, he fell over".

Date:

Notes:

Emerging:

Developing:

Achieved:



PSE 19

# Laughs and gurgles

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for children, young people and families

Linked to:



## Can do

- Your child responds with pleasure by laughing and gurgling - for example, to games or little 'surprises', such as Peek-a-Boo.

## Try this

- Try singing songs and nursery rhymes, with interesting rhythms that you can exaggerate, like 'Pop goes the weasel'.
- Try finger and toe games like 'This little piggy'.
- Gentle tickling can be enjoyable, but some children find it over-stimulating and it upsets them.

Date:

Notes:

Emerging:

Developing:

Achieved:



PSE 20

# Likes cuddles and being held

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## Linked to:



## Can do

- Your child may respond to being held in a number of different ways - for example, by calming, smiling, gazing at your face or stroking your skin.

## Try this

- Try different ways of holding your child - for example, loosely on your lap, or closely with your arms wrapped round them. See which they respond to the most. They may also respond to these different positions in different ways.

**Date:**

**Notes:**

**Emerging:**

**Developing:**

**Achieved:**



PSE 21

# Shows pleasure at return of familiar carer

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## Linked to:



## Can do

- When you return, your child may show their pleasure in different ways - for example, smiling, looking at you for a sustained period of time, attempting physical contact or vocalising.

## Try this

- When you return, make sure your child knows you are back. Say their name or "Mummy's back!", go closer to them or pat them gently and give them a chance to respond.
- React to their response - for example, if they reach out to you, then give them a cuddle.

**Date:**

**Notes:**

**Emerging:**

**Developing:**

**Achieved:**



PSE 22

# Orientates towards people

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## Linked to:



## Can do

- Your child may look to where a voice is coming from, turn their head to look at people or quieten when a voice is heard.

## Try this

- If they don't know a person is present, let them know by attracting their attention, telling them or pointing.
- Try seeing if your child reacts to the sounds that people make, not just their voices, but other things as well, like clattering pans, stirring a mug with a metal spoon, squeaky shoes walking across the room.

**Date:**

**Notes:**

**Emerging:**

**Developing:**

**Achieved:**



PSE 23

# Takes turns in interaction

Early Support

for children, young people and families

## Linked to:



## Can do

- When you start to speak, your child quietens and pays attention to you. When you finish speaking, they get more active and vocalise.
- Your child may also do this when you are playing in a game.
- Early 'conversations' are very important to give your child a sense of relating to other people. They help to build an understanding of the meaning and feel of mutual communication.

## Try this

- You can support your child in developing this capacity by leaving pauses and gaps in your interaction, so that your child can respond.
- Wait until there is a gap in their behaviour to take your turn. Copy sounds or movements as closely as possible to show your child that you have heard them.
- You can do this in different types of interactions – for example, when talking to your child or playing a game.

Date:

Notes:

Emerging:

Developing:

Achieved:



PSE 24

# Uses voice or gesture to refuse

**Early Support**

for children, young people and families

Linked to:



## Can do

- Your child may refuse an object, food or action by pushing it away, shaking their head or crying.

## Try this

- Your child may use their own, subtle, way to refuse something. Try and watch out for ways they might be doing this – for example, pulling away, a particular vocalisation or gesture, closing their eyes.
- Show them that you have understood by stopping the action and comforting them if they seem distressed.

Date:

Notes:

Emerging:

Developing:

Achieved:





PSE 25

# Shows attachment to special people

Early Support

for children, young people and families

Key Indicator



Linked to:



## Can do

- Your child shows attachment to you or other special people.
- They may stay close to you, show affection or become distressed when they are separated from you.

## Try this

- Respond positively to your child's positive and negative emotions.
- Comfort your child when they are distressed or frightened so they know that you are there for them when they need you.
- Think and talk about what your child might be feeling.

Date:

Notes:

Emerging:

Developing:

Achieved:



PSE 26

# Anticipates being picked up

**Early Support**

for children, young people and families

## Linked to:



## Can do

- To get ready to be picked up, your child may lift their arms or make a slight adjustment in how they are lying. They may also seem excited.

## Try this

- Make sure your child knows you're about to pick them up. Tell them and/or touch them to let them know you're there. This means it isn't a shock to them and gives them time to get ready to be picked up.

**Date:**

**Notes:**

**Emerging:**

**Developing:**

**Achieved:**



PSE 27

# Reacts differently to different people

**Early Support**

for children, young people and families

Linked to:



## Can do

- Your child may show different reactions to children and to adults.
- They may be particularly interested in watching children do things or pay more attention when children talk to them.

## Try this

- If there are other children in your family, encourage them to spend time with your child.
- Other children don't always have to interact with your child, sometimes it can be enough for your child to watch others doing something interesting or to listen to their play.

Date:

Notes:

Emerging:

Developing:

Achieved:



PSE 28

# Responds to very familiar people

Early Support

for children, young people and families

Linked to:



## Can do

- Your child may relax and their breathing may become slower and calmer, or they may become excited, with tenser muscles and more movement.
- They may lean towards or snuggle into a very familiar person, smile, gaze intently at the person's face, reach and touch their mouth or throat or smell them.
- They may become upset or unsettled when the person moves away or leaves the room.

## Try this

- Use a favourite game, rhyme or touch as a personal greeting routine which you, and only you, use each time you greet your child.
- Find a cue that means you - for example long hair or a wedding ring - something that's part of you, or that you always wear. Encourage your child to touch this when you begin to interact, and say your name at the same time.
- Encourage other very familiar people to have their own different routines and cues, and to use them consistently.

Date:

Notes:

Emerging:

Developing:

Achieved:



PSE 29

# Is wary of strangers

Early Support

for children, young people and families

## Linked to:



## Can do

- Your child may look worried, quieten or even cry when they see and/or hear a stranger.
- They may get upset by someone with a beard or spectacles. This is common!
- Reactions like these show that your child can recognise familiar people and understands that they are reliable sources of comfort and support.

## Try this

- Try not to frighten your child by wearing an unfamiliar hat or scarf, or taking off and putting on spectacles. Children can be very sensitive to new things around your face.
- On the other hand if you do wear spectacles, and you do it sensitively, playing a game where you put them on and take them off again can be great fun and helps your child to learn that you are always you, even if you look a bit different sometimes.

Date:

Notes:

Emerging:

Developing:

Achieved:



PSE 30

# Follows your gaze or looks towards an object when you point at it

Early Support

for children, young people and families

Key Indicator

## Linked to:



## Can do

- Your child may follow with their gaze when an adult directs attention to an object by looking and pointing - for example, when an adult points to a dog and says "Look at the dog" and your child looks at the dog.
- If your child has limited vision, touch may attract their attention and be a way of sharing experiences – for example by exploring an object with an adult.
- This is a very significant step in development. It is called 'joint' or 'shared' attention, and it is very important in the growth of communication skills.

## Try this

- Do lots of pointing and comment on things and events that your child can see, hear, smell or feel. Talk about what you're doing around the house and show your child what things are when you do everyday activities together. Make sure you do this when there are few other distractions so your child can concentrate on what you're trying to share with them.
- Use the 'guiding hands' approach – put your hand gently on your child's upper arm, elbow, lower arm or wrist to help guide them to a toy. You can then play with this together or you can keep a gentle touch on their elbow or arm to show that you are focusing on them and what they're doing.
- Try placing your hands and your child's on the object together and talking about it so that your child knows you are sharing the same experience.

Date:

Notes:

Emerging:

Developing:

Achieved:



PSE 31

# Draws your attention to an object or event

**Early Support**

for children, young people and families

## Linked to:



## Can do

- Your child tries to draw your attention to an object or event.
- For example, they may point or reach towards something or gaze at something. They may also touch you or make noises to attract your attention.
- They may have a specific vocalisation or gesture to draw attention to a particular object.
- This is an important achievement for a child. Understanding that it is possible to engage in a shared experience about something in the environment is one of the foundations of building relationships and communication.

## Try this

- Talk about what your child is doing and let them know you're paying attention to what they're doing. You can approach them, touch them lightly on the arm or sit closely.
- Watch and think about how your child shows you what they're interested in. Follow their lead and focus of attention. You can show them that you are doing so by looking or moving towards the object or event and talking about it.
- Encourage your child to show you the toy they're playing with. You may need to guide your child's hand so that they pass the toy to you. You might talk about it, look at it or play with it briefly before passing it back.
- You can develop this into a conversation about what your child is paying attention to.

**Date:**

**Notes:**

**Emerging:**

**Developing:**

**Achieved:**



PSE 32

# Calms themselves

Early Support

for children, young people and families

Linked to:



## Can do

- Your child can calm themselves - for example, by sucking on a thumb, finger, or corner of a blanket.
- This is an important first step to 'self-regulating' emotions.

## Try this

- A familiar blanket or soft toy, used as a comforter, can help a child's emotional development.

Date:

Notes:

Emerging:

Developing:

Achieved:





PSE 33

# Gets distressed and anxious if left somewhere without you

**Early Support**

for children, young people and families

## Linked to:



## Can do

- Your child can get upset if you disappear for a long period of time.
- They may appear restless or unsettled.

## Try this

- Sometimes you will have to leave your child. It's important that they know you will return. When you do come back, let them know by going up to them, talking to them and touching them gently.
- At first leaving your child with other familiar adults and/or for very short periods of time may seem less distressing for them. You can then build this up so they gradually get used to it.

**Date:**

**Notes:**

**Emerging:**

**Developing:**

**Achieved:**



PSE 34

# Uses another person to help achieve a goal

Early Support

for children, young people and families

Key Indicator



## Linked to:



## Can do

- Your child can successfully use someone else in order to achieve a goal - for example, getting an object that is out of reach or winding up a toy for them.
- They may communicate what they want by voice or gesture, or by taking your hands and making you do what they want to happen.

## Try this

- If you think your child might be trying to get you to help them, then look around and see if there is anything that is out of reach.
- Let your child know you are there to help by setting up more complicated toys for them without them asking first. Then when they do want to play with these toys, they will know that they can ask you for help.

Date:

Notes:

Emerging:

Developing:

Achieved:



PSE 35

# Looks for your reaction in an unfamiliar situation

Early Support

for children, young people and families

## Linked to:



## Can do

- They may look at you to see what your reaction is if something new and unfamiliar happens, or an unfamiliar person tries to play with them.
- Your child wants to learn about how they should respond using your reaction.

## Try this

- Your child may express this as uncertainty in voice or expression. When they do this, give verbal reassurance or a reassuring look so they know the situation is OK.
- If your child tends to go ahead and not check with you, then try to encourage them to wait and look at you while you give them a clear reaction.

Date:

Notes:

Emerging:

Developing:

Achieved:



PSE 36

# Explores new things but still 'checks in' with you

**Early Support**

for children, young people and families

## Linked to:



## Can do

- Your child shows interest in new places, things and events, but 'checks in' from time to time to see your reaction.

## Try this

- If your child does this, show a clear reaction, either pleasure or wariness, to show them how you feel about the object or action.
- Giving them encouragement will reassure them in their exploration.

**Date:**

**Notes:**

**Emerging:**

**Developing:**

**Achieved:**



PSE 37

# Is aware of other people's feelings

**Early Support**

for children, young people and families

## Linked to:



## Can do

- Your child shows appropriate reactions to other people's behaviours – for example, looks concerned if hears crying or looks excited if hears a familiar happy voice.

## Try this

- Reinforce their reactions to other people's feelings - for example, "Sam has just fallen over but don't worry, he'll be OK".
- Talk to your child about what's happening around them and saying how people might be feeling - "Ellie's got some new toys, she's really excited to play with them!"

**Date:**

**Notes:**

**Emerging:**

**Developing:**

**Achieved:**



PSE 38

# Reacts to an audience

Early Support

for children, young people and families

Linked to:



## Can do

- Your child reacts to an audience - for example, repeats any activity or action that is received positively by a smile, or that is laughed, clapped or cheered at.

## Try this

- Your child might respond differently to different types of reactions and/or from different people. Try different situations or different ways of praising them so you can find the most effective ways to encourage them in things that they are learning to do.
- Some children react best to gentle 'audience reaction'; for some children it can be a negative experience if people make a lot of noise and fuss when they do something.

Date:

Notes:

Emerging:

Developing:

Achieved:



PSE 39

# Plays give and take games

Early Support

for children, young people and families

## Linked to:



## Can do

- Your child may play by handing over an object to you and then waiting to receive it back. Initially children may find it hard to give back objects but they soon learn in these games that you will hand them back.
- They may play 'tugging games' where you each pretend to hold on to an object before releasing it. When feeding they may offer you food before taking it back.
- Exchanging things lays the foundation for sharing, for shared games and turn taking later.

## Try this

- Sometimes your child may simply drop an object and they want you to pick it up and hand it back. You can encourage this by giving them back objects they drop.
- Children will play these and other similar games endlessly and it can be very tiring for you but it is all part of their learning and their beginning to gain control over what happens.
- Children enjoy the to and fro. Try varying what you do and say so that the noises and talk also become part of the to and fro.
- Warn your child that their turn is coming to an end – for example, using a countdown "3,2,1, my turn". This can be a verbal cue to structure taking turns. Keep your turns short initially and gradually lengthen over time.

Date:

Notes:

Emerging:

Developing:

Achieved:



Com 1

# Cries to express needs

Early Support

for children, young people and families

Linked to:



## Can do

- Your child cries when they are uncomfortable for any reason - for example, hunger, needing a nappy change, pain.
- Sometimes you may be able to identify differences between cries with different causes, for example a 'hungry' cry from a 'pain' cry.

## Try this

- Approach slowly and give your child a chance to become aware of your presence - for example, from the warmth of your body next to them - before you touch them or pick them up.
- Let them know when you are moving away - for example say "Daddy's going now" with light pressure on their shoulder for a couple of seconds. Try to use the same signal every time you move away so your child is less likely to become confused and frightened.
- Take dressing, eating, changing and other activities slowly, so your child can become aware of what's happening.
- Develop routines for everyday activities to help your child understand what is happening and learn to anticipate what is next. As far as possible, carry out the activity in the same way and the same order each time.
- Make the differences between eating, comforting and dressing very clear, especially at the start of each activity, so that your child can begin to recognise your responses to their cries.
- Take special care to start and finish the activity in the same way each time, so that your child can begin to recognise that the activity is beginning and ending.

Date:

Notes:

Emerging:

Developing:

Achieved:





Com 2

# Pays attention to person talking

Early Support

for children, young people and families

Key Indicator



## Linked to:



## Can do

- When you or someone else speaks, your child pays attention to this.
- They may show this by looking intently at you, being very still, changing their breathing pattern, tilting their head to look at you, orientating towards you, smiling or quietening. Some children may also reach for your face and feel the vibrations as you speak.

## Try this

- Make your speech interesting for your child to listen to by repeating rhymes, talking in a sing-song voice, and changing the pace of your voice - for example slowing down your speech.
- You can put your hand on your child to let them know you're talking to them.
- Encourage your child to feel vibrations on your face as you speak.
- At first, try speaking when you are close to your child so you can be sure they can hear you. If they respond try moving further away. Remember to remove any distractions. When they turn their eyes or head to try and find you, praise them by saying "well done" or similar in a happy tone.
- If your child's vision is better in one area such as the top part of their visual field, let them use their best head position to look at you, and don't insist on looking straight on.
- Try this with other sounds, such as other people's voices or toys and see if your child's reaction is different.

Date:

Notes:

Emerging:

Developing:

Achieved:



Com 3

# Expresses enjoyment, hunger, tiredness, pain

Early Support

for children, young people and families

## Linked to:



## Can do

- Your child may have different cries or vocalisations which you can interpret - for example, cooing if they are enjoying an activity.
- They may often show specific behaviours at specific times - for example, rubbing their eyes when tired or opening and closing their mouth when hungry.

## Try this

- Confirm what you see your child doing such as touching your child's hand after they rub their eyes saying "I saw that you are rubbing your eyes".
- Reflect the meaning of your child's actions, for example saying "Oh, are you tired now?" in an appropriate tone of voice, before lying them down to rest.
- Watch for and respond appropriately to behaviours that your child uses when they like something and when they dislike or reject something. They may not be very consistent at first.

Date:

Notes:

Emerging:

Developing:

Achieved:



Com 4

# Shows 'like' consistently

Early Support

for children, young people and families

## Linked to:



## Can do

- Your child expresses 'like' consistently in ways you can recognise.
- They may use typical behaviours like smiling. They may use other behaviours as well or instead - for example, particular vocalisations, facial expressions, hand, foot or whole body movements. It can be easy to miss these responses because we're so used to looking at faces for responses.
- 'Like' behaviours may include: stilling, turning towards, reaching, gazing, smiling, grasping, keeping contact, mouthing, vocalising, changing breathing pattern & muscle tone, fussing when something stops.

## Try this

- Show that you have understood by saying "You like that!" in an excited tone.
- Copy your child's behaviour, or an easy-to-copy part of it. This may develop into a way for them to say 'I want'.

Date:

Notes:

Emerging:

Developing:

Achieved:



Com 5

# Shows 'dislike' consistently

Early Support

for children, young people and families

## Linked to:



## Can do

- Your child expresses 'dislike' consistently in ways you can recognise.
- They may use typical behaviours like frowning. They may use other behaviours as well or instead - for example, particular vocalisations, facial expressions, hand, foot or whole body movements. It's easy to miss these responses because we're so used to looking at faces for responses.
- 'Dislike' behaviours may include: pulling away, turning away, arching back, grimacing, closing eyes, withdrawing hands, bunching fists, dropping objects, pushing objects away, seeking adults, vocalising, changing breathing pattern and muscle tone.

## Try this

- Don't just offer your child things or experiences which you know or hope they will like. Give them the chance also to express that they don't like things.
- Show that you have understood by saying "You don't like that!" in a sad or disgusted tone.
- Copy your child's behaviour, or an easy-to-copy part of it. This may develop into a way for them to say 'I don't want'.
- Respect their wishes and don't keep offering something they've rejected, but watch that they don't automatically reject anything new.

Date:

Notes:

Emerging:

Developing:

Achieved:



Com 6

# Shows excitement at approaching familiar sounds

## Linked to:



### Can do

- Your child may recognise familiar sounds, such as the doorbell, vacuum cleaner or a favourite toy.
- They may show their excitement by moving, changing their breathing, vocalising or looking around more. They may also stop what they are doing or quieten to pay attention to the sound.
- They may know what the sound is from and show this by moving into position, opening their hands or orientating to play with their toy. They may also make individual gestures that reflect how the toy is played with.

### Try this

- Give your child a chance to hear the sound before the object comes into view.
- Talk to your child about the sound. Tell them what it is and what will happen next. If the sound is from a toy, then you could show them this and encourage them to feel it.
- Use sounds in areas that resonate to encourage your child to localise familiar sounds – for example, floors that have resonance. You can also use specialist equipment such as 'resonance boards' (boards which vibrate to sounds and movements) or 'little rooms' (a box that is laid over a child and has objects hanging from it).

Date:

Notes:

Emerging:

Developing:

Achieved:



Com 7

# Responds to interaction

Early Support

for children, young people and families

Key Indicator



## Linked to:



## Can do

- Your child responds when you talk, sing or play with them.
- They may look towards you, snuggle in, lean towards you, shift position, change their facial expression, move their body or try to touch you.

## Try this

- Try copying your child's responses. Check that they can tell you are doing so - for example, if your child can't hear well, use exaggerated mouth movements when you imitate their sounds so that they see your actions.
- Build 'conversations' with your child by sharing favourite activities with them - for example, massage or play with a favourite blanket. Leave pauses in the game to give your child a chance to respond.
- If your child stiffens or pulls away from interaction, check that they are rested and comfortable. Try keeping the surroundings calm and quiet when you interact, and let your child know you are approaching to give them time to get used to your presence.
- Develop routines for everyday activities, especially for care activities that happen frequently. As far as possible, carry out the activity in the same way and the same order each time.
- Take special care to start and finish the activity in the same way each time, so that your child can begin to recognise that the activity is beginning and ending.

Date:

Notes:

Emerging:

Developing:

Achieved:



Com 8

# Enjoys listening to nursery rhymes

**Early Support**

for children, young people and families

## Linked to:



## Can do

- Your child enjoys listening to nursery rhymes and may vocalise or move more.
- They may even attempt to vocalise or move along with the rhythm.
- They may use an action from the song to show that they want you to sing it again - for example moving forwards in 'row, row, row your boat'.

## Try this

- Sit with your child on your lap whilst you sing so your child can feel the song through your body. Introduce actions that move the whole body (up, forwards, leaning back).
- Repeat the nursery rhymes with the same tone of voice and actions each time so your child can get used to it.
- Try different nursery rhymes with different movements so that your child experiences different body movements with different songs. Your child may have favourites!

**Date:**

**Notes:**

**Emerging:**

**Developing:**

**Achieved:**



Com 9

# Responds to changes in tone of voice

Early Support

for children, young people and families

Linked to:



## Can do

- Your child notices changes in your voice and may respond by changes in their behaviour, movement or voice - for example, they may stop what they are doing.

## Try this

- Try making the differences in the tone of your voice - for example, excited, surprised, puzzled - very different and exaggerated.
- You can also make the appropriate facial expressions and gestures.
- Use the tones in appropriate contexts so your child begins to learn what they mean.

Date:

Notes:

Emerging:

Developing:

Achieved:





Com 10

# Reacts in response to activity stopping

**Early Support**

for children, young people and families

Linked to:



## Can do

- Your child vocalises or moves when you stop an activity such as singing or rocking.
- They may copy part of the sound or movement that has gone before.
- There may be a delay before they respond or they may make a very small or fleeting sound or movement.
- They may use an action from the song to show that they want you to sing it again – for example, moving forwards in 'row, row, row your boat'.

## Try this

- Build pauses into singing or rocking games. You may need to wait for what feels like a long time before your child responds.
- Try games with built-in anticipation, such as 'Round and round the garden'.
- Confirm what you see your child doing such as touching your child's chest after they lean forwards confirming "I saw you moving, shall we do that again?"

Date:

Notes:

Emerging:

Developing:

Achieved:



Com 11

# Shows enjoyment of a game

**Early Support**

for children, young people and families

## Linked to:



## Can do

- Your child may smile or laugh, or they may show enjoyment in other ways - for example by wriggling their fingers.
- During a pause in the game they may react, perhaps by widening their eyes, moving their arms, taking your hands or vocalising.
- Some children, especially those with limited sight, may use their hands or feet to show happiness, rather than their faces.

## Try this

- Try building anticipation - for example, pausing before you tickle, using consistent words like "I'm gonna get you!" and intonation.
- Try slightly changing a game your child enjoys - for example, using a feather duster to tickle them.
- Start a game with your child - for example, playing with a toy together, making sounds, or an action song - then pause and wait for your child to respond. It may take quite a long time. Try this in a range of different games.

**Date:**

**Notes:**

**Emerging:**

**Developing:**

**Achieved:**



Com 12

# 'Replies' when talked to

Early Support

for children, young people and families

Key Indicator



## Linked to:



## Can do

- When spoken to, your child responds. They may vocalise, move their arms or legs, still, change their breathing, orientate towards you or calm if distressed.

## Try this

- Try this with a very familiar adult and a smiling face first.
- Use a lively sing-song voice to make your speech sound interesting and child-friendly.
- Leave pauses in speech to give your child time to act. There may be a delay before they respond.

Date:

Notes:

Emerging:

Developing:

Achieved:



Com 13

# Shows they want a toy or object

**Early Support**

for children, young people and families

## Linked to:



## Can do

- Your child shows you that they want a particular toy or object. They may become more alert and excited, they may try to reach towards the object, gaze at it or vocalise.
- The object may need to be very close to your child or touching them for them to act.

## Try this

- Don't immediately give your child things you know they will like and want. Give them the chance to ask for them, but don't let them get frustrated.
- Try offering two objects, one which your child likes more than the other, and see whether your child expresses a preference or makes a choice.

**Date:**

**Notes:**

**Emerging:**

**Developing:**

**Achieved:**



Com 14

# Shows they want to continue a game or other activity

Early Support

for children, young people and families

## Linked to:



## Can do

- Your child can show you they want 'more' of a game or other activity. They may smile, lift their arms, make a gesture, lean forwards or vocalise.
- They may become still rather than becoming more active.
- They may use different signals in different activities, often repeating a part of the movement used, like a bounce for 'This is the way the farmer rides', or opening their mouth for another spoonful of food.

## Try this

- Pause during games and other activities, and wait for your child to request 'more'. There may be a delay before they respond.
- When your child signals, say "Do you want more?" and respond.
- Watch out for signals which mean 'no more' or 'finish' – for example, stiffening, turning away or pushing you away.
- Try using signals for 'more', 'stop' and 'finish'. These could be spoken words with a very expressive tone, hand movements you make against your child's body, or something else. It depends what your child responds to best.
- Don't expect your child to copy these signals yet - they are a way for you to give information to your child about what is happening.

Date:

Notes:

Emerging:

Developing:

Achieved:



Com 15

# Shows what they want by getting in the right position

**Early Support**

for children, young people and families

## Linked to:



## Can do

- Your child moves into a particular position ready for when something usually happens, or when they want it to happen again.
- For example, they may lay back or lift their bottom when changing to go swimming or lifting their head to look towards a favoured toy.

## Try this

- Try joining in with your child's choice of activity – for example, getting to the same height and sharing in looking at the favoured toy.
- Try asking your child what they want and encouraging them to show you rather than immediately doing what you know they want - this helps them to understand that communication involves two people together.

**Date:**

**Notes:**

**Emerging:**

**Developing:**

**Achieved:**



Com 16

# Shows what they want by using an individual action or gesture

**Early Support**

for children, young people and families

Linked to:



## Can do

- Your child uses a particular hand, body or foot action that you recognise as being part of an activity that your child enjoys.
- For example, your child may enjoy playing peek-a-boo under a book, and their hand gesture looks like rubbing back and forth on their forehead as that is how they experience the game.

## Try this

- Confirm what you see your child doing such as touching your child's forehead after they rub their hand back and forth.
- Try joining in with your child's choice of activity – for example, getting to the same height and sharing in playing peek-a-boo with the book or other favoured toy.
- Try asking your child what they want and encouraging them to show you - for example, by opening the book - rather than immediately doing what you know they want - this helps them to understand that communication involves two people together.

Date:

Notes:

Emerging:

Developing:

Achieved:



Com 17

# Uses vocalisation/gestures/movement to attract attention

**Early Support**

for children, young people and families

## Linked to:



## Can do

- Your child tries to attract your attention through vocalising, increasing body movements, or moving arms and legs as if reaching towards you.

## Try this

- Respond by saying/ signing what you think your child may be trying to communicate, for example "Oh so you're shouting at mummy are you?", "So what's the matter then, why all the bouncing around?" "Ok so I'm here, what did you want me to do?" "You want to come out?". This allows the child to see the impact of their vocalisation/ gestures and to understand that their communication is being responded to as meaningful.

**Date:**

**Notes:**

**Emerging:**

**Developing:**

**Achieved:**





Com 18

# Understands frequently used signs or words

Early Support

for children, young people and families

## Linked to:



## Can do

- Your child understands common simple signs or words especially when accompanied by gestures.
- For example, your child may briefly stop what they are doing in response to "No".

## Try this

- Try to use the same signs or words to refer to the same objects and things in the environment.
- While you're playing and exploring objects, use simple language to name things.
- Keep a record of the things that your child is able to understand or respond to.

Date:

Notes:

Emerging:

Developing:

Achieved:



Com 19

# Understands 'symbolic' sounds

Early Support

for children, young people and families

Linked to:



## Can do

- Your child enjoys listening to some 'symbolic' noises – for example, brmm, miaow, woof - and is beginning to associate them with the relevant toy, object or animal.

## Try this

- Share books and photos with your child, adding sounds to the pictures, animals and different voices – for example, "brmm brmm goes the car".
- Play with musical toys and other noise makers.
- Play anticipation games using both sound and activity. Peek a boo, tickling games and here it comes games all help make links between activities, objects, words and their meaning.

Date:

Notes:

Emerging:

Developing:

Achieved:



Com 20

# Uses simple sounds or gestures to mean a particular thing

Early Support

for children, young people and families

## Linked to:



## Can do

- Your child uses the same sound or gesture to mean or refer to a particular thing.
- These sounds and gestures may be very simple and not strongly resemble the 'adult' version of the word.
- Your child is beginning to understand that objects and actions have names.

## Try this

- Praise any word-like sounds and gestures. Confirm what you see your child doing by speaking, signing or touch.
- Think about what your child's experience is of something and how they might tell you about it using a gesture – it might not be the same way as you may experience something. For example, if you play peek-a-boo using a book, your child might use an action from this game to represent the word 'book'.
- Comment and extend this - for example, if your child refuses something through a vocalisation or gesture, then say "Don't you like that? Shall we get something different?"
- You can model the correct word too. So if your child uses a particular sound to refuse something, you could say "No" after they do so.

Date:

Notes:

Emerging:

Developing:

Achieved:



Com 21

# Babbles by repeating a series of the same sounds

Early Support

for children, young people and families

Key Indicator



Linked to:



## Can do

- Your child babbles by repeating the same simple sounds – for example, ba-ba-ba, ma-ma-ma.
- Children who use sign and gestures start to 'babble' on their hands using repetitive hand actions or gestures.

## Try this

- Your child needs quiet and noisy times by themselves so that they can discover their voice or hands.
- If they do this when you are close then reinforce it by saying "What a lovely noise/sign!!! Are you talking?"
- Copy your child's first attempts at sounds/signs but leave them plenty of space both to turn-take and to pay attention to their own communication and think about the noises, gestures or signs you have made.
- You can also try a different sound or sign to the one your child made and see if they'll copy that.

Date:

Notes:

Emerging:

Developing:

Achieved:



Com 22

# Uses a hearing aid

Early Support

for children, young people and families

## Linked to:



## Can do

- If your child wears a hearing aid their behaviour may change when the hearing aid is switched on. They may become more vocal or quieter.

## Try this

- When you put the hearing aid on, talk quietly or sing quietly perhaps using a favourite song, or play a game, "Where's that sound, where's that sound? There it is!" when you switch it on.
- Be aware of whether your child appears to want noise or quiet immediately after turning on the hearing aids. Children differ about this, but then adjust to the changed sensory input. Some like to make sounds into the aids for themselves for a while, others prefer to lie or play quietly.
- Some children benefit from using their hearing aids with tactile back-up, such as with 'resonance boards' (boards which vibrate to sounds and movements) or 'little rooms' (a box that is laid over a child and has objects hanging from it).
- Talk to your child with confidence whatever their degree of hearing loss when they have their hearing aids in. Modern technology means they will be making sounds available for them and it is important that you ask your specialist teacher for ideas as to the sorts of sounds they can hear and should be making next.

Date:

Notes:

Emerging:

Developing:

Achieved:



Com 23

# Recognises own name

Early Support

for children, young people and families

## Linked to:



## Can do

- When their name is said or signed, your child responds by vocalising, signing, stilling, smiling, turning or looking up at the speaker.

## Try this

- To help children understand that their name refers to them, say your name (or mummy/daddy/granny etc) whilst pointing at yourself and your child's name whilst pointing at them.
- Say or sign your child's name in isolation and when there are few other distractions in the environment. If they respond, reinforce this and continue the interaction with them.
- You can progress this by seeing if your child will respond when their name is said or signed in a sentence and/or whether it will attract their attention even if they are involved in a different activity.

Date:

Notes:

Emerging:

Developing:

Achieved:



Com 24

# Recognises some family names

Early Support

for children, young people and families

## Linked to:



## Can do

- Your child recognises the spoken or signed names of family members - for example, mummy, daddy, names of siblings, granny.
- They may smile, look or turn towards the named person.

## Try this

- When you say or sign a family member's name – for example, 'Granny' - see if your child turns to look at Granny. You can also point at Granny or bring her closer to your child to show them who you are talking about. If they do respond, say "well done, it's Granny!"
- You can also reinforce and consolidate this learning using photographs of family members.

Date:

Notes:

Emerging:

Developing:

Achieved:



Com 25

# Shows they want a favourite game or activity

**Early Support**

for children, young people and families

Linked to:



## Can do

- Your child can show you they want a particular game or activity.
- They may use different signals for different activities. They may repeat a part of the movement used, like hiding their face behind their hands, saying boo for peek-a-boo or opening their mouth for another spoonful of food.

## Try this

- Watch out for signals you and your child have previously used when playing games.
- Ask them, “Do you want to play Peek-a-Boo?” and see if they use a particular action to respond.
- It is also important to allow your child to take the initiative and communicate spontaneously. You could try putting some of your child’s favourite things nearby – for example, a book to play peek-a-boo – and allow them time to show you what they’d like to play.

Date:

Notes:

Emerging:

Developing:

Achieved:





Com 26

# Shows what they want by going to the right place

**Early Support**

for children, young people and families

## Linked to:



## Can do

- Your child goes to the place where something usually happens when they want it to happen again.
- For example, they may go to the TV when they want it switched on or to the sink when they want a drink.

## Try this

- Try joining in with your child's choice of activity - for example, pouring yourself a drink as well as your child, and showing them that you have the same as them.
- Try asking your child what they want and encouraging them to show you - for example by pointing to the TV or pushing your hand towards it, rather than immediately doing what you know they want. This helps them to understand that communication involves two people together.

**Date:**

**Notes:**

**Emerging:**

**Developing:**

**Achieved:**



Com 27

# Shows what they want by helping you move towards it

**Early Support**

for children, young people and families

## Linked to:



## Can do

- Your child encourages you to move towards what they want. They may want a thing, such as food, or an action, such as the door being opened.
- For example, they may try to move you towards the fridge if they want something to eat.

## Try this

- Try drawing your child's attention to your own activities, perhaps using exaggerated movements or tones of voice. Ask if they want to come with you or share an item with you.
- Introduce a word, gesture or picture that means 'wait' for when you can't respond immediately. Begin by using this when you can respond straight away, and keep the wait to a couple of seconds. Gradually increase the time so that your child understands the difference between 'wait' and 'no'.

**Date:**

**Notes:**

**Emerging:**

**Developing:**

**Achieved:**



Com 28

# Shows what they want by bringing you an object

**Early Support**

for children, young people and families

## Linked to:



## Can do

- Your child brings you an object used during an activity when they want that activity to happen again.
- For example, they may bring you their coat when they want to go out or they may bring you a cup when they are thirsty.

## Try this

- Offer choices of activities using objects as well as speech and gesture.
- If your child is interested in photographs, try using photos of the objects alongside the objects themselves.
- Introduce a word, gesture or picture that means 'wait' for when you can't respond immediately. Begin by using this when you can respond straight away, and keep the wait to a couple of seconds. Gradually increase the time so that your child understands the difference between 'wait' and 'no'.

**Date:**

**Notes:**

**Emerging:**

**Developing:**

**Achieved:**



Com 29

# Babbles, using varied sounds

**Early Support**

for children, young people and families

Linked to:



## Can do

- Your child babbles using different sounds – for example, бага, maba.
- Children who use sign and gestures 'babble' on their hands and start to use more complex patterns and sequences of hand actions or gestures.

## Try this

- It's important to give your child 'quiet' time to discover and practise using their voice or hands.
- If they do this when you are close then reinforce it "What a lovely noise/sign!!! Are you talking?"
- You can copy and extend your child's varied babbling by combining sounds/signs they haven't yet tried together. Leave them time to 'reply' to you to encourage turn-taking.

Date:

Notes:

Emerging:

Developing:

Achieved:



Com 30

# Copies the speech of others, especially the vowels and 'ups and downs' (intonation)

Early Support

for children, young people and families

Linked to:



## Can do

- Your child sometimes tries to copy the things other people say or sign.
- Your child might sometimes sound like they are 'saying something' because their voice has similar 'ups and downs' (intonation) to the language you speak.

## Try this

- Copy your child's noises showing how much pleasure you get from them but sometimes making them into longer strings or 'words' – daddadadadada, bubububububu with lots of melody.
- If your child babbles, wait for them to pause and then babble back then continue to talk and sing in a melodic voice, varying the stress and rhythm. This heightens the child's awareness of some sounds and meanings and of course makes your voice and meaning much easier to attend to.

Date:

Notes:

Emerging:

Developing:

Achieved:



Com 31

# Points to objects and people

Early Support

for children, young people and families

Key Indicator



Linked to:



## Can do

- Your child points to objects and people, often using their index finger (the finger next to their thumb).

## Try this

- If your child points to a toy, they may be trying to tell you that they want it. Follow their direction and offer it to them.
- Your child may point to draw your attention to events. If they do this, you can comment and talk about what is happening – for example “Yes, that’s Jack. He’s just come home from school and he’s getting a drink’.
- You can say the names of the objects and people they point to to encourage language development.

Date:

Notes:

Emerging:

Developing:

Achieved:



Com 32

# Uses 'symbolic' sounds

Early Support

for children, young people and families

Linked to:



## Can do

- Your child uses sounds to represent an object or an animal.
- When playing they may use sounds as part of the game - for example "brum brum" when moving a toy car.
- When they meet an animal they may make its sound, for example "meow" for a cat.

## Try this

- Try using appropriate sounds yourself when you join in with your child's games. Try using a wider range of sounds than your child does - for example, you could make siren and bicycle bell noises as well as 'brum' when playing with vehicles.
- Use new sounds and encourage your child to copy them.
- Point out new opportunities for your child to use the sounds they know - for example, animals seen on TV or in books as well as in real life.

Date:

Notes:

Emerging:

Developing:

Achieved:



Com 33

# Understands simple sentences in context

Early Support

for children, young people and families

## Linked to:



## Can do

- Your child understands simple, short sentences or phrases in context.
- For example, when playing a game with a ball and it's rolled away out of view, they may look to find it when you say/sign "where's your ball?"

## Try this

- Try to use the same phrases to refer to the same objects, actions and routines.
- While you're playing and exploring objects, use simple language or signs to talk about what you're doing.
- Introduce lots of little phrases into your conversation as you share books such as "Oh dear, poor baby bear! Poor mummy!"
- Keep a record of the things that your child is able to understand or respond to.

Date:

Notes:

Emerging:

Developing:

Achieved:





Com 34

# Uses approximately five different words or signs

Early Support

for children, young people and families

Key Indicator



Linked to:



## Can do

- Your child can produce five different words or signs without prompting.
- Your child may communicate words using a communication board or book or a voice output communication aid (VOCA).

## Try this

- Your child may copy what you say to begin with. See if they can use these words by themselves too.
- If your child doesn't quite say or sign a word correctly, 'model' it for them, i.e. in the adult way. It's important for them not to feel like they've got something wrong though. For example if your child says "tat" for 'cat', say "Yes, look it's a cat!"
- You can make a list of all the different words your child can use.

Date:

Notes:

Emerging:

Developing:

Achieved:



Com 35

# Voice starts to have the tone and rhythm of the language spoken at home

**Early Support**

for children, young people and families

Linked to:



## Can do

- Your child's sounds and words will start to have same tone and rhythm (intonation) as yours and your family's.

## Try this

- Use the tone and rhythm of your voice clearly to express different emotions and for different purposes - for example, for questions.
- You can repeat what your child says and add in intonation. For example, if they say "ball" and you think they are trying to ask where it is, you could repeat 'ball' in a questioning tone.

Date:

Notes:

Emerging:

Developing:

Achieved:



Com 36

# Takes part in a 'conversation' with an adult

Early Support

for children, young people and families

Linked to:



## Can do

- Your child may imitate or join in conversations sometimes copying a new word or sign. These conversations may be very simple and basic but the key thing is that your child is turn-taking in communication.
- They can take turns so sometimes they are attending to you and sometimes they are talking, signing, using their communication board or book or their voice output communication aid (VOCA).

## Try this

- Children develop turn taking skills in many ways, so it's good to continue to play exchanging object games and games in which they can take the lead from you.
- Leave space in conversations for your child to contribute and listen to them attentively. This modelling is important as it teaches the child about being both the 'talker' and the responder in conversations. It also says to the child 'I am fascinated by what you say and do' and encourages them to have a go or keep going.

Date:

Notes:

Emerging:

Developing:

Achieved:



Com 37

# Enjoys repetition of a story or song and joins in

Early Support

for children, young people and families

## Linked to:



## Can do

- Your child enjoys hearing the same story or song over and over again. This may be part of the special relationship they have with you.
- They may attempt to join in with actions and/or vocalisations. They may also request it again and again or they may know it by heart and notice if you change any detail.

## Try this

- Build sounds and actions into songs and stories, and keep these the same each time. Choose sounds and actions that your child can already make, so that they are able to join in with you.
- Where possible, share a storybook with your child. You don't need to read the words, just talk through the pictures. Choose a book with flaps or textures, so that your child can join in, or add your own textures, for example, gluing some furry fabric onto the page where a dog is mentioned.
- Pause during the story or song and wait to see whether your child continues or prompts you to continue.

Date:

Notes:

Emerging:

Developing:

Achieved:



Physical 1

# Lies on back

### Linked to:



### Can do

- Your child will lie on their back on the floor or other surface. This may be for just a short time at first.
- They may move their arms and legs in a random way. These movements may be very slight.

### Try this

- Make interesting things happen - for example, blow on your child's face.
- Hang a balloon just above your child's face giving them time to respond to the movement it makes.
- Add streamers or bells to a balloon and try moving the balloon - for example, to one side then the other.
- Lie your child on different textured surfaces or fabrics – for example, a foil/space blanket, a fur rug, grass, a 'resonance board' (a board which vibrates to sounds and movements).

Date:

Notes:

Emerging:

Developing:

Achieved:



Physical 2

# Lies on tummy

**Early Support**

for children, young people and families

Linked to:



## Can do

- Your child will lie on their tummy on the floor or other surface. This may be for just a short time at first.
- They may move their arms and legs in a random way. These movements may be very slight.

## Try this

- Gently turn your child's head to one side and lie alongside with your head about 20cm (8 inches) away. Smile and say your child's name softly. Wait for a response then blow gently on their cheeks. If your child is happy, turn their head gently the other way and repeat.
- Lie your child on different textured surfaces or fabrics – for example, a foil/space blanket, a fur rug, grass, a 'resonance board' (a board which vibrates to sounds and movements).

Date:

Notes:

Emerging:

Developing:

Achieved:



Physical 3

# Responds when hands are touched

**Early Support**

for children, young people and families

## Linked to:



## Can do

- Your child grasps your finger when you place it in their palm.
- Children have a primitive instinct to grasp a finger placed in the palm of their hand. At this stage the grasp is instinctive but you can use it to communicate and play with your child.

## Try this

- You can use the grasp your child makes to play pull and push games:
- Give one finger to the palm of your child's hand and gently pull the hand towards you.
- Keeping your face close to your child, pull their hand towards your mouth and blow gently through their fingers.
- Let your child's arm relax, pushing your hand back towards their body or face.
- Use your finger to help your child to touch their own face.
- Repeat saying your name as the hand comes towards you and then your child's name as the hand returns to them.

**Date:**

**Notes:**

**Emerging:**

**Developing:**

**Achieved:**



Physical 4

# Moves arms and legs

Early Support

for children, young people and families

Key Indicator

Linked to:



## Can do

- Your child lies on the floor or other surfaces and moves their arms and legs with purpose.
- The movements may seem random at first or may be very slight. They may become more deliberate as your child becomes aware of what they can reach and touch.

## Try this

- Encourage your child by gently raising their arms to reach towards flashing or chiming toys or those that fall down safely such as soft blocks.
- Place objects near bare feet to explore.
- Try wrist or ankle bangles that make a noise to encourage more movement in arms and legs.
- Always give the child the object to feel after an attempt to reach and touch it.
- Lie your child on a foil/space blanket so that it makes sounds when they move.
- Make your child's mobile personal, by using favourite toys and objects to attract attention.

Date:

Notes:

Emerging:

Developing:

Achieved:





Physical 5

# Lifts head clear of ground

**Early Support**

for children, young people and families

## Linked to:



## Can do

- Your child lifts their head off the ground when lying on their stomach.
- This may be a very slight movement at first.

## Try this

- Make interesting things happen just above your child's head - for example, chiming toys - so your child wants to look towards them.
- Put a favourite noisy or flashing toy next to your child and slowly move it away to see if they will move their head to follow it.
- Lie the child on or near a mirror so they can see themselves.

**Date:**

**Notes:**

**Emerging:**

**Developing:**

**Achieved:**



Physical 6

# Looks steadily at things for short periods

**Early Support**

for children, young people and families

## Linked to:



## Can do

- Your child fixes their eyes on people or objects.
- This may be for short periods of time at first, which increase in length.

## Try this

- Hold different objects close to your child, about 15cm (6 inches) away from their face, and see if they focus on them.
- Move the object your child is looking at and see if they follow its movement.
- Hang fairy lights or fluorescent toys in a cardboard box (paint the inside black).
- Position a mirror near your child.
- Play peek-a-boo using soft fabrics and take turns covering your face, and then the child's face.

**Date:**

**Notes:**

**Emerging:**

**Developing:**

**Achieved:**



Physical 7

# Turns head to the side when placed on tummy

**Early Support**

for children, young people and families

Linked to:



## Can do

- When lying on their tummy, your child turns their head to the side.

## Try this

- Put a favourite, brightly coloured or noisy toy a little way from your child's ear and see if they move their head towards it.
- Use shakers or bells to attract attention to one side.
- Place a mirror on one side.
- Encourage them by smiling and saying their name.

Date:

Notes:

Emerging:

Developing:

Achieved:



Physical 8

# Opens mouth to eat and starts sucking when corner of mouth is touched

**Linked to:**



## Can do

- When their mouth is touched, your child opens their mouth and starts to suckle.
- Some children will quickly open their mouth and start sucking with the slightest touch on their lips. Some children may need more time.

## Try this

- Some children may need to feel something on their tongue before they start sucking. Use a soft spoon, soft toothbrush or your finger to massage the lips and inside the mouth.

**Date:**

**Notes:**

**Emerging:**

**Developing:**

**Achieved:**



Physical 9

# Explores hands and fingers

**Early Support**

for children, young people and families

Key Indicator 

## Linked to:



## Can do

- Your child is aware of their hands and fingers and plays with them.
- They may grasp their hands together, watch them or take them to their mouth.

## Try this

- Try a hand massage to help your child become aware of their hands, maybe after bathing when they are relaxed.
- Put sparkly gloves on their hands and shine a torch on them and play clapping games gently bringing your child's hands together.
- Try exploring different textures with both hands - for example, scented water, dough, sand, dry rice - but watch for signs that your child does not like a particular texture and be prepared to stop.
- Use 'hand under hand' so that your child feels in control and can withdraw their hand from under yours if they want to.

Date:

Notes:

Emerging:

Developing:

Achieved:



Physical 10

# Enjoys being rocked from side to side

**Early Support**

for children, young people and families

## Linked to:



## Can do

- Your child enjoys being rocked from one side to the other.
- Your child may put a hand down when they move to the side.

## Try this

- Sit on the floor with your child supported between your extended legs and gently rock together side to side singing 'seesaw' songs or rhymes.
- Gently take their hand to the floor as they lean to the side.
- Put their favourite music on to rock to or sing a song.

**Date:**

**Notes:**

**Emerging:**

**Developing:**

**Achieved:**



Physical 11

# Enjoys being lifted in space

**Early Support**

for children, young people and families

Linked to:



## Can do

- Your child enjoys being lifted up and down.
- If your child is light, you can do this yourself. If not, try using a swing or hoist.

## Try this

- When they are small, rock your child in your arms and dance with them or carry in a sling.
- Try rough and tumble play or use swings and roundabouts or try swinging your child gently in a blanket held by two adults to experience different movements through space.
- Introduce lifting in space as part of routine activities, such as getting in and out of the bath or bed.
- Remember that the feelings of being moved in space may stay longer with your child after the movement has actually stopped.
- Watch carefully for any signs of discomfort and gradually reduce the support to your child's head and neck if they are happy with this.

Date:

Notes:

Emerging:

Developing:

Achieved:



Physical 12

# Lies on different surfaces

**Early Support**

for children, young people and families

Linked to:



## Can do

- Your child is happy to lie on different surfaces on their back and tummy.
- Your child may explore the surfaces with hands or feet.

## Try this

- Try laying your child on their back or tummy on different surfaces - for example carpet, bed, quilt, foil/space blanket. Try outdoor surfaces too – for example, grass, sand, bark chips, wooden decking.
- Try different textured mats and blankets in different everyday routines but keep them consistent so that your child starts to recognize them and associate them with the activity - for example, a plastic mat for changing, a soft towel after a bath, or a textured mat for playing.
- Use this as a way of introducing your child to different environments around the house so that they begin to understand where they are and anticipate what may happen next.
- Watch for which surfaces they like or dislike and let them know you have noticed, saying “Oh you don’t like grass, do you?” and act on it by lifting them up, but try again another day.

Date:

Notes:

Emerging:

Developing:

Achieved:





Physical 13

# Kicks legs

Early Support

for children, young people and families

Linked to:



## Can do

- Your child moves their legs vigorously when lying on their back.
- The movement is more deliberate when your child kicks out.

## Try this

- You may need to support your child on the floor with towels rolled either side of their shoulders.
- Hold a bright, noisy or tickly toy above your child's bare legs and wait for them to kick.
- Play touch games raising the toy a little higher each time.
- Place your child with their legs under a 'baby gym' (a frame placed over a child with toys attached) or lay them on a 'resonance board' (a board which vibrates to sounds and movements).

Date:

Notes:

Emerging:

Developing:

Achieved:



Physical 14

# Rolls from side to back

Early Support

for children, young people and families

Linked to:



## Can do

- Your child wriggles and rolls from side to back.
- Your child may need lots of support for this at first to experience the sensation of rolling.

## Try this

- Try turning your child to their side by rolling them from their hips and supporting this position with your knee or a rolled towel.
- Raise the floor-side arm straight up alongside your child's head, cross the other arm over their body and roll your child slightly from the hip.
- Let the momentum take over.
- If your child is happy, encourage rolling from side to tummy.

Date:

Notes:

Emerging:

Developing:

Achieved:



Physical 15

# Wears glasses

Early Support

for children, young people and families

Linked to:



## Can do

- If your child has glasses they are more likely to respond to visual stimuli if they are wearing them. They may become more alert to stimuli at close distances and/or further away.

## Try this

- When you put the glasses on your child, keep your face close. Smile and make slightly exaggerated expressions. Try opening and closing your mouth and accompany this with soft sounds. Once your child is looking at you, try moving your face from side to side or up and down.
- Make a favourite toy available for your child when you put the glasses on.
- Be aware that glasses might be uncomfortable, so try to ensure that your child is in a comfortable position so that the glasses don't dig in!
- Ask your specialist teacher about the distance and direction from which to approach your child. Also ask about size, colour and patterns of objects that will be most stimulating.

Date:

Notes:

Emerging:

Developing:

Achieved:



Physical 16

# Focuses on, reaches for and grasps objects

**Early Support**

for children, young people and families

## Linked to:



## Can do

- Your child can find, reach for and grasp objects.
- This may be a gradual process, starting with focusing on the object, then reaching out for it and eventually successfully holding it.

## Try this

- Offer your child a favourite or new toy, something that will encourage them to focus, reach and grasp.
- Try toys of different shapes and textures to see if some are easier to hold and grasp than others.
- Start with objects that are very close to your child and gradually move them further away.
- Praise your child at the beginning stages - for example, when your child first begins to reach out even if they don't successfully grasp the object.

**Date:**

**Notes:**

**Emerging:**

**Developing:**

**Achieved:**



Physical 17

# Holds objects in either hand

Early Support

for children, young people and families

Linked to:



## Can do

- Your child holds small objects in either hand.
- Use objects that are palm sized and too big to swallow or choke on!

## Try this

- Offer a hand size toy to one hand - for example, a shaker or flashing rattle. As their hand opens, place the toy lightly in their hand and let their fingers curl over it. Encourage them to hold it firmly. Let your child hold the toy and offer one to the other hand. Follow the same routine with the other hand.
- Try touching your child's palms with objects with different textures. They may prefer some over others.

Date:

Notes:

Emerging:

Developing:

Achieved:



Physical 18

# Holds object with both hands

**Early Support**

for children, young people and families

Linked to:



## Can do

- Your child holds toys or objects in both hands together.
- Your child may explore toys by moving their hands and arms.

## Try this

- Use toys with irregular shapes that are easy to hold.
- Place your hands gently over your child's to hold and explore objects together.
- Try bringing their hands together on their cup or bottle when drinking as part of the daily routine.

Date:

Notes:

Emerging:

Developing:

Achieved:



Physical 19

# Holds head steady

**Early Support**

for children, young people and families

## Linked to:



## Can do

- Your child is able to control their head when supported in an upright position or they may do this when being moved from lying to sitting up.
- They can hold their head steady for several seconds and it doesn't flop forwards or backwards.

## Try this

- Gently and slowly draw your child to sitting. Wait for them to hold their head up. You may need to gently bring your child's head up with your hand on their forehead.
- Make this into a game to encourage them to repeat the action and celebrate their achievements. Do it regularly as part of daily routines - for example, getting out of bed, moving from one area to another.
- Hold your child upright and make eye contact, sing songs or rhymes, or blow on their face to make a game of standing with their head up.
- Support your child with your arms and hold a colourful or noisy toy at their eye-level. Your child may move their hands to hold the toy or bring their head towards it. If their head drops down, try lifting the toy to encourage them to lift their head again.
- Watch carefully to change position when they get tired.

**Date:**

**Notes:**

**Emerging:**

**Developing:**

**Achieved:**



Physical 20

# Turns head

Early Support

for children, young people and families

## Linked to:



## Can do

- Your child is able to turn their head or eyes.
- They may turn towards an interesting object. However, they may show interest in other ways first rather than turning, maybe by stilling, or moving their feet. They may also turn away rather than towards.

## Try this

- Hold a sound or light producing toy near your child's face, then slowly move it to one side; wait for your child to find it again.
- Gently blow on one of their ears then the other and watch for a turning response.
- Try this in different positions - for example, lying down or sitting supported - to see where they find it easier to turn their head.
- Do this in short bursts as part of your play with them.

Date:

Notes:

Emerging:

Developing:

Achieved:





Physical 21

# Lifts head and uses arms for support when lying on tummy

**Early Support**

for children, young people and families

Linked to:



## Can do

- Your child can lift their head when lying on their tummy.
- They may also be able to lift their chest and move their head from side to side. They may use their forearms for support.

## Try this

- Use a favourite sound or light-producing toy in front of your child's face to encourage them to lift their head.
- When they are comfortable and confident with this, encourage them to follow the toy from side to side.
- Try putting them in a 'little room' (a box that is laid over a child and has objects hanging from it) or under a 'baby gym' (a frame placed over a child with toys attached) on their tummy to encourage them to lift their head to look and reach for hanging objects.
- Gently stroke one side of their face then the other, encouraging them to turn to the touch.

Date:

Notes:

Emerging:

Developing:

Achieved:



Physical 22

# Raises arms

Early Support

for children, young people and families

## Linked to:



## Can do

- Your child puts their arms up - for example, they may do this to let you know that they want to be lifted.

## Try this

- Hold out your arms and clap or say "Do you want to come up?"
- Encourage your child to reach for you, or gently lift their arms up before picking them up.
- Watch to see where and when your child uses the action and reinforce this movement of the arms as a request to be picked up.
- Put bells on a wrist bracelet to encourage your child to move their arms.

Date:

Notes:

Emerging:

Developing:

Achieved:



Physical 23

# Plays with toes

**Early Support**

for children, young people and families

Linked to:



## Can do

- Your child reaches for and plays with their toes.
- They may do this when sitting up with support, or they may raise their head to look at their toes when lying on their side or back.

## Try this

- Start with a foot massage to tune them into their toes.
- Gently place their bare feet in textured materials or water and encourage them to reach down to explore what their feet are in. Watch for any signs of discomfort or dislike.
- Try ankle bracelets with bells on or different coloured socks to attract attention to their feet.
- Paint toe nails to attract attention to toes.

Date:

Notes:

Emerging:

Developing:

Achieved:



Physical 24

# Sits on lap

Early Support

for children, young people and families

## Linked to:



## Can do

- Your child sits on your lap with some support.
- In this position your child can hold toys in both hands.

## Try this

- When sitting together with your child on your lap, offer some support at their chest or hips.
- Encourage your child to reach to each side and to the front to get toys.
- Watch for movements that bring the toys together at the middle of their body.
- Gradually reduce the level of support you give as your child's strength and confidence grow.

Date:

Notes:

Emerging:

Developing:

Achieved:



Physical 25

# Sits on floor with support

Early Support

for children, young people and families

Linked to:



## Can do

- Your child sits on the floor with your support.
- Your child may sit on the floor with minimal support from your knees and/or hands before they are ready to sit on their own.
- You may be able to reduce the support, for a few seconds at a time.

## Try this

- Sit your child on the floor, kneeling behind and supporting their back with your knees.
- If you are not comfortable like this, try sitting with your child between your extended legs while you lean against a wall or sofa.
- Try to give minimal support with your hands at their hips while they are playing with toys on a stool or low table.
- Try withdrawing your hands, for a few seconds at a time, but support them if they wobble.

Date:

Notes:

Emerging:

Developing:

Achieved:



Physical 26

# Sits on floor with support cushions

**Early Support**

for children, young people and families

## Linked to:



## Can do

- Your child sits on the floor with support cushions.
- You may be able to reduce the support, for a few seconds at a time.

## Try this

- Place cushions to the back and sides, then sit facing your child.
- Help your child get into a wide based sitting position with knees apart and feet in the middle, then hold hands and sing, or share books or play with toys.
- In this wide sitting base, help your child to bring their hands down onto their knees for stability. Show interesting toys at face level so your child tries to keep sitting up.
- Then try placing cushions near to but not touching your child.

**Date:**

**Notes:**

**Emerging:**

**Developing:**

**Achieved:**



Physical 27

# Rolls from front to back

**Early Support**

for children, young people and families

Linked to:



## Can do

- Your child rolls over from their front to back.
- You may need to help your child at first to experience rolling. Always do this when they are alert and active.

## Try this

- Start by encouraging rolling from side to back to tune them in.
- When lying on their front, gently rock your child encouraging them to lift one shoulder.
- Have a friendly face on the other side calling them to roll over.
- Give gentle physical support to complete the roll.

Date:

Notes:

Emerging:

Developing:

Achieved:



Physical 28

# Takes weight through legs

**Early Support**

for children, young people and families

## Linked to:



## Can do

- Your child takes weight through their legs.
- They may bounce up and down when held in a standing position.

## Try this

- When small, play games and sing 'bouncy' songs such as 'Ride a cock horse' so that their feet come in contact with the ground and that they experience weight bearing.
- Hold their shoulders first, then elbows, then hands to support.
- When older, you can help them dance to their favourite music, holding hands for support.

**Date:**

**Notes:**

**Emerging:**

**Developing:**

**Achieved:**





Physical 29

# Picks up toys

Early Support

for children, young people and families

Key Indicator

## Linked to:



## Can do

- Your child starts to pick up toys. They may use a swiping movement of the arm to find them.

## Try this

- Try lots of toys that make a noise or use moving flashing toys to encourage your child to reach for them.
- Place toys around your child in different positions, near enough for your child to find them.
- Shake and move toys to gain attention. Wait to see if your child will try to pick them up.
- Reinforce attempts by giving the child the toy to hold.

Date:

Notes:

Emerging:

Developing:

Achieved:



Physical 30

# Explores objects with mouth

**Early Support**

for children, young people and families

Linked to:



## Can do

- Your child explores objects deliberately with their mouth. They will often pick up an object and hold it to their mouth.
- Mouthing is a good way for your child to find out about objects so try not to discourage it but make sure they do it safely!

## Try this

- Have lots of objects around that are small enough to hold and not too small to swallow!
- Observe which shapes and textures your child is particularly interested in and build on those.
- Try to introduce finger feeding at meal times with bite size pieces of food that your child likes.
- Have objects in the bath too for your child to mouth - for example sponges, flannels which feel different when wet.

Date:

Notes:

Emerging:

Developing:

Achieved:



Physical 31

# When lying on back, lifts legs and grasps feet

**Early Support**

for children, young people and families

Linked to:



## Can do

- When your child is lying on their back, they lift their legs up in the air and hold onto their feet.

## Try this

- Play with their feet, use different coloured socks or tie ankle bracelets with bells on to attract attention to their feet.
- Paint toe nails to attract attention to toes.

Date:

Notes:

Emerging:

Developing:

Achieved:



Physical 32

# Uses feet in grasping objects

**Early Support**

for children, young people and families

Linked to:



## Can do

- Your child uses their feet to grasp objects.
- When your child lies on their back, they may bring their feet up towards an object held in their hands.
- They may use their feet to find and explore new objects – some children prefer using their feet rather than their hands.

## Try this

- Lay your child on the floor with their shoes and socks off and lots of objects round their feet to explore.
- Try objects of different shapes, sizes and textures and see whether your child returns to particular objects more often.
- It can help to put objects into a large seed tray or similar container, so that they aren't accidentally kicked out of reach.

Date:

Notes:

Emerging:

Developing:

Achieved:



Physical 33

# Passes toys from one hand to another

**Early Support**

for children, young people and families

Linked to:



## Can do

- Your child passes an object from one hand to the other.
- They may do this naturally when playing with objects or you may need to encourage it.
- Some children may have a preference for using one hand first rather than the other.

## Try this

- Offer a hand size toy to their preferred hand. Encourage them to hold it firmly.
- Let the child hold the toy and then offer a second one to the same hand, either by showing it or touching the back of their hand with it to encourage them to put the first object down.
- Watch how your child takes it and whether they pass it to the other hand or discard the first toy.
- You may need to help your child to shake hands separately or bring their hands together before they try to pass from one hand to the other.
- Play clapping games to encourage children to bring their hands together.

Date:

Notes:

Emerging:

Developing:

Achieved:



Physical 34

# Sits with no support

**Early Support**

for children, young people and families

Linked to:



## Can do

- Your child sits alone without support.
- This may come gradually, just for a few moments at first.

## Try this

- Practice in different positions – for example, on the floor when playing or in a chair when eating.
- Watch your child carefully in case they tire and topple.
- Try outside too – for example, in the garden or park.

Date:

Notes:

Emerging:

Developing:

Achieved:



Physical 35

# Leans forward

Early Support

for children, young people and families

Key Indicator 

Linked to:



## Can do

- Your child can lean forward when sitting.
- They may lean forward to pick up small toys or objects.

## Try this

- Sit in front of your child and hold hands to play 'Row row row the boat', rocking back and forth.
- Put toys or food in front of your child and encourage them to reach for them.
- Encourage your child to bring their hands forward and explore toys.
- Give your child a shaker toy for each hand and hold another toy down near the child's knees for the child to bang.

Date:

Notes:

Emerging:

Developing:

Achieved:



Physical 36

# Moves around on the floor by wriggling

**Early Support**

for children, young people and families

## Linked to:



## Can do

- Your child moves about by wriggling on the floor.
- These may be small movements at first and your child may not get very far.

## Try this

- Your child may be particularly motivated to do this if there is a noisy or flashing toy they want out of reach.
- Praise them by clapping or smiling.
- Watch carefully to see where they go!
- Try your child on different textured surfaces – for example, rugs, grass, foil/space blanket.

**Date:**

**Notes:**

**Emerging:**

**Developing:**

**Achieved:**





Physical 37

# Moves from a sitting position to hands and knees

**Early Support**

for children, young people and families

Linked to:



## Can do

- Your child moves into a crawl position from sitting down.
- They may not actually be crawling yet but are moving towards this.

## Try this

- If you see your child trying to do this then you can support them. They may need some support at first to stay in this position.
- Watch them and see what they do when they are in the crawl position. They may attempt to crawl. They may also get tired and fall back down!

Date:

Notes:

Emerging:

Developing:

Achieved:



Physical 38

# Uses hands to explore

Early Support

for children, young people and families

Linked to:



## Can do

- Your child uses their hands to play with toys or objects.
- They may look at toys or listen to the sound they make, and they will use their mouth less to explore the toy.

## Try this

- Use a 'treasure basket' with real objects to encourage your child to explore – for example, a sponge, keys, an orange, ribbons, a wooden container.
- Try to encourage them to explore independently, knowing that you are there, by using objects that you know they like.
- Introduce 'cause and effect' toys that your child can work - for example with buttons to press, switches to bang, knobs to turn.
- Try to gradually build up the time that they are happily involved in the activity, both indoors and outside.

Date:

Notes:

Emerging:

Developing:

Achieved:



Physical 39

# Makes marks

Early Support

for children, young people and families

## Linked to:



## Can do

- Your child may notice that when they trail their finger through a substance, it looks different.
- They may start to deliberately do this by repeating the movement and looking carefully at the effect, using their hands and fingers to spread food about on their food tray and using dirty hands to make marks on other surfaces and looking at the effect.

## Try this

- You will obviously not want to have too many permanent marks on your walls and tables! Food in particular becomes a great plaything at this stage so try to give the child a little time in both exploring its textures and using their fingers to make marks in it.
- Similar activities might be to let the child trail their finger through the remains of a cake mixture, pop bubbles in the bath, or to use coloured bath crayons and paints.

Date:

Notes:

Emerging:

Developing:

Achieved:



Physical 40

# Moves around by crawling, shuffling or rolling

**Early Support**

for children, young people and families

## Linked to:



## Can do

- Your child moves about by crawling, bottom shuffling, or rolling continuously on the floor.
- Some children may adopt a unique crawling style and use their head as a 'fifth' point to help keep their balance.
- These may be small movements at first and your child may not get very far.

## Try this

- Your child may be particularly motivated to do this if there is a toy they want out of reach.
- You may need to support your child to get into the crawl position at first.
- Praise them by clapping or smiling.
- Watch carefully to see where they go!
- Try the child on different textured surfaces – for example, rugs, grass, foil/space blanket.

**Date:**

**Notes:**

**Emerging:**

**Developing:**

**Achieved:**



Physical 41

# Actively cooperates with nappy changing

**Early Support**

for children, young people and families

Key Indicator



Linked to:



## Can do

- Your child will co-operate when you change their nappy.
- They may lie still or hold their legs up.

## Try this

- Make nappy changing more enjoyable - for example, by singing songs, making silly faces or tickling them.
- Try to distract your child by having some toys nearby that they can play with.
- Hang something interesting over the changing mat so your child is more likely to stay lying on their back.

Date:

Notes:

Emerging:

Developing:

Achieved:



Physical 42

# Lets go of toys

**Early Support**

for children, young people and families

## Linked to:



## Can do

- Your child can let go of things.
- The instinct to grasp and hold palm sized objects helps your child to explore their world. Letting go is something that happens less easily.

## Try this

- Sometimes children need to wait for the stimulation of the feel of the toy in their hand to fade before releasing the toy becomes possible.
- You can let your child hold things in a shallow tray. When you want your child to release what they have been holding, you can pour warm water onto the hand and into the tray and, if needed, gently stroke the backs of their hands to relax their grip.
- If you are playing on the floor or at a table you can give the child a tin or plastic box to drop the toy into. Hold the child's hand over the box and say "ready, steady, drop!" If your child cannot let go, you can try stroking the back of their hand, waiting and then trying "ready, steady, drop!" again.

**Date:**

**Notes:**

**Emerging:**

**Developing:**

**Achieved:**



Physical 43

# Throws toys or objects

Early Support

for children, young people and families

## Linked to:



## Can do

- Your child throws toys or objects deliberately.
- This can be very difficult but it is an important stage of their development and understanding so try to be patient! Your child will probably carry on with this for a while so try to build it into more positive play experiences - for you and for them.

## Try this

- Observe which occasions your child may drop things - for example, their spoon at mealtimes or a toy when sitting in their chair. If this is because they would like to stop the activity, then do not offer the object again to show them you have understood their communication.
- Otherwise, try to make it into a game to help them understand that things that are 'gone' do not just disappear by attracting their attention to where it has dropped and helping them to hold it again.
- Let your child play in an enclosed space, such as a play pen, so that the object can be easily found again.
- Try to channel this into more positive games - for example, dropping wooden bricks into a metal container, or dropping objects in the water at bath time.

Date:

Notes:

Emerging:

Developing:

Achieved:



Physical 44

# Bangs objects together

**Early Support**

for children, young people and families

## Linked to:



## Can do

- Your child holds an object in each hand and brings them together in the middle.
- This is a way for your child to explore objects and what they do, and to play with them. They may look at the objects or listen for the sound they make when they bang together.

## Try this

- This may not be very co-ordinated at first and the two objects may not hit each other but this can be fun too. You can help guide your child's hands so the two objects meet.
- Try playing this in different places - for example the bath, the garden.
- Clap your hands to see if your child copies you. This encourages them to bring their hands together.

**Date:**

**Notes:**

**Emerging:**

**Developing:**

**Achieved:**





Physical 45

# Takes first few steps

Early Support

for children, young people and families

Key Indicator



## Linked to:



## Can do

- Your child is beginning to walk. Their first few steps may be uneven with their feet wide apart and arms raised for balance.

## Try this

- Support your child at first – you may need to hold one or both of their hands.
- Your child may start by holding onto the sofa or other furniture, and then gradually lets go.
- If you think your child is ready, support them on their feet and put something they want a little way away to encourage them to walk towards it.
- Be close by when your child first does this, they may fall!

Date:

Notes:

Emerging:

Developing:

Achieved:



Thinking 1

# Startled by sudden sounds

**Early Support**

for children, young people and families

## Linked to:



## Can do

- Your child may jump or move their arms or legs at sudden noises.
- Your child may react in a subtle way but still startle – for example, eyes widening, blinking, sharp intake of breath.

## Try this

- Whenever possible, let your child know that sudden noises are about to happen - for example, telling them and imitating a noise such as the vacuum cleaner or a car engine that is about to start.
- Soothe your child if they are startled. Cuddling and/or stroking them may help them feel more secure.
- Be aware of their sensitivities and avoid these, where feasible - for example, shopping at a less busy time of the day if possible. Sudden sounds from electronic toys or household equipment and other children crying are especially difficult for some children.

Date:

Notes:

Emerging:

Developing:

Achieved:



Thinking 2

# Startled by sudden actions or movements

**Early Support**

for children, young people and families

## Linked to:



## Can do

- Your child may jump or move their arms or legs if they are touched or picked up without warning.
- They may be particularly startled by things unexpectedly touching their hands or face.
- Your child may react in a subtle way but still startle – for example, eyes widening, blinking, sharp intake of breath.

## Try this

- Always let your child know when you are approaching. Come nearby and pause to let your child become aware of your presence and then use a simple signal such as blowing very gently on their neck. Always use this signal, even when you are in a hurry, or your child may become confused.
- Always let your child know when you are about to pick them up. Touch them gently by holding them around the stomach as you talk to them before you start to move or lift them.
- Soothe your child if they are startled. Cuddling and/or stroking them may help them feel more secure.

Date:

Notes:

Emerging:

Developing:

Achieved:



Thinking 3

# Reacts to sound

Early Support

for children, young people and families

## Linked to:



## Can do

- Your child reacts when a sound starts or stops. Some children respond to the vibrations that sounds cause, rather than to the sounds themselves.
- They may turn or lean towards the sound source or look towards it. Their breathing pattern may change, their eyes may widen or their muscles may tense. They may stop what they are doing and become still so that they can listen better. This reaction is common in children who can't see well.

## Try this

- Watch to see whether your child responds to all sounds or just to some. If the latter, are the sounds they respond to especially high or low pitched? Are the sounds familiar rather than unfamiliar? Are they special - for example, your voice? Are they liked or disliked?
- If your child doesn't react to your noises, try toy noises - for example, squeezing a rubber duck.
- Try making a game out of starting and stopping a favourite song or nursery rhyme. Treat any change in your child's behaviour when you stop as a signal to start again, saying "You want more?" then continuing to sing.
- A blown-up balloon will vibrate to sound. Some children enjoy having a balloon held against their arms, legs, hands or body.
- If your child finds some sounds upsetting - for example, the vacuum cleaner - always warn them before the sound begins by telling them or showing them and imitating the noise.
- Some children find 'white noise', like an un-tuned radio, soothing - for example, if they can't get to sleep.

Date:

Notes:

Emerging:

Developing:

Achieved:



Thinking 4

# Responds to different sensations or textures

**Early Support**

for children, young people and families

## Linked to:



## Can do

- Your child responds to different sensations or textures on their body.
- Your child may become still, or they may become more active, moving their arms or legs more. Their breathing pattern may change, their eyes may widen or their muscles may tense.

## Try this

- Try gentle massage, perhaps after a bath or before going to bed. Try stroking your child slowly, using your dry hand, baby oil, or a soft cloth or brush.
- Use different fabrics or textures for your child to lie, sit or play on.
- If your child finds certain textures or touches unpleasant, try others to see if they are more enjoyable. Firm touch and massage may be better than light stroking.

Date:

Notes:

Emerging:

Developing:

Achieved:



Thinking 5

# Feels different textures

Early Support

for children, young people and families

Linked to:



## Can do

- Your child begins to feel different surfaces or textures.
- Your child may move their whole hand across surfaces such as table tops or bedding.
- They may move their fingers across textures, perhaps gripping or plucking.
- They may use their feet rather than their hands. They may use arm or leg movements, or wriggle their body.

## Try this

- Let your child feel you in different clothes - for example, your dressing gown, cotton blouse, cord jacket.
- See whether you think they prefer particular qualities – for example firm items rather than soft, or smooth textures rather than furry.

Date:

Notes:

Emerging:

Developing:

Achieved:



Thinking 6

# Responds to dry substances

Early Support

for children, young people and families

Linked to:



## Can do

- Your child notices and responds when dry substances touch their skin.
- They may pause or still when first in contact with the substance. Look out for signs of like or dislike.
- They may dislike it when the substance is soft and needs brushing away - for example, icing sugar or sherbert.

## Try this

- Start with dry substances or textures that break quickly and easily on contact with the skin – for example, dry cornflakes. This means your child has maximum control over contact with the texture. You can work towards softer substances that may need brushing away like icing sugar, and then to wet substances like custard.
- Follow your child's lead - never force them to touch a substance they dislike. Offer the same textures again in the future though, as their tolerance and interests may change over time.

Date:

Notes:

Emerging:

Developing:

Achieved:



Thinking 7

# Responds to rhythm

Early Support

for children, young people and families

## Linked to:



## Can do

- Your child responds to rhythmic songs or movement.
- Their breathing pattern and muscle tension may change – for example, they may become calmer or more alert and excited.
- Their actions or breathing pattern may change when the rhythm changes.

## Try this

- Try adding actions to songs to reinforce the rhythm - for example, bouncing, rocking or tapping.
- Try a range of rhythmic activities - for example, drumming, massage, rocking their buggy.
- Try to decide whether your child responds differently to rhythmic movement, sounds, touch.
- Watch your child's actions for bursts of activity with pauses between – for example, patting the table, then pausing, then patting again. Try using the pauses to copy your child's behaviour, as a step towards turn-taking.
- Emphasise the rhythms that occur naturally during everyday activities - for example, stirring food round and round.

Date:

Notes:

Emerging:

Developing:

Achieved:





Thinking 8

# Shows interest in new experiences

Early Support

for children, young people and families

Key Indicator



Linked to:



## Can do

- When your child encounters something new, they may seem excited or they may spend some time exploring or looking at it.
- For example, this may be with a new toy, going somewhere new or seeing, hearing or touching something for the first time.

## Try this

- Try introducing your child to different types of new experiences to see how they respond to different senses - for example touch, sounds, movements.
- Do this slowly so your child has time to take in the new experience.
- If a routine is going to be changed, you may need to plan ahead and slowly alter it step-by-step.

Date:

Notes:

Emerging:

Developing:

Achieved:



Thinking 9

# Notices change as they move into different environments

**Early Support**

for children, young people and families

Linked to:



## Can do

- Your child reacts to changes in the light, noise, temperature, smell, wind or rain, or other features you come across as you move into different surroundings.
- Your child may show that they notice these changes by crying, stilling, changing the way they are sitting or lying or through making different noises or facial expressions.

## Try this

- Talk to your child about the things they are experiencing.
- You may have a song or rhyme to announce the thing they are going to experience. This is particularly useful if there is going to be a big change that may come as a shock - for example, having a bath.
- When they are small, you can carry your child in your arms or push your child in a buggy or chair to different areas in the house or garden.
- As you are about to go into a different room or come across a different item try to build anticipation for example "What's behind this door...?"
- When you move into a new environment - for example, the garden - wait a moment to give your child time to become aware of the change.
- As your child looks at, listens to, or feels items around the house or garden, name them.

Date:

Notes:

Emerging:

Developing:

Achieved:



Thinking 10

# Responds to messy or sticky substances

**Early Support**

for children, young people and families

Linked to:



## Can do

- Your child notices and responds when wet or sticky substances touch their skin.
- Your child may enjoy the sensation - for example, of bubbles against their skin.
- They may move more against the resistance of water or slightly sticky substances - for example, pulling their hand up from a sticky surface.
- They may pause or still when first in contact with the substance. Look out for signs of like or dislike.
- They may strongly dislike having wet or sticky hands or skin, and pull away from contact with wet or sticky substances.

## Try this

- Try different wet play and messy play experiences. Mixing cornflour or custard powder and water gives a sometimes-liquid, sometimes-solid substance.
- If your child's eating and drinking preferences allow, try using foods such as custard or yoghurt in a clean container, for them to play with and perhaps finger feed.
- Follow your child's lead - never force them to touch a substance they dislike. Offer the same textures again in the future though, as their tolerance and interests may change over time.

Date:

Notes:

Emerging:

Developing:

Achieved:



Thinking 11

# Responds to tactile feedback around them

**Early Support**

for children, young people and families

## Linked to:



## Can do

- Your child shows that they accept or reject different textures around them. This may be through a range of actions – for example, stilling, thinking, startling, smiling, grimacing, rolling (towards or away), reaching, pushing, rubbing or pinching surfaces or textures.
- Your child may use hands and fingers or feet and toes to explore these textures.
- Some children show more response in spaces that are enclosed, since these provide a clear boundary and predictability and increase feedback about the environment.

## Try this

- Try introducing different textures in natural settings. Your choice of soft furnishings may include a variety of soft, rough, long-pile, furry, smooth or ribbed textures.
- Many children like to have their own small space where they feel secure, but still have room to move around. Try using a corner of a room, with cushions or soft furniture making the other two 'walls' of the space, or try using a travel cot or playpen. The space needs to be appealing – for example, with soft or hard surfaces depending on which your child prefers.
- Try anchoring toys or other objects within this space – perhaps tying them to a particular point, so that your child can move them and play with them, but not lose them. You might use different textures to anchor different toys so your child knows which toy is which.
- Foil/space blankets give lots of feedback from even the smallest movement – try lying your child on one.

**Date:**

**Notes:**

**Emerging:**

**Developing:**

**Achieved:**



Thinking 12

# Responds to sound feedback around them

**Early Support**

for children, young people and families

## Linked to:



## Can do

- Your child is consistently more or less active in places which give lots of sound feedback.
- Your child may make more sounds in the bathroom or other echoing places.
- They may be quieter and more easily distressed by sounds which echo.
- Some children show more response in spaces that are enclosed, since these provide greater feedback and amplification of the sound as well as vibrations.

## Try this

- If your child enjoys sound in the bathroom, sing and play sound games there. Try copying your child's sounds back to them, and singing their favourite songs. Try songs with yodelling (The Lonely Goatherd) or animal sounds (Old MacDonald)!
- If your child doesn't like being in the bathroom, think about why they don't like it - is it the water, the echo, or something else? If sound is causing the problem, think whether you could reduce the echo in the room by adding more or thicker fabric - for example, a rug or curtains.
- If your child is consistently distressed by particular places that you need to go to, reassure and cuddle them before you enter the place - don't wait for them to become upset.
- 'Little rooms' or 'Be-Active boxes' (types of boxes with objects hanging from the ceiling and/or walls) can provide a great small space where your child can develop awareness of sound and listening skills. You can also place your child on a resonance board (a board which vibrates to sounds and movements) to provide vibration which can help with learning to locate sounds.

**Date:**

**Notes:**

**Emerging:**

**Developing:**

**Achieved:**



Thinking 13

# Finds objects placed on their body

Early Support

for children, young people and families

## Linked to:



## Can do

- Your child finds objects placed on their body.
- They may show that they are aware the object is there by stilling, widening their eyes, changing their breathing pattern or becoming more alert.
- They may reach a hand towards the object, or lean their head towards it, or they may move their body to make the object move.

## Try this

- Try using different objects – for example, your child's favourite toy, toys that make sounds or flash or objects of different weights.
- Try using an object that will be used in the next activity - for example, a bath toy or towel just before bathtime.
- Talk about what your child has found and show them the object if they need help with this.
- Try to give your child access to a range of textured objects – discovering objects can be more exciting if there is variety and not everything feels of plastic! Natural objects like large seed pods, shells, wooden toys, kitchen utensils and bowls all make great objects to search for.

Date:

Notes:

Emerging:

Developing:

Achieved:



Thinking 14

# Finds objects placed by their body

Early Support

for children, young people and families

Linked to:



## Can do

- Your child locates objects placed by their body.
- Your child may show that they are aware the object is there by stilling, widening their eyes, changing their breathing pattern or becoming more alert.
- They may take a little time to locate the object before they lean, turn or reach towards it.

## Try this

- Try using different objects – for example, your child's favourite toy or toys that make sounds or flash.
- Try using an object that will be used in the next activity - for example, a bath toy or towel just before bathtime.
- Encourage your child to reach out for the object, gently supporting their elbow if need be.
- Talk about what your child has found and show them the object if they need help with this and give it to them to feel.
- Try to give your child access to a range of textured objects – discovering objects can be more exciting if there is variety and not everything feels of plastic! Natural objects like large seed pods, shells, wooden toys, kitchen utensils and bowls all make great objects to search for.

Date:

Notes:

Emerging:

Developing:

Achieved:



Thinking 15

# Looks for objects nearby

Early Support

for children, young people and families

Linked to:



## Can do

- Your child looks for objects nearby.
- Your child may still while they locate the object. This may take a little time.
- They may look at or reach towards the object. They may need to look away before they can reach for it.
- If they are searching using touch, they may swipe with their arm to find the object.

## Try this

- Try different objects – for example, your child's favourite toys, or objects which flash or make sounds.
- Try using objects that make a noise to help your child find them. The toys need to keep making the noise until your child finds them!
- Play turn-taking games involving finding objects - for example, hiding a teddy bear.
- Practise finding objects in settings which give a lot of feedback - for example, finding a musical toy on a wooden tabletop.
- Reinforce every attempt by your child by giving them the object to hold.
- Try securing objects using different textured threads – for example, fur strips or ribbon - that secure objects in the same place but allow them to move when your child finds it.

Date:

Notes:

Emerging:

Developing:

Achieved:





Thinking 16

# Follows movement nearby

Early Support

for children, young people and families

## Linked to:



## Can do

- Your child follows the movement of a person or object nearby.
- They may follow the movement with their eyes or head.
- If they are following by listening rather than looking, they may turn their head or they may become still so that they can listen better. They may then turn once movement has finished or when the sound stops.
- They may pick up on air currents caused by movement – it is hard to be aware of these if you usually use sight and hearing.

## Try this

- Draw your child's attention to things moving side to side or up and down. Move toys or objects slowly. Try objects which make a noise as they move.
- Build movement into games and other activities - for example, pouring milk from higher than usual or playing 'aeroplanes' when feeding. Try to keep movements slow.
- Tell your child about everyday movements, for example "Look, Daddy's going to the cupboard".
- If your child has better vision on one side, always approach from this side - for example, bring their food towards them from this side so that they get full warning of its approach.

Date:

Notes:

Emerging:

Developing:

Achieved:



Thinking 17

# Repeats actions deliberately

Early Support

for children, young people and families

Key Indicator



Linked to:



## Can do

- Your child repeats actions that have an effect.
- When your child accidentally makes something happen by their movement, they repeat the action to get the same effect again - for example, they may kick or swipe at a mobile to make it move again.

## Try this

- Try encouraging actions - for example, shaking a rattle or pressing a switch to make a light flash. Do this together with your child until they can do it alone.
- Lay your child under a 'baby gym' (a frame placed over a child with toys attached) with different objects, just two or three at first. They can be textured, noisy or flashing. Hang them low enough to catch any random movements.

Date:

Notes:

Emerging:

Developing:

Achieved:



Thinking 18

# Shows interest in small objects

**Early Support**

for children, young people and families

Linked to:



## Can do

- Your child shows interest in small objects or detail.
- They may gaze at small beads in a rattle or other small items.
- They may use their fingers to explore raised patterns on an object.

## Try this

- Introduce books with clear images that have different parts to focus on.
- Try using toys with different, connected parts – for example, a set of plastic keys on a ring or a secure string of beads.
- Make up a 'treasure basket' of different household objects with moving parts for your child to explore. If your child does not see well, collect small objects that feel quite different from each other in texture, shape or size, and that your child can hold in their hand. Make sure small objects are used safely!

Date:

Notes:

Emerging:

Developing:

Achieved:



Thinking 19

# Reacts when things disappear from view

Early Support

for children, young people and families

## Linked to:



## Can do

- Your child notices and reacts when a face or object disappears suddenly from view.
- Their behaviour suddenly changes, showing that they have noticed the change.
- They may look surprised or startled.
- They may stop looking at where the face or object was and look around to see where the item has gone, or reach towards where it was last seen.

## Try this

- Play peek-a-boo, covering your face and then uncovering it again. When your child is confident with this game, encourage them to take turns with you in hiding.
- Try hiding a favourite object with a cloth and then reveal it again. Hide an object in a box and encourage your child to find it inside, or play with a jack-in-the-box. Develop these into turn-taking games.
- When your child accidentally drops a toy, ask "Where's it gone?" and share your child's surprise before you pick it up again.

Date:

Notes:

Emerging:

Developing:

Achieved:



Thinking 20

# Recognises everyday objects

**Early Support**

for children, young people and families

Linked to:



## Can do

- Your child recognises some objects that they use every day.
- Your child may vocalise as if to say 'I know that!' when they see or touch the object.
- They may show they know what the object is by how they react - for example, opening their mouth when they see their spoon.
- They may use the object appropriately - for example, they may hold a cup and bring it to their mouth.

## Try this

- Give your child a chance to see and handle the objects used in daily activities before the activity begins.
- At first only give them the main object - for example, their spoon before a meal. Gradually extend this by offering more of the objects used - for example, their bib and plate.
- Try drawing your child's attention to objects linked to specific places - for example, the front door knocker when you are coming home from a trip or the potted plant in the doctor's waiting room if you go there frequently.

Date:

Notes:

Emerging:

Developing:

Achieved:



Thinking 21

# Joins in familiar activities

Early Support

for children, young people and families

## Linked to:



## Can do

- Your child starts to repeat actions or deliberately 'play' in a familiar activity.
- For example, taking up your lead at bath time and popping bubbles after they have seen you do it, banging a spoon or their bottle against their chair to repeat a noise, kicking their covers or kicking in the bath and watching and feeling the impact.

## Try this

- Once children have got used to routines they find them pleasurable and soothing but it is important they also develop some flexibility within them. Occasionally change an activity slightly - for example, splashing the water playfully as you bathe your child and commenting on the bubbles and helping your child to pop them. Give your child time to act and comment on what is happening.
- Try to leave room for play in any activity and share your excitement about something new with your child.

Date:

Notes:

Emerging:

Developing:

Achieved:



Thinking 22

# Responds to changes across a room

Early Support

for children, young people and families

## Linked to:



## Can do

- Your child responds to sights, sounds or movement across a room - for example, an approaching voice or footsteps.
- They may be briefly aware that there is a change.
- They may become still, alert or excited. They may attend to and focus on the sight, sound or movement. They may turn their eyes or head towards the source.

## Try this

- Try to avoid changes startling your child by warning and reassuring them when possible.
- The most interesting change possible for your child is when you approach them! Talk as you move towards them, and approach slowly, pausing if necessary so that they have time to anticipate.
- Tell and show your child what's causing the difference. Try not to ignore events that you know are irrelevant, like someone coming into the room. Your child won't yet know what can be ignored and what can't.
- You could hang a chime on or near the door of a room so that your child is aware of the door opening and closing and people coming and going in a room.
- Give them opportunities to control movement, sights and sounds a short distance away - for example, fastening the string of a nearby mobile to their wrist or ankle for a short period of time.

Date:

Notes:

Emerging:

Developing:

Achieved:



Thinking 23

# Shows preferences

**Early Support**

for children, young people and families

Linked to:



## Can do

- Your child shows preferences - for example, foods, tunes, toys, colours, textures, sounds.
- They may reach, turn towards, gaze or smile at the item they prefer.
- They may consistently move or smile more when one song is played than when another one is, or when one food rather than another is tasted.

## Try this

- Offer your child two things, perhaps toys, at a time. Make sure they are aware of both choices and watch for a sign they may prefer one over the other. At first, offer one choice you know they like with one they don't like as much.
- Give your child plenty of time to respond. Tell them what you think they are saying, for example "Oh, you like the carrots!"
- You can do this with the actual objects and also with pictures or symbols - for example, on a communication board or book (a sheet or book of symbols that can be pointed to in order to communicate).
- It's important to remember that children may find it easier to show preferences in some situations compared to others and with some categories of objects compared to others.

Date:

Notes:

Emerging:

Developing:

Achieved:





Thinking 24

# Is aware of change in routine

**Early Support**

for children, young people and families

## Linked to:



## Can do

- Your child responds when a very familiar routine is changed or stopped partway through.
- They may become still and alert.
- Their breathing pattern or facial expression may change, they may vocalise or they may move their arms, legs or whole body.
- They may look or turn towards where the next step of the routine should happen.

## Try this

- Try pausing during a familiar routine. See whether your child responds in the same way each time. Tell them what you think they are saying - for example "Do you think I should bring your drink now?"
- Continue with the familiar routine as soon as your child shows awareness, so that they don't become anxious.
- Try changing routines - for example, playing with a sponge as well as a flannel in the bath. If your child protests, take the new item away and try it again another time. If your child doesn't respond, comment on the new item or present it again.

Date:

Notes:

Emerging:

Developing:

Achieved:



Thinking 25

# Anticipates familiar routines

Early Support

for children, young people and families

Key Indicator



## Linked to:



## Can do

- Your child shows anticipation of familiar routines, for example mealtimes, bathtime.
- They may get excited when they see their spoon or hear it tapped on a dish, hear the microwave ping or smell food.
- They may react at certain points during an activity, rather than at the beginning - for example, opening their mouth ready for the next spoonful of food.
- They may show different responses for different activities - for example, sucking or licking their lips when they anticipate dinner time, moving their hands up and down for splashing in the bath.
- They may cry or wriggle if it is an activity they don't enjoy.
- Learning about daily routines is not only good learning in itself, but it also reinforces the idea that the world is a predictable place.

## Try this

- Give information about what will happen next, using as many senses as possible - for example, let your child feel their towel, listen to the bath running, see the bubbles and play with their rubber duck.
- Talk to your child about what will happen. Use sounds, such as "splash, splash!" and gestures to help your child understand.
- Make clear sounds of preparing food where your child can see you and watch for a response, such as sucking or licking lips.
- Try pausing at key points during routines and ask "What do we do next?"
- Tell your child what you think they are saying - for example, if they look towards the cupboard, say "We need the bowl? You're right!" You can gradually extend this - for example, fetch the bowl then ask your child what you need to do with it.
- Stay within parts of the routine your child knows well and can predict, so that they always succeed.

Date:

Notes:

Emerging:

Developing:

Achieved:



Thinking 26

# Is aware of familiar and unfamiliar sights and sounds

**Early Support**

for children, young people and families

Linked to:



## Can do

- Your child may look puzzled or change their behaviour by stilling, turning or reaching, when they hear or see something new, different or unexpected, particularly when this is linked to a very familiar person, routine or place.
- They may be able to notice even when this change is very slight.

## Try this

- Introduce slight variations into some of your routines - for example, introducing a new sound or action into a game, a feeding routine or your physiotherapy exercises - to see your child's reactions and encourage their curiosity.

Date:

Notes:

Emerging:

Developing:

Achieved:



Thinking 27

# Notices changes in groupings of objects and sounds

Early Support

for children, young people and families

Linked to:



## Can do

- Your child may show interest, look puzzled, seem unsettled or still if they notice changes in groupings of objects, toys, pictures or sounds, especially if these are unexpected.
- They may try and alert you to the changes.

## Try this

- Try taking away a favourite or noticeable toy and see if your child reacts.
- You can build up to introducing slight changes by taking away or adding lots of objects or sounds to a group – for example, when playing with sets of toys or musical instruments.

Date:

Notes:

Emerging:

Developing:

Achieved:



Thinking 28

# Moves rhythmically to music

**Early Support**

for children, young people and families

## Linked to:



## Can do

- Your child shows enjoyment of particular songs or music by moving or even bouncing to the rhythm.
- They may show anticipation of particular parts of the music, song or the game accompanying it.
- Your child's arm and leg movements may reflect some of the sounds around them - for example, matching the rhythm of a song or voice.

## Try this

- Surround your child with music at different times of the day. Sometimes with quieter but still interesting music, other times with more rhythmic music that your child can tap or bounce along to.
- Bounce your child rhythmically to different songs and rhymes, stopping every so often to see if they will try to continue themselves.
- You and your child might have 'music time' together when you sing or bounce along to music. There are lots of good nursery and action rhymes you can buy to do this with and you could also go to local music groups.

**Date:**

**Notes:**

**Emerging:**

**Developing:**

**Achieved:**



Thinking 29

# Handles books

Early Support

for children, young people and families

## Linked to:



## Can do

- Your child handles books in different situations. Your child reaches out to and plays with books, understanding some of their properties such as the fact that the pages turn.
- Whether children have useful vision or not they can enjoy many aspects of books and through their play begin to know more about the properties of books and how exciting they can be.

## Try this

- You can help your child enjoy books by playing games, such as peek-a-boo, that use books as well as by telling stories and rhymes.
- Try a range of different books – for example, bath books made of plastic, board books, pop-up books, books that have tactile patches, books that make noises or story books.
- Support your child to touch pictures or tactile areas and press buttons that make noises.
- Share a book with your child as they sit on your lap, making a game from turning the pages. Build anticipation using your voice or by giving your child a peek at what comes next before you fully turn the page. As your child participates actively in the shared book experience they are learning another way to influence their world and also to learn about what comes next and that some things happen in sequence.

Date:

Notes:

Emerging:

Developing:

Achieved:



Thinking 30

# Plays with objects using a range of actions

**Early Support**

for children, young people and families

Linked to:



## Can do

- Your child plays with objects using different actions - for example, banging, rubbing, twirling, shaking, turning them round.
- They may use different actions for different toys.

## Try this

- Give your child different objects to play with. You can use everyday objects as well as toys. Check for safety first!
- Try tying objects to a fixed point, so that your child can explore them without needing to hold them at the same time. This allows them to use both hands and/or feet when playing.
- Try objects which need different approaches - for example, a drum for banging, bells for shaking.
- Your child may look at or listen to the effects they produce, or they may need to focus on the actions they are using.

Date:

Notes:

Emerging:

Developing:

Achieved:



Thinking 31

# Is aware of different environmental sounds

**Early Support**

for children, young people and families

Linked to:



## Can do

- Your child is less disturbed by general household sounds – for example, the vacuum cleaner and washing machine - because they are now familiar.
- They may get excited when they hear the sound of food being prepared because they understand that dinner is coming.

## Try this

- Talk to your child about the different sounds around them, both new ones and familiar ones, to help them make these connections.
- Show them what you are doing by positioning them so they can watch easily and make the connection between the different sounds.

Date:

Notes:

Emerging:

Developing:

Achieved:





Thinking 32

# Enjoys change games

**Early Support**

for children, young people and families

## Linked to:



## Can do

- Your child enjoys games that involve something changing - for example, peek-a-boo, dressing up, pulling a cloth off a toy to find what is underneath.
- These games help children to understand that things can change yet remain fundamentally the same.

## Try this

- Play first with noisy or moving toys covered up. You can then support your child to pull the cloth off the toy and have the delight of "There it is!"
- Put on glitter wigs then let your child pull them off very gently in a form of peek-a-boo.
- Use a mirror so you can both try on disguises and see yourselves as you remove them.
- Play with substances that change - for example, sand and water, water with bubbles, jelly, or cornflour mixed with water.

**Date:**

**Notes:**

**Emerging:**

**Developing:**

**Achieved:**



Thinking 33

# Knows hidden things exist

Early Support

for children, young people and families

Key Indicator



Linked to:



## Can do

- Even though something is hidden, your child still knows it exists and may look where it should be.
- As your child plays peek-a-boo and hiding games they become aware that things are still there, even when they can't see them.

## Try this

- Gradually build up to completely hiding a toy, by hiding a little part of it and then more and more - for example, cover a doll so its legs are still showing, and then cover it so only its feet are showing.
- Hold a small toy in the palm of your hand, closing your hand over the toy then holding out both closed hands for your child to 'find' the toy. You can make it more exciting by swapping hands behind your back.
- This is a great time for treasure hunt games. If your child can get around the room, you can hide toys to hunt for and if your child is sitting, you can bury toys in rice or sand.

Date:

Notes:

Emerging:

Developing:

Achieved:



Thinking 34

# Attempts to get objects that are out of reach

Early Support

for children, young people and families

Key Indicator 

## Linked to:



## Can do

- Your child looks towards or points to objects that are in sight but out of reach. They may move or reach towards the object or cry for someone to come and get it for them. This is a great start because they are problem solving their wants and needs.
- Children with low vision may actively reach out and touch the area around them to locate toys.

## Try this

- Sometimes moving towards the toy or object they want is difficult for children but they can still enjoy and make a game of solving this with a bit of help. You can give a lot of support to your child as they start to play in this way and gradually give less support as they begin to enjoy the challenge.
- Use a balloon or very light toy and attach a length of ribbon to it. You can stick some foam padding to the end of the ribbon to make it easier to grasp or loop the ribbon around their wrist. Encourage your child to tug on the ribbon to get the toy to move closer and come within reach. Put some dried rice in the balloon if you like to make it noisy. If your child begins to enjoy this game you can make it more fun by using toys that may be slightly heavier but make a noise when moved.

Date:

Notes:

Emerging:

Developing:

Achieved:



Thinking 35

# Plays independently

Early Support

for children, young people and families

## Linked to:



## Can do

- Your child gets absorbed in play independently.
- As your child's attention develops they may start to attend to toys, objects, sights and sounds for themselves.

## Try this

- Turn take in play. You do it then your child does it, each giving attention to the play as it unfolds. Try to follow their lead as much as possible.
- If you are supporting your child to attend to their own play, the play has to be very rewarding. Try musical or flashing toys that respond to pressing a button or toys that make a noise when they are touched or moved.
- Withdraw your attention from play for a few seconds at a time.
- Reduce the level of your praise so that your child gets more reward from their own play than from your input.
- Try not to let your child become bored or distressed when playing on their own. Keep watching and if they are getting bored or frustrated give your attention again and finish the play together, sharing enjoyment.

Date:

Notes:

Emerging:

Developing:

Achieved:



Thinking 36

# Enjoys anticipation in a game

Early Support

for children, young people and families

## Linked to:



## Can do

- Your child enjoys anticipating familiar games.
- They may show excitement during games, by clapping their hands and laughing, or they may become more still as the tension builds.

## Try this

- Try rhymes such as 'round & round the garden' on your child's hand or back, or 'this is the way the farmer rides' with your child sitting on your knee. Build up anticipation by your tone of voice and pause just before the climax each time.
- Try playing games such as peek-a-boo with sounds. Cover your face first, then your child's.

Date:

Notes:

Emerging:

Developing:

Achieved:



Thinking 37

# Looks for dropped objects

**Early Support**

for children, young people and families

## Linked to:



## Can do

- Your child looks towards the floor when they or someone else drops an object.
- They may deliberately drop or throw toys and watch them fall, and then look in the correct place for them.

## Try this

- Drop objects that will make a sound when they hit the floor to alert your child. This may help them look in the right place.
- Try to observe if they are more likely to look for dropped objects if they drop it or if someone else does.

**Date:**

**Notes:**

**Emerging:**

**Developing:**

**Achieved:**



Thinking 38

# Investigates cause and effect with objects

**Early Support**

for children, young people and families

Linked to:



## Can do

- As children begin to understand cause and effect, they want to experiment with more complicated actions.
- For example, they may enjoy tipping out inset puzzles or pull on a string to get the connected toy.

## Try this

- Provide toys that depend on an action to make them work - for example, pulling a string, pressing a button .
- You may need to adapt toys to help your child achieve what they are thinking about.
- Often making things bigger, brighter and bolder can really help children. It grabs their attention and encourages them to have a go.

Date:

Notes:

Emerging:

Developing:

Achieved:



Thinking 39

# Lifts puzzle pieces

Early Support

for children, young people and families

## Linked to:



## Can do

- Your child can remove one piece of an inset jigsaw that has a knob or handle attached.
- Your child may be able to put one puzzle piece into the inset jigsaw too.

## Try this

- Start by giving support to target the individual piece, but gradually reduce this support.
- Blu Tak all the pieces except for one and let your child enjoy tipping this piece out and putting it back in with very little support.
- Mask the other parts of the puzzle with a cloth, giving your child a clear target to attempt to replace the piece.

Date:

Notes:

Emerging:

Developing:

Achieved:





Thinking 40

# Plays with taking things in and out of containers

**Early Support**

for children, young people and families

## Linked to:



## Can do

- Your child likes to put things in and take things out of containers, and may do so repeatedly.
- If your child has difficulty with using their hands they may show you they have reached this stage by enjoying it when you knock things over or when you tip things out.

## Try this

- Use lightweight containers such as a brightly coloured plastic mixing bowl with some palm size toys or blocks.
- You can support your child by helping their hands and arms move.
- As your child gets better at this, you can decrease the size of the opening by covering part of the top of the bowl with a piece of card or a cloth.

**Date:**

**Notes:**

**Emerging:**

**Developing:**

**Achieved:**



Thinking 41

# Plays by posting objects

Early Support

for children, young people and families

## Linked to:



## Can do

- Your child enjoys the sensation of posting objects and is beginning to understand "gone".
- Posting is a stage up from dropping things into containers. It requires a lot more planning. Children like to post things often in ways we had not imagined such as a banana into the DVD player!
- Posting play helps the child discover about size and shape and about the concepts of "too big" or "too small".
- Some children enjoy posting but their physical difficulties make it difficult to achieve so may need some help or may enjoy watching you do it.

## Try this

- You might want to start by making your own posting boxes. This way you can control the size of the posting shapes and the posting holes. At first, your child may get frustrated with the pieces being difficult to get into the holes.
- Use a shoe box and cut a large rectangular slot in the lid for 'letters'. Support your child to rest their hand on the lid to help to get the letters into the box. Another way to enjoy posting letters is to cut a slot in a piece of card large enough to hide your face behind and look through the slot so your child can see you as they post. Stiffen the letters with card to make them easier to hold.
- Use a box and cut a circular hole in the lid so you can post a ping pong ball. These are light and palm size for older children to try and post.
- To make the task easier, make the posting slot bigger or make the thing to post smaller. To make the task harder, just do the opposite!
- If the posting container has several differently-shaped slots, you can use masking tape to cover some of the slots, gradually increasing the number of options available as your child gets better at the game.

Date:

Notes:

Emerging:

Developing:

Achieved:



Thinking 42

# Enjoys stacking and simple building or construction toys

**Early Support**

for children, young people and families

Linked to:



## Can do

- Your child starts to put things together, build simple towers of two or three bricks, knock towers over or take apart simple toys.

## Try this

- Help your child to put simple toys together and to take them apart. This will all help their hand and eye coordination but also help them to see how they can change things and build new things.
- Try giving your child objects of different sizes and shapes to build and stack with. See if they pick things that can be stacked together or put inside each other.
- Build a tower with two or three blocks and see if your child can copy you.

Date:

Notes:

Emerging:

Developing:

Achieved:



Thinking 43

# Enjoys pretend play

Early Support

for children, young people and families

Key Indicator



## Linked to:



## Can do

- Your child is beginning to understand about pretend play - for example, by pretending to drink from a cup, using another container as a pretend cup, offering you a pretend drink, hugging teddy, stroking a toy dog.
- This is a very important part of creative development and will pave the way for children's later use of imagination, enjoyment of stories and role play.

## Try this

- You can help this by playing pretend games such as tea parties, dressing dolls, making toy bears speak and so on.
- Join in the child's own simple games and take them further – for example, "Oh yes I would love some tea but I must have a biscuit too!"

Date:

Notes:

Emerging:

Developing:

Achieved: