

Personal Learning

Stage One

Students encounter activities and experiences. Participation is fully prompted. They may be passive or resistant. They may show simple reflex responses. Students show emerging awareness of activities and experiences. They may have periods when they appear alert and ready to focus their attention. They may give intermittent reactions.

Students:

- show simple reflex responses to an activity or object
- begin to give reactions to choices made by an adult

Stage Two

Students begin to respond consistently to familiar people, events and objects. They react to new activities and experiences. They begin to show interest in people events and objects. They accept and engage in coactive exploration. Students begin to be proactive in their interactions. They communicate consistent preferences and affective responses. They recognize familiar people, events and objects. They perform actions, often by trial and improvement and they remember learned responses over short periods of time.

Students:

- show an interest in familiar activities and objects
- react to activities and experiences with all of their senses
- respond more consistently to choices made by adult
- be willing to get messy/make a mess

Stage Three

Students begin to communicate intentionally. They seek attention through eye contact, gesture or action. They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways. They remember learned responses over more extended periods. Students greet known people and may initiate interactions. They can remember learned response over increasing periods of time and may anticipate known events. They may respond to options and choices with actions and gestures. They actively explore objects and events for more extended periods.

Students:

- develop greater awareness of their responses to sensory stimuli
- show and share pleasure by word, gesture, expression
- cooperate with organisation of personal belongings e.g. helping to hang bag on own hook
- vocalise repeatedly to request or continue an interaction with a peer or an adult
- change their behaviour to trigger a new response from a partner
- communicate simple choices e.g. likes and dislikes

Stage Four

Students show an interest in classroom activities through observation and/or participation. They begin to select and use activities and resources with support.

Students:

- select appropriate resources for a specific activity from a limited choice e.g. scissors or crayons
- express feelings, needs, likes and dislikes using preferred method of communication
- take pride in accomplishments
- initiate organisation of personal belongings e.g. hang up bag independently and take lunch from their bag
- be appropriately energetic

Stage Five

Students show increasing confidence and independence when participating in familiar activities.

Students:

- show increasing independence and self sufficiency in selecting and carrying out familiar activities
- persist for extended periods of time at an activity of their choosing
- adopt a position in which they can work comfortably and effectively, such as sitting, kneeling or standing at a table or at floor level
- sustain attentive listening, responding to what they have heard
- search out appropriate resources, stored in a familiar place, for familiar activities
- cope with small changes (routines, staff, venue etc) when appropriately prepared

Stage Six

Students take part in new tasks with support.

Students:

- persevere in repeating some actions/attempts when developing a new skill
- carry out routine activities in a familiar context, independently
- locate and use classroom resources independently
- have a positive approach and show willingness to take part in new experiences
- initiative and manage developmentally appropriate tasks
- display high levels of involvement in activities
- concentrate for lengthening periods when involved in appropriate tasks
- maintain attention and sit quietly when appropriate

Stage Seven

Students demonstrate independence in familiar situations and a willingness to engage in activities.

Students:

- show an understanding that they are not always the centre of attention
- stay involved in a self selected activity for an appropriate length of time
- demonstrate appropriate ways of getting attention e.g. waiting, putting hand up
- show flexibility when things need to change
- recognise why a task is carried out and what it involves, e.g. spreading sandwich fillings to make a sandwich

- select resources for a new task with minimal support
- listen to others while in large and small groups

Stage Eight

Students take on a variety of roles in familiar activities and contribute to the achievement of group goals.

Students:

- collaborate in devising and sharing tasks, including those which involve accepting rules
- be willing to be taught how to do some of the things not yet learned
- feel positive about themselves
- share responsibility for planning classroom events and activities
- choose, initiate and follow through self selected activities
- select and use resources independently and appropriately within classroom activities

Stage Nine

Students manage their time and resources to complete short tasks. They continue to develop the view that learning is fun and rewarding.

Students:

- organise themselves independently for identified familiar routines and activities
- plan simple routines and tasks in a range of familiar contexts
- identify resources for familiar routine activities independently
- make effective use of unsupervised time
- begin to reflect on own performance and contribution
- recognise personal strengths and accomplishments e.g. ability to print their name
- identify and talk about their own interests and preferences e.g. favourite activities, toys and stories
- identify recreational activities (with support) that they can be involved in outside school hours
- develop and use simple breathing exercise techniques, when stressed, upset, angry, etc

Stage Ten

Students develop and exhibit appropriate behaviours for maintaining positive social relationships. They identify the feelings and needs of others, when working in groups.

Students:

- discuss own targets and goals with support
- make suggestions to improve own learning with support
- identify and evaluate strengths and weaknesses e.g. 'I'm good at.....' and 'I need help with...'
- widen skills base into new area
- discuss their own and others' contribution to activities
- cope with impact of own mistakes and failures
- review activities and use information to plan for future activities, identifying resources needed for successful completion
- identify and discuss the needs, likes and dislikes of themselves and others
- use relaxation techniques to soothe and calm themselves when distressed, angry or scared

- use positive thinking self talk techniques