

The Pupil Progress Plan

© Marion Stanton
Communication and Learning
Enterprises

www.contactcandle.co.uk



Who am I?

- Part of the Bolton University inclusion team lecturing on AAC in the learning environment.
- Assessor – Learning and communication needs for students with complex needs.
- Trainer – for teachers and teaching assistants in mainstream and special schools who are including students with complex needs.



Advice to GP's for monitoring development:

personal and social milestones

- sleeps and feeds newborn
- may smile back at parent or 1 - 2 months examiner
- smiles spontaneously 1.5 - 3 months
- **finger feeds 4 - 8 months**
- smiles at self in mirror 4 - 8 months
- chewing 5 - 7 months
- shy with strangers 5 - 10 months
- drinks from cup 6 - 16 months
- **takes off clothes 14 - 20 months**
- dry during day 18 - 38 months
- separates easily from mother 20 - 50 months
- uses knife and fork 32 - 50 months



fine motor skills and vision

- can fixate on a visual object about newborn 20 cm away
- loses primitive grasp reflex 8 - 12 weeks
- follows moving person with eyes 6 - 12 weeks
- holds hands together 8 - 16 weeks
- reaches out for rattle; starts to 10 - 20 weeks look at own hands
- passes rattle from hand to hand 22 - 40 weeks
- grasp:
 - palm of the hand on the ulnar side up to 6 months
 - object held against thenar eminence 24 - 32 weeks
 - object held against the lower part 32 - 40 weeks of the thumb with the index finger (often with the help of the ring and little finger)
 - volar pads of the finger tip and 40 - 50 weeks distal volar pad of thumb
- scribbles round and round 12 - 24 months
- draws straight line 17 - 36 months
- copies circle 24 - 42 months
- copies cross 32 - 58 months
- can draw a person 32 - 58 months



language and hearing

- blinks or becomes quiet in response newborn to sound
- soft, guttural noises when talked to 0 - 1 month
- turns consistently to sound at ear level 1 - 3 months
- squeals 6 - 20 weeks
- turns to voice 14 - 30 weeks
- says 'dada', 'mama' to anyone 6 - 10 months
- says 'dada', 'mama' to parents 40 - 60 weeks
- 3 words and 'dada'/'mama' 12 - 20 months
- puts two words together 14 - 24 months
- gives first and last name 2 - 4 years



gross motor skills

- head lag evident - when pulled to 0 - 6 weeks sitting
- rolls over 8 - 18 weeks
- holds head up (momentarily) when in 4 - 6 weeks sitting position
- sits alone 18 - 30 weeks
- pulls self up to stand 6 - 10 months
- walks holding furniture 7 - 13 months
- walks alone 11 - 14 months
- jumps with both feet together 12 - 20 months
- kicks ball 14 - 24 months
- pedals tricycle 18 - 38 months
- hops, skips 34 - 60 months
- skip on both feet 72 months



Getting past the first post!

- Most children with disabilities will have difficulty attaining these levels.
- If someone fails to reach a milestone in a particular area it doesn't mean that they have global arrested development.
- Most teaching programs are based on the failure to meet physical milestones because there is little or no recognition of the separation between what is physical and what is cognitive.



What do the P scales say? (Excerpts)

P level	Writing	Maths	Science
1(i)	Pupils encounter activities and experiences. They may be passive or resistant. They may show simple reflex responses	Pupils encounter activities and experiences. They may be passive or resistant. They may show simple reflex responses	Pupils encounter activities and experiences. They may be passive or resistant. They may show simple reflex responses
1(ii)	They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects	They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects	They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects
2(i)	Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences, <i>for example, withholding their attention.</i>	Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences, <i>for example, withholding their attention.</i>	Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences, <i>for example, withholding their attention.</i>
2(ii)	Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses, <i>for example, reaching out to a favourite person</i>	Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses, <i>for example, reaching out to a favourite person</i>	Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses, <i>for example, reaching out to a favourite person</i>
3	Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or touch.	Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or touch.	Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or touch.



Mathematics – using and applying

P SCALE / NATIONAL CURRICULUM LEVEL:

P3 (i) Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities, for example, pushing an item of equipment towards a member of staff. They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways, for example, banging or rubbing objects together. They observe the results of their own actions with interest, for example, as they throw or drop objects on to different surfaces. They remember learned responses over more extended periods, for example, remembering how to activate a pop-up object from a previous lesson.

[Back to Mathematics Index](#)

P SCALE / NATIONAL CURRICULUM LEVEL:

P3 (ii) Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities, for example, dropping objects to prompt interventions from adults. They can remember learned responses over increasing periods of time and may anticipate known events, for example, collecting coats and bags at the end of the school day. They may respond to options and choices with actions or gestures, for example, pointing to or giving one object rather than another. They actively explore objects and events for more extended periods, for example, manipulating objects in piles, groups or stacks. They apply potential solutions systematically to problems, for example, using items of equipment purposefully and appropriately.

[Back to Mathematics Index](#)

MATHEMATICS - USING & APPLYING

PIVATS PERFORMANCE INDICATORS:

<p>Pupil can locate visually or by touch a desired object.</p> <p>Pupil can hold out hand or point to request an object. Such requests may be accompanied by vocalisations.</p>	<p>Pupil can manipulate and bring two objects together.</p>	<p>Pupil can offer objects to an adult to gain attention or as a means of communication.</p>	<p>Pupil can drop an object onto the floor and observes what happens. This action may be repeated several times.</p>	<p>Pupil can anticipate turn taking</p> <p><i>e.g. holding hands out to receive an object being passed around a circle or along a line.</i></p>
---	---	--	--	---

MATHEMATICS - USING & APPLYING

PIVATS PERFORMANCE INDICATORS:

<p>Pupil explores shapes and objects, independently, feeling the edges, corners, curves and surfaces.</p>	<p>Pupil can track quickly moving objects, <i>e.g. pendulum.</i></p>	<p>Pupil can grasp two shapes at once and explore whether or not they fit together</p> <p><i>e.g. put one cube or cuboid on top of another shape with a flat surface.</i></p> <p>Pupil explores for extended periods of time (one to two minutes rather than a few seconds) properties of shapes</p> <p><i>e.g. spheres roll, boxes slide and stack.</i></p>	<p>Pupil can communicate simple choices. He/she will point to or give one object rather than another.</p>	<p>Pupil can use problem solving skills to retrieve an object</p> <p><i>e.g. a sweet in a beaker into which their hand will not fit. The child tips beaker to get the sweet out.</i></p> <p>Pupil can intentionally attract the attention of an adult to assist them in retrieving an object that has been placed just out of their reach.</p>
---	--	--	---	--

Science – Materials and their properties.

P SCALE / NATIONAL CURRICULUM LEVEL:

P4 Pupils explore objects and materials provided, changing some materials by physical means and observing the outcomes, for example, when mixing flour and water. They know that certain actions produce predictable results, for example, that sponges can be squeezed. Pupils communicate their awareness of changes in light, sound or movement. They imitate actions involving main body parts, for example, clapping or stamping. They make sounds using their own bodies, for example, tapping, singing or vocalising, and imitate or copy sounds. They cause movement by a pushing or pulling action. Pupils show interest in a wide range of living things, handling and observing them, for example, on a visit to a farm, or on a walk in the woods collecting items.

[Back to Science Index](#)

SCIENCE - MATERIALS & THEIR PROPERTIES

PIVATS PERFORMANCE INDICATORS:

Pupil anticipates by association to objects of reference,
e.g. tips an empty jug.

Pupil demands a desired object or event by reaching or pointing,
e.g. reaches for play dough.

Pupil can copy simple actions,
e.g. copies ripping paper.

Pupil shows understanding of objects, materials and events,
e.g. mixes cornflour and water.

Pupil demands a familiar desired object,
e.g. by loud, urgent vocalisation,
e.g. calls out for water tray.

Science – scientific enquiry

P SCALE / NATIONAL CURRICULUM LEVEL:

P5 Pupils anticipate and join in activities focused on enquiry into specific environments, for example, finding the hamster under the straw, or the worms in a wormery. **They group objects and materials in terms of simple features or properties**, for example, temperature or colour. **They can indicate the before and after of material changes. They engage in experimentation with a range of equipment in familiar and relevant situations**, for example, initiating the activation of a range of light sources. **They answer simple scientific questions, for example, 'Where is the flower?' 'Is it hot/cold?'**

[Back to Science Index](#)

SCIENCE - SCIENTIFIC ENQUIRY

PIVATS PERFORMANCE INDICATORS:

Pupil collects objects or materials.

Pupil can give positive or negative response to object or event when offered.

Pupil carries out simple instructions when also given a gesture or physical prompt.

e.g. "push the car," plus a pushing action by the adult initiates the pupil response.

Pupil trials actions, *e.g. tries to "post" bricks through holes.*

Pupil repeats actions when prompted, *e.g. tries something a second time when prompted to try again.*

English - writing

P SCALE / NATIONAL CURRICULUM LEVEL:

P6 Pupils differentiate between letters and symbols: They copy writing with support, for example, labels and/or captions for pictures or for displays. They produce or write recognisable letters or symbols related to their names.

[Back to English Index](#)

PIVATS PERFORMANCE INDICATORS:

TEXT FOCUS	LANGUAGE / GRAMMAR FOCUS	SPELLING FOCUS	VOCABULARY FOCUS	MOTOR FOCUS
<p>Pupil differentiates between letters and symbols, e.g. producing a drawing to accompany writing.</p> <p>Pupil uses writing, mark-making as a means of recording and communicating (message making). Pupil can copy writing with support, e.g. labels and/or captions for pictures or for displays.</p>	<p>Pupil uses simple grammatical structures in speech.</p> <p>Pupil may construct three word sentences which have a 'telegraphic' sound, e.g. "Me do dat", "It fall down", "Put that on there", "My cup gone."</p> <p>Pupil uses nouns, verbs, adjectives, adverbs and prepositions in speech.</p> <p>Pupil asks simple questions often in the form of 'where?' or 'what?'</p> <p>Pupil talks alongside others, rather than with them.</p> <p>Pupil uses talk to gain attention and instigate exchanges.</p> <p>Pupil uses action rather than talk to demonstrate or explain to others</p>	<p>Pupil tunes into sounds of language, intonation, stress, pitch, tone and pronunciation</p> <p>Pupil's sense of letters of alphabet is beginning to be established.</p> <p>Pupil continues a rhyming story and begins to break the flow of speech into words or syllables.</p> <p>e.g. own tap or clap to the beat of a familiar rhythmic chant, poem, rhyme. Pupil can sort items visually</p> <p>Pupil shows increased visual awareness (pattern detects visually) and occasionally continues easy visual patterns without support.</p>	<p>Pupil uses nouns, verbs and adjectives, adverbs and prepositions</p> <p>Interrogatives are an aspect of pupil's verbal interaction, e.g. what? Where?</p> <p>Pupil breaks the flow of speech into words.</p>	<p>Pupil holds writing implement at the point with good control.</p> <p>Pupil can copy circle, cross and letters V, H, T.</p> <p>Pupil begins to use anti-clockwise movement and releases vertical lines.</p> <p>Pupil can copy writing with support, e.g. labels and/or captions for pictures or for displays. Pupil begins to form recognisable letters, or symbols related to own name.</p>



Child A

- Assessed by me at 13 years old as part of a borough wide project to improve pupil access to AAC.
- Had been in a PMLD class for all of her schooling.
- IEP goals based on P levels included “Pushing a push toy”.
- There were no literacy goals in her IEP.
- There were no goals relating to AAC in her IEP.



Child A Today

- In a class where conventional literacy is taught.
- Using a communication aid (Mighty Mo) alongside a twin talker and low tech symbol boards.



LEVEL OF DIFFICULTY IN LEARNING

GROAN ZONE:
Learning seems painful,
difficult and uncontrollable.



FLOW ZONE:
Learning seems challenging
but manageable.



DRONE ZONE:
Learning seems boring,
slow and dull.



SCOPE OF YOUR ABILITY - Skills, Attitudes, Strategies

Need for a completely new Paradigm

- We need to separate the physical from the emotional and from the cognitive so that disabled people are not held back from what they might be able to achieve on account of irrelevant expectations. The Pupil Progress Plan hopes to go some way towards enabling this process.



Pupil Long Term planning

Name:

Date:

Review Due:

	Sensory and/or Physical	Access	Communication	Cognitive	Curriculum
NEEDS	This section is about any physical or sensory impairments the pupil might have which affects their access to the curriculum such as: physical disability, fine motor control issues, sensory issues such as tactile, vision, auditory, proprioception, etc. factory etc.	This section deals with pupil's physical access to the curriculum. It is about how their physical environment and issues within that environment that are causing problems.	This section looks at the communicative needs of the pupil. It is about how easy it is for the pupil to get their message across and what might be barring them from doing that. It might be a physical/sensory or access issue, they may have word finding problems, or there might be social and/or emotional reasons.	This is about the thinking processes of the pupil. Not always easy to ascertain, especially if the pupil has communication impairment. For example; short term memory, generalising a rule, ability to categorise, seeing relevance, making connections, following and giving instructions, making comparisons.	This is deliberately considered last as curriculum problems often stem from underlying issues which need addressing first. Here we note down specific skills within subjects that the pupil needs help with.

Using the Pupil Progress Plan alongside the P and NC levels.
 Science level descriptors: Term project: Water.

P or NC level	Physical sensory	Environmental factors	Communication	cognition	Curriculum
<p>P1(i) Pupils encounter activities and experiences. They may be passive or resistant. They may show simple reflex responses, <i>for example, startling at sudden noises or movements.</i> Any participation is fully prompted.</p>	<p>Identify reflexes and other movement difficulties here. EG "startles at sudden noises. Does not turn head to sound. Muscle tone high affecting initiation of movement.</p> <p>Physio to advise on stretches. OT to advise on sensory issues"</p>	<p>State what might hinder or be needed from the outside. EG does not have access to switches and full prompt for cause and effect. AAC specialist to advise.</p>	<p>State what opportunity is given for communication. EG "Fully prompted to activate Big Mac on occasion – when alert. Encouraged to look at activity".</p>	<p>Not yet able to demonstrate understanding.</p>	<p>Exposure to multi sensory story bag for "Mr. Gumpy's outing"</p> <p>Exposure to water video and activities identified in term plan.</p> <p>DIFFERENTIATION: Full prompt to put hands in water during water play.</p>
<p>P1(ii) Pupils show emerging awareness of activities and experiences. They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects, <i>for example, attending briefly to interactions with a familiar person.</i> They may give intermittent reactions, <i>for example, sometimes becoming excited in the midst of social activity.</i></p>	<p>EG Focuses attention on staff for fleeting moments. Moves more at morning song.</p>	<p>No access to Big Mac at other times except at morning song.</p>	<p>Using Big Mac with full prompt at good morning session.</p>	<p>Demonstrating differentiation between morning activity and other activities by animated response in morning sessions.</p>	<p>Bring an activity into morning song from Mr. Gumpy work to encourage interest. Do similar song focused on Mr. Gumpy work.</p>

P or NC level	Physical sensory	Environmental factors	Communication	cognition	Curriculum
<p>react to new activities and experiences, for example, withholding their attention. They begin to show interest in people, events and objects, for example, smiling at familiar people. They accept and engage in coactive exploration, for example, focusing their attention on sensory aspects of stories or rhymes when prompted</p>	<p>sessions. Beginning to hit switch when prompt is withdrawn after he has initiated the movement.</p>	<p>from equipment stores throughout the day. Beginning to show animated response to using it.</p>	<p>Mac in Mr. Gumpy session.</p>	<p>effect. Evidenced by response.</p>	<p>activity-press switch or point or look at favourite or familiar item". ("this activity may be beyond the pupil's current capability which is why is it fully prompted but this leads to progression. Full mastery of one level is not necessary before we move on).</p>
<p>P2(ii) Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses, for example, reaching out to a favourite person. They recognise familiar people, events and objects, for example, vocalising or gesturing in a particular way in response to a favourite visitor. They perform actions, often by trial and improvement, and they remember learned responses over short periods of time, for example, showing pleasure each time a particular puppet character appears in a poem dramatised with sensory cues. They cooperate with shared exploration and supported participation, for example, taking turns in interactions with a familiar person, imitating actions and facial expressions.</p>	<p>EG is able to reach out to single option placed correctly for his plane of movement. OR Is able to eye point to an option. Or Makes a small movement of little finger at choosing time. Need too look for more sensitive switch option.</p>	<p>E.G. Using the Big Mac throughout the day but is not able to make error free choices. May need a Twin Talker or similar to start making choices.</p>	<p>E.G. Non verbal indication of full interest at good morning routine (animated look). Also shows same response when in Mr. Gumpy session. Has learnt to press Big Mac with the message "MORE WATER" on it to get another go at putting his hands in the water</p>	<p>E.G. Cause and effect established 80% of the time. Need to move on to error free choice making and turn taking. Choosing between 2 nice drinks at break time.</p>	<p>Full prompt for taking turn in telling the story using a shared STEP talker.</p>

ACTIVITY

- Think of a pupil you know and fill out a Pupil long term planning guide for one of his/her needs under each heading. Base what you say on what you think from getting to know the pupil and their own reports rather than tests they have undertaken.

