






## Milestone 1 - Reflexive




**Notices Stimuli** - The learner gives a voluntary response, such as stilling, eye movement or a vocalisation showing an awareness that something is happening. The response may be fleeting or inconsistent.

 <p><b>Cognition</b></p> <p>Cognition</p>	 <p>Communication</p> <p>Communication</p>	 <p>Physical</p> <p>Physical</p>
<ul style="list-style-type: none"> <li>• Give a reflexive response to very obvious stimuli (<i>Visual = light, Auditory = any sounds loud and soft, Tactile = soft/hard, Proprioception = different body positions, body parts, Vestibular = body movement hoisting, M &amp; H, body movement, Olfactory = smells, Taste</i>)</li> <li>• Reacts to an object (reflex)</li> <li>• Performs a non-specific action which causes an effect</li> </ul>	<ul style="list-style-type: none"> <li>• Make a discomfort sound or cry.</li> <li>• To respond to a range of stimuli (<i>Visual = light, Auditory = any sounds loud and soft, Tactile = soft/hard, Proprioception = different body positions, body parts, Vestibular = body movement hoisting, M &amp; H, body movement, Olfactory = smells, Taste</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• To glance towards a face</li> <li>• To glance at a stimulus</li> <li>• To show reflexive behaviour</li> <li>• To show a reflex when in close contact to a familiar person</li> </ul>



## Milestone 2 - Reactive

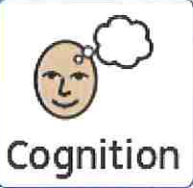


Responds consistently to one stimulus - The learner responds in the same way to one stimulus consistently

 <b>Cognition</b> Cognition	 <b>Communication</b> Communication	 <b>Physical</b> Physical
<ul style="list-style-type: none"> <li>• To react to an object</li> <li>• To react to close contact to a familiar adult</li> <li>• To react to a familiar voice or personal identifier</li> <li>• To attend to a stimulus</li> <li>• To locate a stimulus</li> <li>• To track a stimulus - left to right / right to left - up and down - round - across the midline</li> <li>• To accept / reject a stimulus</li> </ul>	<ul style="list-style-type: none"> <li>• To make brief eye contact</li> <li>• To show behaviour which can be interpreted as a rejection to a stimuli</li> <li>• To respond consistently to one stimulus</li> <li>• To react to a range of stimuli</li> <li>• To demonstrate brief memory for previously presented stimulus</li> <li>• To make a sound to gain attention</li> </ul>	<ul style="list-style-type: none"> <li>• To combine 2 or more objects in a non-specific way</li> <li>• To move towards an object</li> <li>• To engage in a random activity that causes an effect</li> <li>• To imitate movement</li> <li>• To briefly follow a moving stimulus</li> <li>• To reach towards a moving stimulus</li> <li>• To touch a moving stimulus</li> <li>• To manipulate items in a non-specific manner</li> <li>• To perform a non-specific action which causes an effect</li> <li>• To sustain a grasp on an object for a short period of time</li> </ul>



### Milestone 3 - Responsive

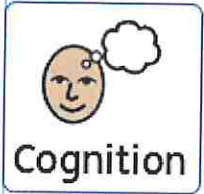

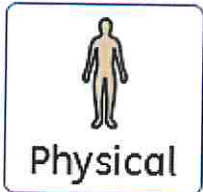
The learner realises that performing a particular action causes an effect and knows they did it but does not know how. They start to show consistent responses to familiar activities and react to new experiences.

 <p>Cognition</p> <p>Cognition</p>	 <p>Communication</p> <p>Communication</p>	 <p>Physical</p> <p>Physical</p>
<ul style="list-style-type: none"> <li>• To look briefly at a disappearing object</li> <li>• To seek an object taken out of the immediate environment</li> <li>• To combine 2 or more objects in a specific way</li> <li>• To take 1 turn following another person's lead</li> <li>• To partake in 1:1 turn taking with an adult (supported)</li> <li>• To continue a turn taking sequence alongside an adult for more than 1 turn</li> <li>• To respond to an object</li> <li>• To anticipate repeatedly presented stimuli/object</li> <li>• To anticipate within a familiar social routine</li> </ul>	<ul style="list-style-type: none"> <li>• To make differentiated vocalisations</li> <li>• To communicate more</li> <li>• To respond to a familiar stimulus</li> <li>• To respond differently to different stimuli</li> <li>• To imitate a sound</li> <li>• To show an awareness of being imitated</li> <li>• To respond to own name</li> <li>• To terminate an interaction with an adult</li> </ul>	<ul style="list-style-type: none"> <li>• To manipulate a stimulus</li> <li>• To partake in aided exploration of an environment</li> <li>• To manipulate an object in different ways including: To inspect</li> <li>• To manipulate an object in different ways including: To lift up</li> <li>• To grasp for a sustained period of time, to hold</li> <li>• To perform an action</li> <li>• To imitate an action</li> <li>• To sustain a movement</li> </ul>



## Milestone 4 - Refinement

The learner can respond to options and choices with actions and gestures. They can remember learned responses over a period of time and can explore objects and events for extended periods. They begin simple problem solving

 <p>Cognition</p> <p>Cognition</p>	 <p>Communication</p> <p>Communication</p>	 <p>Physical</p> <p>Physical</p>
<ul style="list-style-type: none"> <li>• Attempts to uncover or seek an object when it is hidden</li> <li>• To search for objects when they are removed</li> <li>• To match 2 identical objects, photos or symbols</li> <li>• To partake in 1:1 turn taking with an adult</li> <li>• To initiate a turn taking sequence and takes more than 1 turn</li> <li>• To respond to objects differently or functionally</li> <li>• To repeat an action when the first attempt is unsuccessful</li> <li>• To repeat an action to make the same or similar effect</li> <li>• To copy or continue an action</li> <li>• To take part within a familiar routine</li> </ul>	<ul style="list-style-type: none"> <li>• To make differentiated vocalisations for a specific intention</li> <li>• To initiate a turn taking sequence with a communicative partner</li> <li>• To make attempts to copy formal patterns of movement e.g. waving</li> <li>• To begin to use symbols to indicate needs and wants</li> <li>• To turn to other pupils in the group when names are called</li> <li>• To respond appropriately to different tones of voice</li> <li>• To respond during regular communication sessions with a familiar adult e.g. laughs, gestures</li> <li>• To respond to own mirror image</li> <li>• To make a distinct movement in attempt to make contact with an interactive partner</li> </ul>	<ul style="list-style-type: none"> <li>• To manipulate objects functionally including musical instruments</li> <li>• To put their hand into a box or bag to feel a set of similar objects</li> <li>• Uses a pincer grip to hold objects</li> <li>• To choose tools / equipment for a familiar activity</li> <li>• To manipulate objects in a variety of ways including: turning objects in hands</li> <li>• To manipulate objects in a variety of ways including: shaking objects</li> <li>• To manipulate objects in a variety of ways including: passing objects from one hand to another</li> <li>• Deliberately drops objects</li> <li>• Attempts to turn single pages of a book</li> </ul>



	<ul style="list-style-type: none"><li>• Anticipates events from sounds or visual cues</li></ul>	<ul style="list-style-type: none"><li>• Frequently points to objects / people using an extended index finger</li><li>• Makes scribbling marks on different surfaces</li><li>• Imitates gross motor actions with prompt</li></ul>
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