autism ›› progress

«« Dedicated to improving the lives »» of people with autism

Handbook

An Introduction and Guide to Using the Autism Progress Profiling Tool

Developed by

BSquared

In association with

Autism Wessex
Empower. Inform. Inspire.

north east autism society

Scottish autism

CONTENTS

AIMS

B Squared Ltd. has produced Autism Progress in association with Scottish Autism, Autism Wessex, and the North East Autism Society. Autism Progress is designed to help education settings and care settings to:

- Develop a deeper understanding of an how an individual's autism affects them;
- Profile the strengths and weaknesses of the individual;
- Support their individual growth and development; and
- Demonstrate their personal development in relation to four key areas of development.

Autism Progress is an observational assessment framework designed to help members of staff to support individuals who have autism.

It is not a diagnostic tool.

If you feel that an individual may have autism but does not have a diagnosis then you need to speak to your management or special needs co-ordinator.

AIMS

ABOUT AUTISM

Autism is a lifelong developmental condition that affects the way an individual perceives and subsequently interacts with the people and events in their environment. Autism Spectrum Disorders (ASD) refer to the range of ways that autism can present in an individual: this varies greatly from person to person and throughout an individual's life.

In the past a range of names and diagnostic labels have been used. Terms such as Autism Spectrum Conditions (ASC), Asperger syndrome, classic autism, Kanner autism, high-functioning autism (HFA), Pathological Demand Avoidance (PDA), and Pervasive Developmental Disorder (PDD) as well as ASD have all been used to describe specific types of behaviours and differences that are identified by particular diagnoses.

The World Health Organisation's "International Statistical Classification of Diseases and Related Health Problems 10th Revision (ICD 10)" and the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders (DSM-5)" now just use the term autism to refer to pervasive developmental disorders which affect reciprocal social interaction, communication, and restricted, stereotyped, repetitive behaviour. The English Department for Education use the term 'ASD' to identify individuals with these needs in their document entitled "Special educational needs and disability code of practice" (2014).

The behaviours and challenges typically associated with autism are often a result of differences in thinking about and processing information. Through a deep understanding of the impacts of these different thinking styles, we are able to develop approaches and strategies that allow people with autism to better understand and contribute to the world around them. Every individual with autism is unique and no two people are likely to have the same experience of ASD as each other. However, people with autism often have difficulties with specific aspects of the following developmental areas:

- Communication;

- Social Interaction;

- Flexibility of Thought; and

- Emotional Regulation.

We have used these four areas as a basis for our Autism Progress framework and we hope this will allow you to paint a detailed picture of the individual and their ability in these specific areas.

LEVELS

Autism Progress uses a scale ranging from 1 to 17. Each level within this scale outlines a selection of skills and abilities that are developmentally more challenging than the previous level. We do not claim that an individual needs to achieve all items within a level—the goal is to use the framework to illustrate an individual's capabilities.

We have identified the types of skills demonstrated at each level and within each area of development in a paragraph of text, known as a descriptor. The descriptors are unique to the level and area. We have included a range of examples to explain exactly what each statement means. These level descriptors are a summary—they should only be used to identify a starting point for an individual with autism.
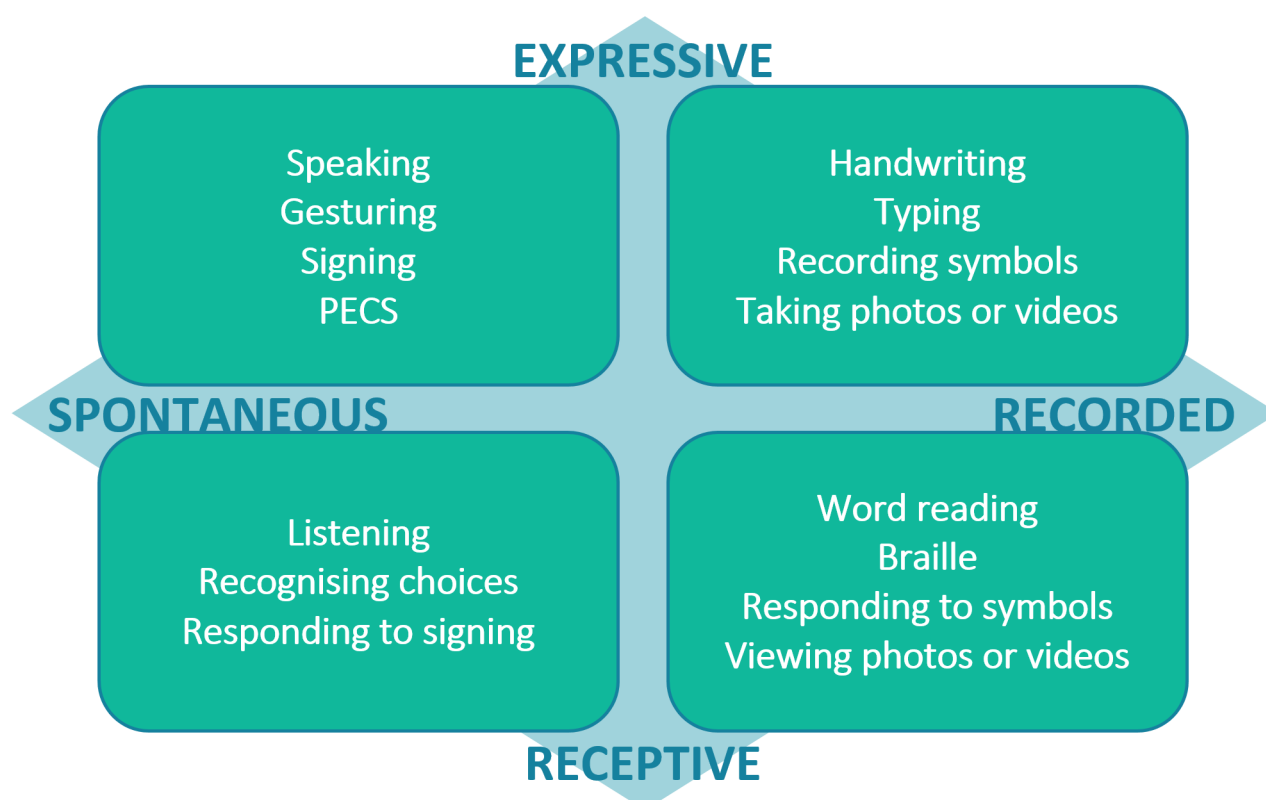
A slim-line version of these level descriptors is available in the appendices of this document. As with the rest of this document, these descriptors are the intellectual property of Autism Progress. As such, their use is restricted. You must undertake not to make alterations to, or modifications of, the whole or any part of the content nor permit the content or any part of it to be combined with, or become incorporated in, any other programs.

AREA OF DEVELOPMENT: COMMUNICATION

The act of expressing information to, and receiving information from, the world around us. Individuals with autism may have difficulties expressing their needs, a delay in the development of language, poor comprehension or contextual knowledge, and/or repetitive use of known phrases. Development in this area is observed through the application of new skills relating to the:

- Expression of information through physical function, cognitive capabilities and social awareness, e.g. fine motor control; understanding language composition and structure; or retaining attention.

- Reception of information through physical function, cognitive capabilities and social awareness, e.g. sensitivity to external stimulus; contextual knowledge and comprehension; or responding to body language or intonation.

Many individuals also have medical or cognitive conditions that affect their ability to communicate conventionally. There are a range of communication forms currently in common usage, and many new forms of augmentative and alternative communication have become commonplace due to advances in technology. We feel that focusing on the traditional areas of reading, writing, speaking and listening limited the identification of communication skills and therefore opted for the terms recorded receptive communication, recorded expressive communication, spontaneous expressive communication, and spontaneous receptive communication (respectively).

EXPRESSIVE

| SPONTANEOUS	RECORDED
Speaking Gesturing Signing PECS	Handwriting Typing Recording symbols Taking photos or videos
Listening Recognising choices Responding to signing	Word reading Braille Responding to symbols Viewing photos or videos

RECEPTIVE

AREA OF DEVELOPMENT: SOCIAL INTERACTION

The co-operation to connect with people and abide by agreed standards of behaviour. Individuals with autism may have difficulties applying social conventions, forming and sustaining relationships, social anxiety, and/or understanding the needs of others. Development in this area is observed through the application of new skills relating to the:

- Undertaking of personal independence activities, such as following self-care routines, e.g. knowing that they need to go to the toilet or cooking himself or herself food because they are hungry.

- Engagement of other people, such as the ability to deal with others in different situations, e.g. looking in the direction of a member of staff or helping to support others in a group.

- Looking after their environment, such as awareness of the wider world, e.g. moving to familiar music, following simple rules or recognising the effect that people have on their surroundings.

Any person can develop a fixed belief based on their experience of the world. Some individuals may require a lot of scaffolding to help them unpick some of the anxieties they feel in relation to the expectations of other people. It is important to bear in mind that a lack of social skills is not necessarily indicative of intentional social avoidance or a lack of interest in people.
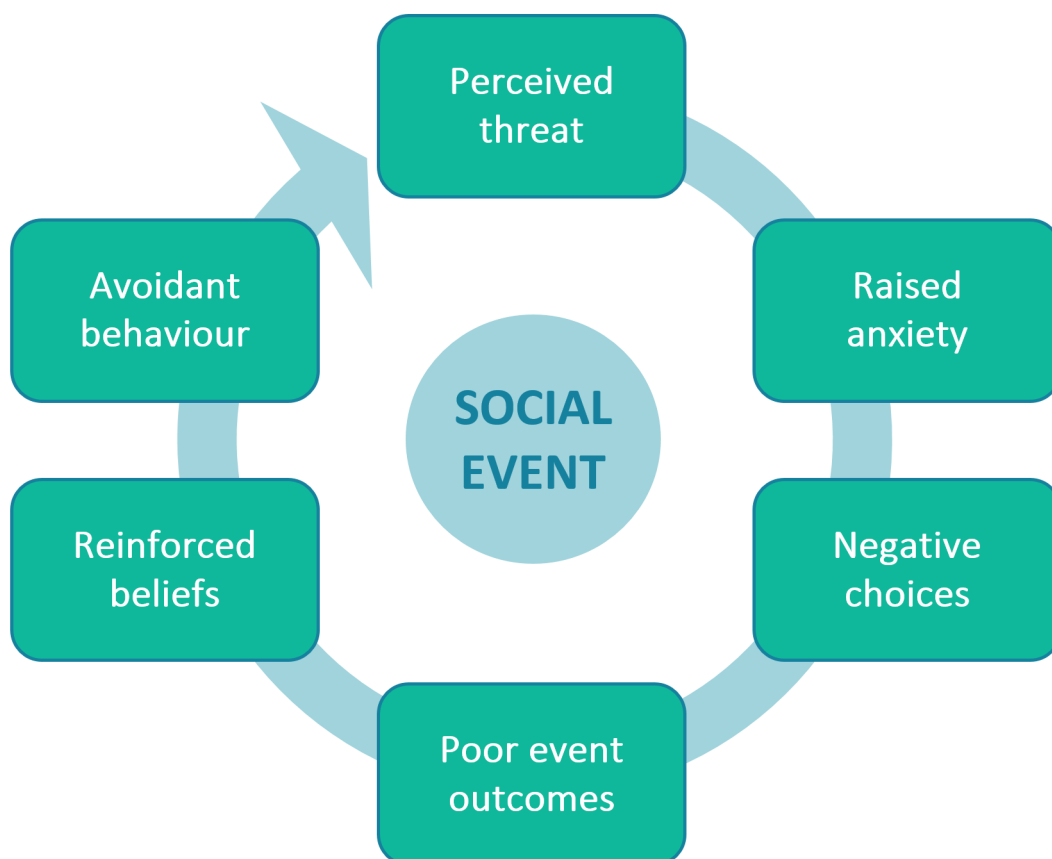
AREA OF DEVELOPMENT: FLEXIBILITY OF THOUGHT

The flexibility to cope with change, develop contingency plans and explore new concepts. Individuals with autism may have difficulties controlling repetitive patterns of behaviour or thought, applying known concepts to new situations, and/or accepting difference in unfamiliar situations. Development in this area is observed through the application of new skills relating to the:

- Ability to plan and predict outcomes, such as recognising patterns, e.g. knowing that tomorrow is the weekend or anticipating familiar visual cues for events.

- Application of coping strategies, such as awareness of change to the structure of the day, e.g. acknowledging a change to a familiar story or persisting with an activity when a challenge occurs.

- Exploration of imaginative and creative pursuits, such as developing an interest in the aesthetics of something, e.g. watching water as they play with it or taking pride in the presentation of their work.

Thinking flexibly enables an individual the ability to generalise their understanding of the world and apply it to new situations. This allows them to assimilate new knowledge quickly and helps them to cope with the unpredictability of life and recognise danger.

Situation

CHOICE

Outcome 1   Outcome 2
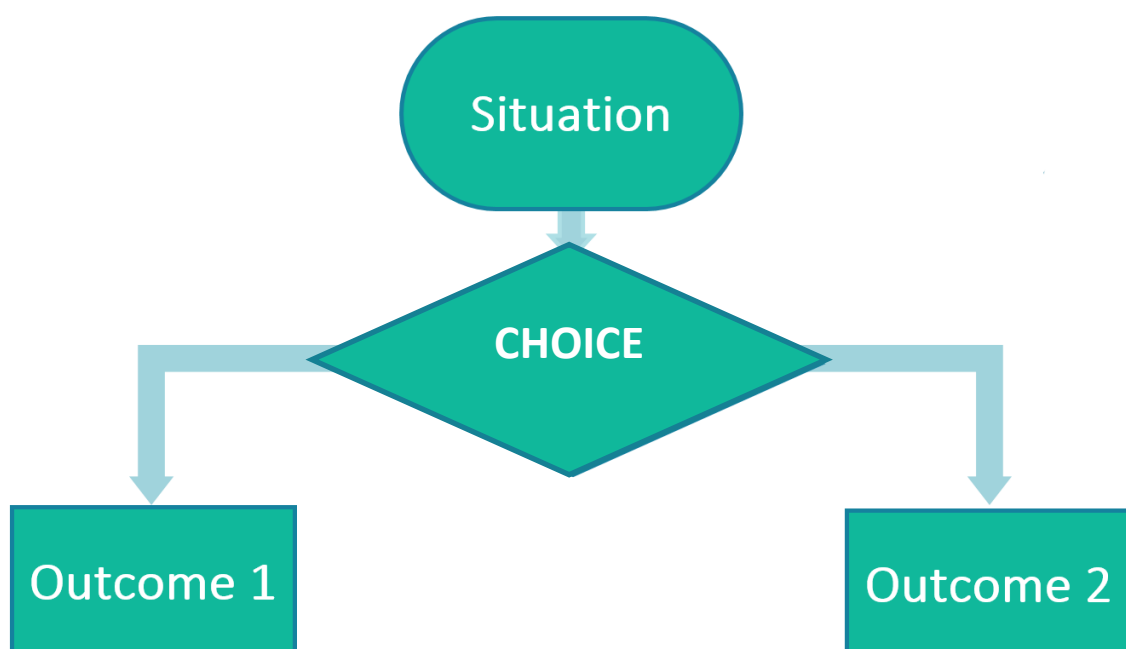
AREA OF DEVELOPMENT: EMOTIONAL REGULATION

The awareness to perceive emotions, control reactions and express our feelings. Individuals with autism may exhibit irritability, temper outbursts, aggression, self-injurious behaviours, raised levels of anxiety and distress. These can have a negative effect on an individual's emotional wellbeing and adversely affect their quality of life. Development in this area is observed through the application of new skills relating to the:

- Awareness of self, such as understanding how they are feeling, e.g. selecting objects that they enjoy or recognising what is making them feel angry.

- Moderation and control of self, such as thinking before reacting, e.g. remaining quiet during instruction or trying to find a compromise with a peer when there is a disagreement.

- Expression of self, such as demonstrating how they are feeling about a particular situation, e.g. showing satisfaction with an activity, dancing using a variety of movements or apologising when they have been in the wrong.

Emotional regulation enables individuals to keep themselves in check and this helps them to interact appropriately with others. Knowledge of oneself and one's feelings provides great insight into the working of their minds. This allows an individual to monitor their responses and make appropriate adjustments to their behaviour in future situations.

POSITIVE EXPERIENCES
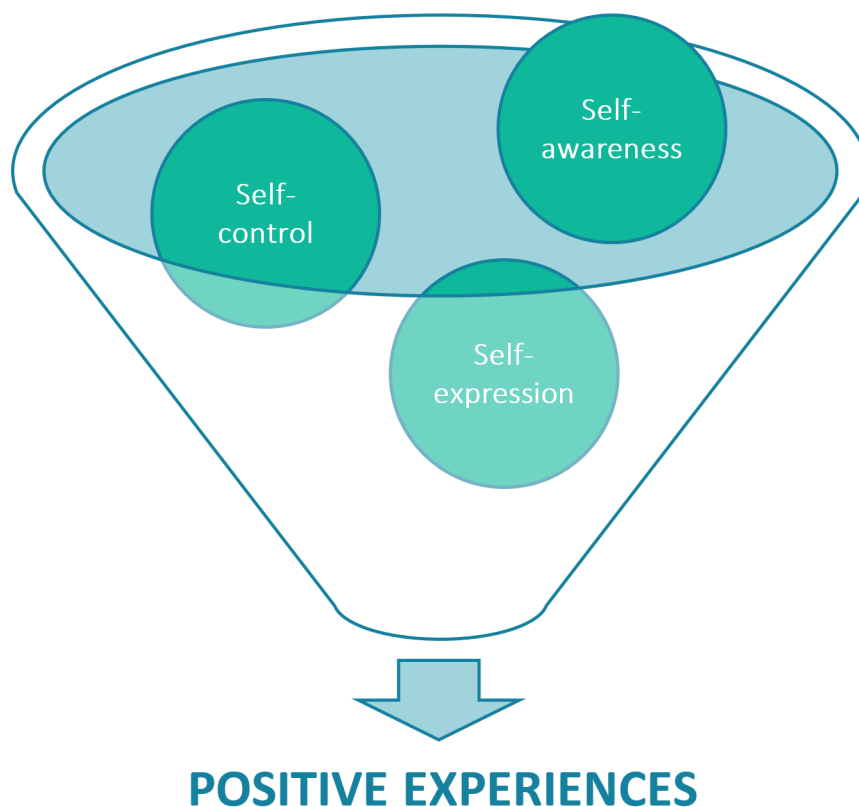
STRATEGIES TO SUPPORT THE INDIVIDUAL

We have worked with experienced special needs teachers and experts from Scottish Autism, Autism Wessex, the North East Autism Society to provide a range of ability-relevant strategies relating to the specific areas of development. These strategies have been carefully selected to enable professionals to design personalised support plans for the individual. These should help the person with autism to sustain and enhance their wellbeing, make positive choices, achieve success and benefit from positive life experiences and outcomes. We have listed strategies in three different ways:

- Universal strategies—these strategies have been selected to be broadly useful when working with individuals who operate at a specific level.

- Skill development strategies—these strategies have been specifically selected to help individuals develop skills in each particular areas.

- Top tips—these are our recommended strategies for helping individuals to build skills at the specific level.

Some of the strategies may be familiar to you; some may motivate you to find out more, some may recommend new resources to investigate, whilst others will provide you with a new level of insight into the development of individuals with autism. Below we have provided some more general strategies for you to use when working with any individual.

- As a staffing body, envelop a learning community which focuses on how and not just what we are learning.

- Be aware of the environment and its effects on the individual. Are the lights too bright? Is there a lot of background noise? Is the seating position comfortable?

- Fun and laughter - allow time to follow the individual's lead and have fun together, while developing vocabulary, e.g. saying "we're jumping up, going down".

- Keep members of staff and family informed of changes in behaviour, changes in staffing and changes in strategy.

- Support the individual to share their communication preferences and encourage all communication partners to be mindful of these, particularly whether they do/do not like the use of sarcasm/irony.

- Work with members of staff and parents/carers to ensure a consistent approach and expectations.

- Position yourself so that you can be seen and heard, allowing for sensory loss such as poor hearing/vision.

We are always looking for new ways to support our customers and will welcome any further suggestions to this area of our Autism Progress profiling tool.

If you have any suggestions please email development@autismprogress.org

WHAT BENEFITS DOES AUTISM PROGRESS PROVIDE?

Autism Progress has been created to give educational and care professionals a universal language to describe and discuss the specific capabilities and challenges faced by the individuals they are supporting.

It has been designed to help staff across a range of settings and disciplines to use the same vocabulary and to share an understanding of an individual's autism. As such, each setting will have different reasons for using the framework and will use different aspects of it in ways that are appropriate to them.

- They may use Autism Progress to help support individuals who are developmentally or academically plateauing.

- They may use Autism Progress to help understand individuals who are struggling to make suitable behavioural choices.

- They may use Autism Progress to measure the impact and value of interventions provided to an individual.

- They may use Autism Progress to identify the strengths and weakness of individuals and to ensure that staff can engage with them in a positive and useful way.

It is important to remember that Autism Progress has not been designed to report on the academic development of an individual but rather that development in Autism Progress's key areas may help the individual to transfer skills to their curriculum.

About 50% of the assessment points in this new framework are linked to assessment points within B Squared's other frameworks. This means that if you are an existing Connecting Steps customer much of the data will transfer. This saves existing users from having to re-enter known data.

This framework allows settings to report on areas of personal development which support learning in the curriculum but which do not necessarily fall into our existing English, Welsh or Scottish curriculum areas. This means that the schools with residential provision can use Autism Progress in both the residential and classroom settings.

B Squared will provide a range of new reporting features (graphs) in Connecting Steps Analysis Module (CSAM) to allow settings to show sections of strong and weak development within the key areas as well as development over time. This can help settings to measure the success of their interventions and, subsequently, justify their funding choices.

The strategies we have carefully selected should enable members of staff to design personalised support plans for individuals, which should help the person with autism to sustain and enhance their wellbeing, make positive choices, achieve success, and benefit from positive life experiences and outcomes.

GETTING STARTED

When using Autism Progress with an individual, you first need to find a suitable starting point within each area of development. We call this baselining. You need to know which specific targets they can and can't achieve.

To start the baselining process, read the level descriptors for each area of development. Select an appropriate description to use as an initial level. Find the assessment page related to that level and begin to look at the specific assessment points on this page. Mark each skill that the individual is capable of as 'Mastered'.

To create an accurate picture of the individual we suggest recording achievements on the levels above and below. Keep going until you stop finding them or you are happy that the skills are unachievable are for a known reason, e.g. an optical impairment affects their ability to visually track objects.

This process will help you understand the types of skills an individual cannot achieve, what they find difficult, where their strengths are and what they find easy. This should illustrate the individual's range of skills and, in most cases, it will cover a large number of levels.

Once you have completed the baselining process we recommend using the different levels of engagement. Using these levels of engagement will show what pupils are capable of with different levels of support.

ASSESSING AND SUPPORTING

The best way to assess with Autism Progress is for summative assessment. The purpose of the framework is to paint the most detailed picture of the individual's current capabilities.

We encourage the idea of working across multiple levels and lowering the level of engagement if skills are lost or forgotten. Each individual will have specific strengths and weakness. They may be able to access a higher range of skill in a particular area than in other areas of development. Remember this is not about academic achievement and there are no recommended rates of progress – it is about profiling the aptitudes and understanding of the individual at this current stage in time.

Each level has a corresponding page filled with support strategies. Knowledgeable and experienced autism experts have selected these strategies to enable members of staff to build support plans for the individual.

Not all support strategies will be beneficial for all individuals. You must apply a degree of professional judgement when building a support plan by selecting the strategies that work best with the individual you are working with.

PURCHASING AUTISM PROGRESS

The Autism Progress framework is available as part of B Squared's Connecting Steps V4 hosted software. The software is cloud based and accessed through a web browser. Once Connecting Steps is purchased there is also a free Connecting Steps iPad app. The app gives members of staff the ability to access and enter their assessment data quickly and efficiently in the work environment, on the go or at home.

To purchase Autism Progress follow the instructions below:

1.   Visit www.bsquared.co.uk

2.   Hover the mouse over the 'Solutions' tab and click the 'Autism' heading

3.   Download the Autism Progress Order Form

4.   Email the completed form to sales@bsquared.co.uk

It is as simple as that!

APPENDIX I: COMMUNICATION DESCRIPTORS

Level 1
The individual encounters activities and experiences involving communication.
- They may show minor physiological responses.
- They may be passive or resistant.
- They are fully prompted in any participation.

Level 2
The individual shows an emerging awareness of experiences involving communication.
- They may have periods when they appear alert and ready to focus their attention on certain people, voices or gesture.
- They may give intermittent reactions.

Level 3
The individual begins to respond consistently to well-cued communication in familiar situations.
- They react to new activities and experiences.
- They accept and engage in co-active exploration.

Level 4
The individual demonstrates an awareness of the direction of others' attention and begins to be proactive with their communication.
- They tolerate shared exploration and supported participation.
- They recognise some people and may respond in specific ways to familiar individuals.
- They perform actions by trial and improvement remembering learned responses over short periods of time.
- They communicate consistent preferences and affective responses through vocalisation or gesturing.

Level 5
The individual begins to communicate intentionally.
- They seek attention through gesture or action and request events or activities.
- They remember learned responses over more extended periods.
- They participate in shared activities with less support and sustain concentration for short periods.
- They observe the results of their own actions with interest, remembering learned responses over more extended periods.
- They explore materials in increasingly complex ways.

Level 6
The individual uses emerging conventional communication.
- They respond to options and choices with actions or gestures.
- They remember learned responses over increasing periods and may anticipate known events.
- They greet known people and may initiate interactions and activities.
- They apply potential solutions systematically to problems.
- They actively explore objects and events for more extended periods.

Level 7

The individual repeats, copies and imitates the communication of others and demonstrates an understanding of a wider vocabulary.

- They use single words, signs and symbols for familiar objects and can communicate about events and feelings.
- They respond appropriately to simple requests which contain one key word, sign or symbol in familiar situations.
- They begin to understand that marks and symbols convey meaning.

Level 8

The individual combines two key ideas or concepts and can respond to questions about familiar or immediate events or experiences.

- They respond to simple questions by vocalising, using gestures, symbols or signing.
- They make attempts to repair misunderstandings without changing the words used.
- They follow requests and instructions containing at least two key words, signs or symbols.
- They develop their expressive vocabulary.
- They combine single words, signs or symbols to communicate meaning to a range of listeners.

Level 9

The individual initiates and maintains short spontaneous interactions and responds to others in group situations.

- They use prepositions and pronouns correctly.
- They follow requests and instructions with three key words, signs or symbols.
- They ask simple questions to obtain information.

Level 10

The individual spontaneously communicates phrases with up to three key words, signs or symbols and follows the spontaneous communication of others for short stretches of time.

- They link ideas or add new information beyond what is asked.
- They follow requests and instructions with four key words, signs or symbols.
- They contribute appropriately one-to-one and in small group discussions.
- They communicate ideas about temporal events and experiences, using simple phrases and statements and respond to questions about them.
- They attend to, and respond to, questions from adults and their peers about experiences, events and stories.

Level 11

The individual spontaneously communicates phrases by linking up to four key words, signs or symbols and responds confidently to others both in groups and one-to-one.

- They use conjunctions that suggest cause.
- They listen attentively and respond appropriately to questions about why or how.
- They follow multi-step instructions.
- They communicate about their own experiences using an extensive vocabulary to convey meaning to the listener.
- They can use possessives.

Level 12

The individual spontaneously communicates about matters of immediate interest.

- They receive information from others and usually respond appropriately.
- They convey simple meanings clearly to a range of listeners and begin to extend their ideas or accounts by providing some detail.

Level 13

The individual begins to show confidence when producing and responding to spontaneous communication particularly where the topics interest them.

- They usually attend to others carefully and respond with increasing appropriateness to what others say.
- They show awareness that a more formal vocabulary and tone of voice are used in some situations.
- They communicate clearly with a growing vocabulary showing awareness of the needs of the listener by including relevant detail to develop and explain their ideas.

Level 14

The individual confidently produces spontaneous communication and responds to others when exploring and communicating ideas.

- They begin to adapt what they say to the needs of the listener, varying the use of vocabulary and the level of detail.
- They attend to the spontaneous communication of others carefully and show understanding of the main points through relevant comments and questions.

Level 15

The individual produces and responds to spontaneous communication with confidence in an increasing range of contexts.

- They attend carefully to the communication of others, making contributions and asking questions that are responsive to others' ideas and views.
- They adapt their spontaneous communication to its purpose by developing ideas thoughtfully, describing events and conveying their opinions clearly.

Level 16

The individual produces and responds to spontaneous communication in a range of formal and informal contexts.

- They pay close attention to what others say, ask questions to develop ideas and make contributions that take account of others' views.
- They follow Standard English rules in formal situations.
- They engage the interest of the 'listener' by occasionally varying their expression and vocabulary.

Level 17

The individual spontaneously adapts their communication to the demands of different contexts with increasing confidence.

- They take an active part in discussions, taking different roles and showing understanding of ideas and sensitivity to others.
- They engage the interest of the listener through the variety and liveliness of both their vocabulary and expression.
- They demonstrate their knowledge of language variety and usage effectively and use Standard English fluently in formal situations.
- They naturally adapt elements of their speech or actions to keep an audience from losing interest.

APPENDIX II: SOCIAL INTERACTION DESCRIPTORS

Level 1

The individual encounters activities and experiences involving other people.

- They may show minor physiological responses.
- They may be passive or resistant.
- They are fully prompted in any participation.

Level 2

The individual shows an emerging awareness of other people.

- They may have periods when they appear alert and ready to focus their attention on people and events.
- They begin to tolerate some social interactions more than others.

Level 3

The individual begins to respond consistently to familiar people.

- They react to new activities and experiences.
- They can be motivated by interacting with familiar people, events and objects.
- They accept and engage in co-active exploration.

Level 4

The individual demonstrates an awareness of the direction of others' attention and begins to be proactive with their interactions.

- They tolerate shared exploration and supported participation.
- They seek interaction to meet their basic needs.
- They perform actions by trial and improvement remembering learned responses over short periods of time.
- They communicate consistent preferences and affective responses through vocalisation or gesturing.
- They begin to recognise people, actions and objects by name.

Level 5

The individual begins to interact intentionally, engaging others through gesture or action.

- They request events or activities through gesture or action.
- They remember learned responses over more extended periods.
- They participate in shared activities with less support and sustain concentration for short periods.
- They observe the results of their own actions with interest, remembering learned responses over more extended periods.
- They explore their immediate environment in increasingly complex ways.

Level 6

The individual greets known people and may initiate interactions and activities.

- They remember learned responses over increasing periods and may anticipate known events.
- They may respond to options and choices with actions or gestures.
- They actively explore objects and events for more extended periods.

Level 7

The individual is becoming aware of appropriate social behaviours: they are able to express their response through single elements of communication.

- They show an understanding of "Yes." and "No." showing assertiveness and responding to animated praise.
- They engage in parallel activity with several others.
- They engage in familiar care routines, tasks or activities with support.

Level 8

The individual will interact with two or three others in work and play situations.

- They seek help when needed.
- They maintain interactions for short periods of time and are becoming aware of turn-taking in small groups with support.
- They become aware of social routines and responsibilities.

Level 9

The individual responds to others in group situations, playing or working in small groups co-operatively.

- They use some social conventions when greeting people.
- They use facial expression or intonation to enhance meanings.
- They carry out routine activities in a familiar context and with some independence, though may need a staff presence.

Level 10

The individual contributes in one-to-one and small group situations, listening to others and sharing feelings.

- They start to accept the constraints of social actions.
- They show an awareness of the consequences of their actions and show some consideration of the needs and feelings of other living things.
- They make purposeful relationships with others in group activities and attempt to compromise with them in a variety of situations.
- They begin to understand the concept of public and private and know how to use the toilet independently.

Level 11

The individual selects, initiates and follows through with a range of activities in one-to-one situations and in small or large groups.

- They use appropriate language to ask for the toilet.
- They understand the need for rules in games showing awareness of how to join in with different situations.
- They understand some agreed codes of behaviour, state basic rules and identify right and wrong in familiar situations.
- They treat living things and their environment with care and concern.
- They can be sensitive to the feelings of others and show respect for them.

Level 12

The individual communicates about the experiences and feelings of others, what they might find interesting or puzzling and what might be of value and concern to them.

- They recognise some similarities and differences between people and are aware that people have an effect on the world around them.
- They identify some of the groups that they belong to and identify rules that differ between these groups.
- They begin to recognise that all people have needs and wants, showing some theory of mind.

Level 13
The individual asks, questions about others' experiences and feelings.
- They recognise the values of others in matters of right and wrong.
- They recognise that some questions cause people to wonder and are difficult to answer.
- They discuss what is fair and unfair in different situations and identify the difference between people's needs and wants.

Level 14
The individual identifies how their actions affect the world around them, making links between aspects of their own and others' experiences.
- They make links between national or global values and their own attitudes and behaviour.
- They know how to make friends, including how to repair damaged relationships.

Level 15
The individual raises questions of other people's identity, belonging, meaning, purpose, truth, values and commitments.
- They make assumptions about how others may feel in complex and unfamiliar situations.
- They identify why specific laws are needed and can debate moral issues, taking a balanced point of view.
- They describe what may inspire and influence others.

Level 16
The individual asks and suggests answers to, questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others' lives.
- They explain how their actions can inspire or influence others to improve their own lives.
- They discuss things that they should take responsibility for and the effect this might have on them, their intimate relationships, their close groups and the world.

Level 17
The individual is increasingly confident and accepting of their own identity, beliefs and purpose.
- They understand and welcome a wide range of the beliefs, values and intentions of others.
- They evaluate the motivations of their own actions after an emotional situation and can rationalise the behaviour of others.
- They are able to integrate themselves in a variety of roles/situations.

APPENDIX III: FLEXIBILITY OF THOUGHT DESCRIPTORS

Level 1
The individual encounters a range of activities and experiences.
- They may show minor physiological responses.
- They may be passive or resistant.
- They are fully prompted in any participation.

Level 2
The individual shows an emerging awareness of routine activities.
- They may have periods when they appear alert and ready to focus their attention on certain events, objects or parts of objects.
- They may give intermittent reactions.

Level 3
The individual begins to respond consistently to familiar events and situations.
- They react to new activities and experiences.
- They begin to show interest in activities, events and objects.
- They accept and engage in co-active exploration.

Level 4
The individual demonstrates an awareness of the direction of others' attention and begins to be proactive in their actions.
- They tolerate shared exploration and supported participation.
- They recognise familiar activities, events and objects.
- They perform actions by trial and improvement remembering learned responses over short periods of time.
- They communicate consistent preferences and affective responses through vocalisation or gesturing.

Level 5
The individual's interest can be engaged through joint attention and they begin to make intentional responses.
- They request events or activities through gesture or action.
- They participate in shared activities with less support and sustain concentration for short periods and explore materials in increasingly complex ways.
- They observe the results of their own actions with interest, remembering learned responses over more extended periods.
- They demonstrating the beginning of object permanence.

Level 6
The individual uses emerging conventional communication to initiate interactions and familiar activities.
- They respond to options and choices with actions or gestures.
- They remember learned responses over increasing periods and may anticipate known events.
- They apply potential solutions systematically to problems.
- They actively explore objects and events for more extended periods.

Level 7

The individual demonstrates a developing awareness of more complex cause and effect, predicting and prompting particular responses.

- They follow familiar routines are aware of starting and stopping a process and accept some changes to planned activity when supported by familiar strategies.
- They can be motivated to participate in tasks when offered items they persistently favour.
- They anticipate, follow and join in familiar activities when given a contextual clue.

Level 8

The individual begins to make connections between regular events and the actions that follow.

- They sort or match objects and pictures by recognising similarities.
- They solve simple problems practically.
- They show preferences for specific activities and begins to carry out simple decision making processes.
- They accept alternatives to current activities or items when they are provided by a member of staff.

Level 9

The individual shows an awareness of other people's intentions or goals making links between visual and auditory clues and consequent events.

- They will undertake short tasks independently for a known reward.
- They watch others using a basic tool, copy the actions and show an intention to create.
- They carry out routine activities in a familiar context and show and awareness of the results of their own actions.
- They begin to generalise and make predictions from prior knowledge.

Level 10

The individual shows temporal awareness by communicating about yesterday and tomorrow and basing their decisions on the consequences of previous actions.

- They follow repetitive patterns, making predictions about next steps.
- They compare differences between similar objects or events.
- They can be incentivised to follow a longer structure of activities and accept some forewarned changes to their routine.
- They attempt to negotiate with others to achieve positive results.

Level 11

The individual acknowledges other people's opinions; adding to others' ideas but accepting that these may differ from their own.

- They understand how certain things can seem silly in the wrong situation and are developing a sense of humour.
- They modify their communication to clear up misunderstandings.
- They identify the differences between sections of a day and begin to regulate their own routines with some prompting from members of staff.
- They begin to reduce repetitive physical behaviours.

Level 12

The individual shows theory of mind by demonstrating that they understand that all people have different needs and wants.

- They structure their own routine with some prompting from members of staff.
- They sequence a few events, showing an understanding of the concept of past and future events.
- They communicate about matters of immediate interest, justifying their opinion when questioned.
- They approach problems differently and begin to adapt their thinking.

Level 13

The individual considers a variety of approaches, generates ideas based on their own investigations and identifies what they need to do to achieve their goals.

- They vary skills, actions, ideas and their deployment in different situations.
- They relate their own experience to the world around them allowing them to describe how others might be feeling and to make predictions about future events.
- They plan what to do next, demonstrating an ability to organise their work.
- They learn by trial and error and make decisions based on their experiences.

Level 14

The individual begins to accept that some things in life are imperfect, that people get things wrong, that mistake help us learn and that events do not always follow previously understood patterns.

- They manage their own timings and schedules with little to no support.
- They break problems into smaller, more manageable tasks.
- They begin to recognise risks with help.
- They begin to read between the lines and can infer meaning implied within text or speech.

Level 15

The individual identifies some causes of difference between people and can engage in discussions about the feelings of others with some sensitivity.

- They use implied information as well explicit information to make predictions about future events.
- They initiate creative processes and can consider the needs of the viewer, reader or user whilst developing their work.
- They evaluate sources of information and other people's viewpoints to help form their own opinion.
- They comprehend aspects of figurative language, common colloquialisms and irony.

Level 16

The individual is able to make judgements.

- They understand that feelings, including their own, can change quickly and can consider how to help others manage their expectations.
- They distinguish between tangible and abstract concepts in real life and fiction.
- They can identify aspects which make some sources more reliable than others.
- They account for differences in perspective and understand that different people have different versions of events.

Level 17

The individual can help others to make judgements about what is acceptable and unacceptable.

- They understand the necessity of using a range of sources and present information taking into account their usefulness/reliability.
- They review their own processes and set themselves challenging goals for improvement.
- They react in an adaptable manner to a range of changes of plan.
- They automatically identify mistakes they make and attempt to correct them.
- They are flexible with their approach to problem-solving.

APPENDIX IV: EMOTIONAL REGULATION DESCRIPTORS

Level 1
The individual encounters a range of new and familiar experiences.
- They may show minor physiological responses.
- They may be emotionally passive or resistant .

Level 2
The individual shows an emerging awareness of new or pleasurable experiences.
- They may have periods when they appear to show heightened expressive responses to specific sensations.
- They may give intermittent reactions.

Level 3
The individual begins to respond consistently to favoured events and objects.
- They react to new activities and experiences.
- They demonstrate emotive responses to new activities and experiences.
- They begin to show emotional reactions to specific people, events and objects.
- They accept and engage in co-active exploration.

Level 4
The individual demonstrates an awareness of the direction of others' attention and begins to be proactive in their demands/ requests.
- They tolerate shared exploration and supported participation.
- They perform actions by trial and improvement remembering learned responses over short periods of time.
- They express their immediate needs and feelings.
- They communicate consistent preferences and affective responses through vocalisation or gesturing.

Level 5
The individual begins to indicate their needs and intentions.
- They seek stimulation and interaction through gesture or action and request desired events or activities.
- They remember learned responses over more extended periods.
- They participate in shared activities with more confidence.
- They observe the results of their own actions with interest, remembering learned responses over more extended periods.

Level 6
The individual may initiate interactions.
- They respond to options and choices with actions or gestures.
- They remember learned responses over increasing periods and may anticipate known events.
- They apply potential solutions systematically to problems.
- They actively explore objects and events for more extended periods.

Level 7
The individual can express their feelings, needs and preferences using single elements of communication.
- They engage in parallel activity with several others.
- They begin to react to the feelings of others.
- They begin to accept "No!" in some situations and respond positively to animated praise.
- They accept and follow some simple activity/reward structures with support.

Level 8
The individual is able to tolerate interacting with two or three peers during work and play situations.
- They show pride in their accomplishments.
- They enjoy playful interactions for short periods of time.
- They begin to accept turn-taking in small groups with support.
- They ask for help to overcome frustrating tasks.

Level 9
The individual reacts to working with others.
- They show concern or sympathy for others in distress and subsequently might attempt to offer them comfort or consolation.
- They return to a task after a brief interruption.
- They can be encouraged to try new or unfamiliar tasks.
- The individual demonstrates an emotional response to working co-operatively with peers.

Level 10
The individual communicates their thoughts and feelings in simple phrases.
- They sometimes seek out familiar peers to interact with.
- They show some consideration of the needs and feelings of other people and other living things.
- They have an emerging sense of what is right or wrong based on their sense of what is fair and unfair and the consequences they have previously experienced.
- They accept that their feelings and expectations may not always be met when working with others.

Level 11
The individual wishes to join in a wide range of one-to-one, small and large group activities.
- They sometimes express upsetting emotions in a productive manner.
- They moderate their behaviour in unfamiliar situations.
- They choose to initiate and then follow through with new tasks and activities for prolonged periods of time.
- They are aware of their needs and feelings and show respect for themselves.

Level 12
The individual communicates about their own experiences and feelings, what they find interesting or puzzling and what is of value or concern to them.
- They understand the purpose of an apology.
- They remember and describe how certain events made them feel.
- They identify things which make them special.
- They begin to identify ways to calm down.

Level 13

The individual calmly responds to questions about their own experiences and feelings.

- They recognise their own values.
- They identify what they can do to make a situation better.
- They identify how some similar situation may make them feel differently.
- They are assertive with their opinions in matters of right and wrong.

Level 14

The individual identifies how the world around them affects their feelings, making links between aspects of their own and others' experiences.

- They take steps to avoid conflict.
- They make connections between their own attitudes, behaviour and their values and commitments.
- They cope with disagreements and can consider alternative points of view.

Level 15

The individual raises questions of their own identity, belonging, meaning, purpose, truth, values and commitments.

- They make predictions about how complex and unfamiliar situations might affect them.
- They identify some of their responsibilities and some consequence that could affect others if they fail to meet them.
- They describe what inspires and influences them.

Level 16

The individual asks and suggests answers to, questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others' lives.

- They explain what inspires them and how it influences them to improve themselves.
- They communicate about how political, religious, economic and environmental decisions can affect themselves, their intimate relationships, their close groups and the world around them.

Level 17

The individual is increasingly confident and accepting of their own identity, beliefs and purpose.

- They understand and welcome a wide range of the beliefs, values and intentions of others.
- They evaluate the motivations of their own actions after an emotional situation and can rationalise the behaviour of others.