






The Derbyshire Early Years SEN Service - Celebratory Checkpoints. Pathway 3-4













When considering the aspects of development being observed, we should always have in mind the foundational learning themes that accompany and underpin the play and interaction we see.

Executive function includes the child’s ability to hold information in mind, focus their attention, think flexibly, inhibit impulsive behaviour.

These abilities contribute to the child’s growing ability to **self-regulate**, concentrate their thinking, plan what to do next, monitor what they are doing and adapt, regulate strong feelings, be patient for what they want and bounce back when things get difficult.

Language development is central to self-regulation: children use language to guide their actions and plans. Pretend play gives many opportunities for children to focus their thinking, persist and plan ahead.

The 7 Cs of resilience.	Personal Social and Emotional Development Small Step Celebratory Checkpoints (including Development Matters checkpoints)	Characteristics of Effective Learning
<p>Competence I can achieve and make progress.</p> <p>Confidence I have a go and keep on trying.</p> <p>Connection I feel safe and secure in my relationships; I know who will support me and who I can ask for help.</p>	<p> Does the child sometimes invite other children to join in with group games, initiating play and offering cues to join in?</p> <p> Does the child show a preference for particular adults, choose to play with their ‘special friend’, or avoid others?</p> <p>Around the age of 3 Can the child sometimes manage to share or take turns with others, with adult guidance and understanding ‘yours’ and ‘mine’?</p> <p>Can the child settle to some activities for a while?</p> <p> Can the child remember the names of extended family, friends, and members of staff, do they talk fondly of friends and family members or staff when at home, recounting present and recent experiences?</p> <p> Does the child show care and kindness towards a pet or a friends’ pet, do they express sadness or concern if a close friend or family member is hurt or ill?</p> <p> Does the child become genuinely upset if they cannot carry out a task with a parent/carer, do they ask at home and setting, to help with little jobs?</p>	<p>Playing and exploring – I realise that my actions have an effect on the world, so I repeat them.</p> <p>I reach for and accept objects, making choices and exploring different resources and materials.</p> <p>I plan and think ahead about how to explore or play with objects.</p> <p>I guide my own thinking and actions by talking to myself while playing.</p> <p>I make independent choices and do things independently that I have been previously taught.</p>

<p>Character I have a unique personality, interests, and strengths.</p> <p>Contribution I make a difference to my family, to my setting and to the things I do and play with, all of which makes me feel important and valued.</p> <p>Coping When things are difficult, I can use my own ways of helping myself, as well as looking to others for support (I can also let you know what</p>	<p> Can the child keep play going by responding to what others are saying or doing, play imaginatively with small world toys and show autonomy in relating to others?</p> <p> Can the child initiate conversations, link up with others for support and guidance, demonstrates friendly behaviour, and form good relationships with peers and familiar adults?</p> <p> Does the child like to sit, have a cuddle and share events of the day with a familiar adult, do they feel safe secure and demonstrate a sense of trust?</p> <p> Does the child begin to accept the needs of others with support, or begin to follow the rules in adult led games?</p> <p> Is the child happy to separate from main carer when going to a familiar adult/setting, are they more outgoing towards unfamiliar people and is more confident in new social situations?</p> <p> does the child enjoy joining in with dancing and ring games or like to perform for others and will request an audience?</p> <p> Does the child make connection between different parts of their life experience?</p> <p> Does the child anticipate when help is required by others and sometimes provides it?</p> <p> Is the child confident to talk to other children when playing, and will communicate freely about own home and community?</p> <p> Can the child play games with other children and agree rules, share, take turns and play within a group?</p> <p> Does the child have a strong sense of own space and possessions; likes to arrange own toys and demonstrate self-will, perhaps argues to achieve own wishes?</p> <p> Does the child enjoys sharing photos of self and family in a small group?</p>	<p>I can collaborate and learn alongside my peers.</p> <p>I bring my own interests and fascinations into setting. This helps me develop my learning.</p> <p>I respond to new experiences that you bring to my attention.</p> <p>Active learning – I participate in routines and can predict sequences of familiar routines.</p> <p>I demonstrate goal-directed behaviour to get to something I want</p> <p>I can correct my mistakes, for example, instead of using increasing force to push a puzzle piece into the slot, I see if a different piece will fit.</p> <p>I repeat activities and make connections.</p> <p>I keep on trying when things are difficult.</p> <p>I learn through trial and error.</p>
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<p>works and what doesn't).</p> <p>Control I have a range of ways that help me feel in control and feel things are predictable.</p>	<ul style="list-style-type: none"> ✎ Has the child become more independent in self-care takes pride in appearance or identifies self with children of same age and sex, cooperating in play with children they like? ✎ Does the child comment on the behaviour of other children, saying if they approve or not, do they like to remind adults of their good behaviour, particularly when someone else is not behaving so well or correct the behaviour of other children, for example, 'Don't run inside' ✎ Does the child pick up on the behaviour/mood of other people and will adapt their own behaviour in social situations or changes of routine, for example may become quiet when mummy is talking on the telephone, or when in a cafe? ✎ Can the child talk about feelings of characters in stories, e.g. whether they are cross, happy or scared, and can relate these to their own feelings? ✎ Can the child tolerate delay when needs are not immediately met and understands wishes may not always be met? ✎ Can the child concentrate for longer periods of time, for example in simple board game? ✎ Needs less support to share resources with others Complies with requests or instructions even when not agreeable ✎ Does the child tell an adult if they feel another child is doing something wrong when the act directly affects them for example someone has taken their toy? ✎ Does the child try to problem solve without an adult?; for example 'I was playing with that. Give it back' <p>Around the age of 4 Does the child play alongside others or do they always want to play alone?</p> <p>Does the child take part in pretend play (for example, being 'mummy' or 'daddy'?)</p>	<p>I watch my peers and adults (modelling).</p> <p>Creating and thinking critically I take part in simple pretend play.</p> <p>I can sort materials, putting different toys in together when tidying</p> <p>I can review my progress as I try to achieve a goal, check how well I am doing to solve real problems</p> <p>I use pretend play to think beyond the 'here and now' and to understand another perspective.</p> <p>As I know more, I feel confident at coming up with my own ideas and make more links between those ideas.</p> <p>I concentrate on achieving something that's important to me and am able to control my attention and ignore distractions</p>
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	<p>Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play?</p> <p>Note: watch out for children who seem worried, sad or angry for much of the time, children who seem to flit from one thing to the next or children who seem to stay for over-long periods doing the same thing and become distressed if they are encouraged to do something different You will need to work closely with parents and other agencies to find out more about these developmental difficulties.</p>	
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Leuven signs of engagement (2008)				
1 Extremely Low	2 Low	3 Moderate	4 High	5 Extremely High
I have limited activity or concentration, I daydream and stare. I am passive and do not demonstrate goal directed behaviour. I do not show signs of exploration or interests.	I show some degree of activity which is often interrupted. I have intermittent concentration and look away during activity or fiddle. I am easily distracted	I am busy but without real concentration. I engage in some routine actions, but my attention is often superficial. I am not absorbed in the activity; activities are short lived. I have limited motivation with no real dedication, and do not feel challenged; I do not gain deep-level experiences or use my capabilities to full extent; The activity does not address my imagination.	I demonstrate clear signs of intermittent involvement; I am engaged in the activity without interruption. Most of the time there is real concentration, but during brief moments attention is more superficial; there is a certain degree of motivation when challenges occur; My capabilities and imagination to a certain extent are addressed in the activity.	I am continually engaged in the activity and completely absorbed and focussed. I am highly motivated and am not distracted by strong stimuli. I exhibit attention for details, shows precision and am constantly addressing all my capabilities and enjoys being engrossed in the activity.