Assessment Map 1

		ASSESSMENT ACTIVITIES	ASSESSMENT OUTCOMES	REINFORCEMENT AND EXTENSION STRATEGIES
1	**Notices stimuli**	**Does the learner notice stimuli?** Rock or swing the learner gently, then pause. Touch/Stroke the face or hands. Hold the learner and talk or sing, leaving pauses for any response. Present a torch reflected on a shiny surface. Present a familiar smell, for example a favourite food or mum's perfume. Smear a small amount of a taste on the learner's lips. Play music or a familiar song. Present vibration, for example a massager or vibrating cushion. Place the learner's hand on a fur-covered water bottle.	Look for: • stilling (a momentary pause); • turning (head, eyes, or body); • lip/tongue movement; • eye flickering; • change in breathing; or • tensing or relaxing.	1. Using two staff, one supporting the learner in a sitting position and one in front, try: • gently pulling the learner backwards and forwards; • touching different parts of the body (soles of the feet or back of the neck may be more sensitive); • making sounds of different frequencies, timbre and duration; • moving the torch slightly if there has been no response; • offering different or more distinctive smells/tastes (sweet/sour/salty); • playing a range of musical toys/instruments; • presenting alternate vibration, for example a water bed; or • placing the learner's hand, especially finger tips, in gel, warm water etc.
2	**Reacts to close contact with familiar adult**	**Does the learner react to close contact with familiar adult?** Touch/Stroke learner's face or hands. Hold the learner and talk or sing leaving pauses for any response.	Look for: • tensing or relaxing; • change in breathing; • stilling; • eye flickering; or • change in facial expression.	2. Using the learner's preferred stimuli, for example try: • talking and singing close to the learner with pauses for close observation of possible responses (auditory); or • exaggerated facial expressions (visual).
3	**Responds to very obvious stimulus**	**Does the learner respond to very obvious stimuli?** Beginning with the preferred sense modality increase the range, complexity and variety of stimuli used in 1. Try different smells, for example pleasant, unpleasant. Try using musical instruments, tapes or musical toys using different frequencies, timbre and duration. Introduce new tastes, for example sweet/sour/salty. Present different textures, such as warm sand, and apply them to different parts of the body. Try moving the learner's fingertips in sheepskin, gel, warm water, etc. Use peep-bo, puppets and pop-up toys. Try a vibrating cushion, resonance board or a water bed.	Look for: • see 1; or • change in activity level; • vocalising; • open mouth/tongue movement; • moving fingers, for example in sheepskin; or • kicking.	3. Try getting close-in and exaggerating your facial expression. If there's no response, try exaggerating your features with face paint or sun block, a luminous wig, glasses etc. Vary the pattern of smells presented and the length of time the smell is presented for. Try talking and singing close-in to the learner, with pauses for close observation of possible responses. Increase the variety/strength and frequency of tastes presented. If the learner has only shown a response in one sense modality, try to extend to other available senses.
4	**Demonstrates brief memory for previously presented stimulus**	**Does the learner demonstrate brief memory for a previously presented stimulus?** Present the stimulus to the learner. When they stop attending, remove it and re-present the stimulus (the gap should be less than half a second). If the learner attends for a shorter time to the second presentation, it is likely that they have remembered the stimulus. Try this several times to be sure. NB: The stimulus should be neutral (not the face of a familiar adult, not food); for example try using a black and white chequer board.	Look for evidence of short-term memory, for example: • a decline in interest when the stimulus is repeated; or • recovery of interest when a new stimulus is offered.	4. Increase the gaps looking for evidence of short-term memory (see page 92 – Habituation). Use a variety of stimuli. Show a new stimulus rather than the same stimulus again.
5	**Responds to familiar voice or other personal identifier**	**Does the learner respond to a familiar voice or another personal identifier?** Ensure that all staff in regular contact with the learner have a personal identifier or action. This should ideally be an integral part of each person, for example long hair/beard. Move towards the learner speaking or singing/sit close to the learner – hug/touch. Draw attention to a particular identifier. NB: For learners with visual impairment/hearing impairment a personal tactile sign may be used.	Look for: • stilling; • tensing/relaxing; • smiling; • change in facial expression; • turning of the head; • fleeting eye contact; or • reaching out/touching.	5. Encourage the learner to use the personal identifier/action for a second adult. Gradually increase the number of people who interact with the learner through personal identifiers/actions.
6	**Responds to a range of stimuli**	**Does the learner respond to a range of stimuli?** Increase the range, complexity and variety of stimuli used in 3. Prompting/Exaggeration should be gradually reduced to a more natural level. If the learner has only shown a response in one sense modality up to this point, you should seek to extend this to other available senses.	Look for: • a change in activity level; • facial expression; • movement of eyes, lips, tongue; • vocalisation; • tensing/relaxing; or • movement of arms/legs/fingers.	6. Use peep-bo, puppets and pop-up toys. Vary the pattern of smells presented and the length of time the smell is presented for. Try using musical instruments, tapes, musical toys. Increase the variety/strength and frequency of tastes presented. Present different textures, such as warm sand, that learners can engage with. Apply them to different parts of the body.
7	**Turn takes in a one-to-one situation with an adult**	**Does the learner turn take in a one-to-one situation with an adult?** Use a member of staff to support the learner to take turns in: • participating in a rocking game, for example Row the Boat; • returning/pushing the ball to an adult; • talking and waiting for reply in 'conversation'; or • sharing an object or toy.	Look for: • signs of co-operating; or • anticipating.	7. Support the learner further in turn taking, for example: • work hand over hand; • return/push ball to an adult; • talk and 'wait' for a reply; or • model turn-taking by presenting and retrieving object.
8	**Responds to own name**	**Does the learner respond to their own name?** Call the learner by their own name. Take care that the learner is not responding to other cues, for example tone of voice, touch etc.	Look for: • vocalisation; • lip/mouth movement; or • tensing/relaxing. NB: Ensure that the learner is not responding to other cues such as tone of voice, a touch or staff's own reaction.	8. Use the learner's name consistently in meaningful routines to build association. If the learner is not responding, try using supportive cues, for example touch. NB: The sense of self can be slower to develop in learners with visual impairment.
9	**Responds consistently to one stimulus**	**Does the learner respond consistently to one stimulus?** Present a familiar sensory stimulus which has been used consistently. Repeat in the same way several times. NB: Sense of self can be slower to develop in learners with visual impairment (see the General Guidance section).	Look for the learner responding in the same way each time a stimulus is presented.	9. Try other sensory channels to look for other consistent responses.

		ASSESSMENT ACTIVITIES	ASSESSMENT OUTCOMES	REINFORCEMENT AND EXTENSION STRATEGIES
9	Responds consistently to one stimulus	**Does the learner respond consistently to one stimulus?** Present a familiar sensory stimulus that has been used consistently. Repeat in the same way several times. NB: Sense of self can be slower to develop in learners with visual impairment (see the General Guidance section).	Look for the learner responding in the same way each time a stimulus is presented.	9. Try other sensory channels to look for other consistent responses.
10	Briefly follows a moving stimulus	**Does the learner briefly follow a moving stimulus?** Try using sound to attract attention, and then move to a visual stimulus, for example brightly coloured or fluorescent objects. Move the stimulus vertically as well as horizontally.	Look for the learner following a stimulus with their eyes.	10. Try using objects with different visual properties, for example different colours or brightness.
11	Shows behaviour which can be interpreted as rejection of some stimuli	**Does the learner show behaviour that can be interpreted as rejection of some stimuli?** Present a range of stimuli (not preferred by the learner). Watch for signs from the learner, such as turning away, averting the eyes, changing facial expression or movement of arms or legs. To demonstrate this behaviour, the learner must be able to show a positive response to some stimuli. NB: This 'rejection' response is negative and may be very subtle at first.	Look for the learner signalling a desire to stop the activity or interaction, for example: • turning away; • pulling a face; or • pushing.	11. At every opportunity reinforce or 'shape' the behaviour, responding consistently to confirm the meaning. NB: The 'rejection' response is negative and therefore difficult to teach, so at first it may be very subtle.
12	Responds differently to different stimuli	**Does the learner respond differently to different stimuli?** Present stimuli believed to be strongly liked or disliked and note the learner's reactions. NB: Do not repeatedly present stimuli that get a 'dislike' reaction on the same occasion; instead, acknowledge the learner's communication and remove the stimulus.	Look for whether the learner appears to be waiting, for example: • beginning to smile or laugh for a liked stimulus; or • tensing in anticipation of a disliked stimulus.	12. Try additional strong stimuli in a variety of modalities. Repeat on a number of occasions. Place the learner on a thick blanket with their head supported. Sweep and swirl the blanket along a slippery floor, building in pauses for a response. Give the learner a taste/lipstick smear of marmite, lemon juice, rhubarb, chocolate and strawberry. Present eucalyptus or another strong smell from a smell bank.
13	Terminates interaction with an adult	**Does the learner terminate interaction with an adult?** Observe the learner during interactions. Identify consistent signals suggesting that they are ready to end the interaction. Respect these signals and respond consistently. Record how the learner communicates.	Look for 'signals' at the end of an interaction, for example: • turning away; • closing/averting the eyes; • tensing; • vocalising; • kicking; or • pushing.	13. Respond consistently and respect this signal.
14	Anticipates repetitively presented stimulus	**Does the learner anticipate a repetitively presented stimulus?** Try presenting a visual stimulus alternately in two different positions. Try presenting two distinct smells (one the learner likes and one the learner dislikes) alternately. Try presenting a single sound in a regular repetitive pulse pattern. Present two tastes (one the learner likes and one the learner dislikes) alternately. Place a vibrating brush, massager, etc. on to two different parts of the learner's body alternately. NB: If the learner has visual impairment and is slow to develop anticipation, return to 12 and emphasise tactile sense.	After repeated alternating presentations, look for the learner anticipating the next action, for example: • turning eyes and/or head to the next position before the stimulus appears there; • stiffening body; or • widening eyes before the next presentation of a sound.	14. If there is no response: • use sparkly/twinkly items such as fibre optics, lights or fluorescent rods under UV light; • watch the learner's behaviour at lunch/break time to identify anticipation of a familiar routine; • repeat a favourite song or piece of music at the same time each day and watch for a pleasurable reaction that shows enjoyment; • repeatedly present a distinctive food and watch for a response that indicates anticipated pleasure or dislike; or • blow on alternate sides of the learner's face/blow a raspberry on different parts of body.
15	Objects to the end of an interaction	**Does the learner object to the end of an interaction?** Break off an interaction. Turn away and stop the activity.	Look for: • a reaction; or • a signal that they want the 'exchange' to continue, for example eye movement, body movement or vocalisation.	15. Repeat the activity. • Do you get the same reaction? • Does the behaviour change when the activity restarts? • Does the reaction occur in a range of activities? • Ensure that all staff respond to the signal consistently.
16	Explores the environment with assistance	**Does the learner explore the environment with assistance?** Place the learner's hand on an interesting object and assist to feel.	Look for the learner: • moving their fingers or hand; • smelling or trying to lick/mouth objects; or • actively exploring objects in turn.	16. Place the learner's hand or foot in warm water – agitate the water. Pour sand over the learner's hand or foot. Bury the learner's foot in sand, shaving foam, jelly or slime. Use a ball pool, feely bags, etc.

Assessment Map 3

		ASSESSMENT ACTIVITIES	ASSESSMENT OUTCOMES	REINFORCEMENT AND EXTENSION STRATEGIES
16	**Explores the environment with assistance**	**Does the learner explore the environment with assistance?** Place the learner's hand on an interesting object and assist to feel.	Look for the learner: • moving their fingers or hand; • smelling or trying to lick/mouth objects; or • actively exploring objects in turn.	16. Place the learner's hand or foot in warm water – agitate the water. Pour sand over the learner's hand or foot. Bury the learner's foot in sand, shaving foam, jelly or slime. Use a ball pool, feely bags, etc.
17	**Anticipates familiar social routines**	**Does the learner anticipate familiar social routine?** Ensure that consistent routines are used for personal hygiene, drinks, etc. In a familiar routine, pause before the expected end of the routine so the learner anticipates the end. Allow the learner time to register the change in routine; for example, during a familiar action rhyme, such as 'Round and Round the Garden', pause before the tickle.	Look for: • signs of anticipation before the cue occurs, for example giggling while anticipating the tickle.	17. Ensure that consistent routines are used for personal hygiene, drinks etc. Cue or exaggerate a particular part of the routine to turn it into a game.
18	**Redirects attention to a second object**	**Does the learner redirect attention to a second object?** While the learner is attending to an object, offer a second interesting item to encourage redirection of their attention.	Look for the learner losing interest in the first object and focusing attention on a new item.	18. Try prompting visual or tactile exploration of a second object, allowing time for the learner to refocus their attention.
19	**Random activities cause effect**	**Does the learner cause effects by random activities?** Place the learner on a reactive surface, for example space blanket, resonance board. The learner knocks over a noisy toy.	Look for: • independent (but random) movement of hands or fingers; • active exploration with the mouth or other parts of the body; or • reaction to any 'effects' created.	19. Use a range of surfaces/environments or toys that react to touch, for example a survival blanket, an interactive floor mat, a sound beam, a 'little room' or 'Be Active' box. Provide opportunities for the learner to have an effect 'by chance' on the immediate environment, for example knocking a noisy toy. Reinforce these actions, prompting a repeat and ensuring a consistent result.
20	**Looks briefly after a disappearing object**	**Does the learner look briefly after a disappearing object?** When the learner is focused on an attractive object, move it slowly and deliberately out of sight.	Look for the learner looking after the object as it disappears.	20. Use a variety of situations or places to encourage the learner to 'look after' an object which has disappeared from view.
21	**Responds with support or prompt to a reactive environment**	**Does the learner, with support and prompting, respond to a reactive environment?** Place the learner on an interesting reactive surface (see 19).	Look for the learner making attempts to create an action or effect.	21. Use physical or verbal prompts to initiate exploration. Draw the learner's attention to the effects created. Reduce the frequency of the prompts.
22	**Communicates 'more'**	**Does the learner communicate 'more'?** Engage the learner in an enjoyable activity. Break the activity at a critical point. Pause and await the learner's response, for example: • during eating, pause holding the food in front of mouth; • during singing, pause in an action song; or • when beating a resonance drum, pause.	Look for: • vocalisation; • movement; • changing facial expression; • widening eyes; • staring at an object; • moving the arms; • mouth opening; or • reaching towards an object.	22. Establish that a specific 'signal' has a consistent meaning during one activity. Pause within the activity and interpret the learner's next response as a request for more; for example while offering food on a spoon, pause just before putting the spoon into the mouth and interpret the learner's next response, that is: • lips opening as a sign for 'more'; and • lips closing as a sign for 'no more'. Look for that sign being used in other contexts, for example pause during bouncing with an action song and interpret body movement or facial expression as a request for more. Encourage the learner to use this consistent sign by modelling it in a variety of situations.
23	**Contingency Responding**	**Is there evidence of Contingency Responding?** Identify an action that the learner can do, for example kicking, pressing a switch. Reward the action.	Look for: • the learner making something happen independently; • the rate of action increasing when it has an effect, for example kicking increases when it causes a mobile to move; and/or • whether the learner waits for a reward before pressing the switch again.	23. Ensure the action elicits a consistent result for the learner to establish the link; for example, the more the learner kicks, the more the mobile moves. It is important that the learner receives good feedback because at this stage they may not fully understand the connection between their action and the outcome.

Assessment Map 4

		ASSESSMENT ACTIVITIES	ASSESSMENT OUTCOMES	REINFORCEMENT AND EXTENSION STRATEGIES
23	**Contingency Responding**	**Is there evidence of Contingency Responding?** Identify an action that the learner can do, for example kicking, pressing a switch. Reward the action.	Look for: • the learner making something happen independently; • the rate of action increasing when it has an effect, for example kicking increases when it causes a mobile to move; or • whether the learner waits for a reward before pressing the switch again.	23. Ensure the action obtains a consistent result for the learner to establish the link, for example the more the learner kicks, the more the mobile moves. It is important that the learner receives good feedback because at this stage the learner may not fully understand the connection between their action and the outcome.
24	**Purposeful action in everyday environment**	**Does the learner act purposefully in an everyday environment?** Try a range of everyday play activities, for example sand or water, that require the learner to interact repeatedly to gain an effect.	Look for the learner deliberately making things happen in an everyday environment.	24. Use a range of preferred objects or activities and use prompts to initiate exploration. Reduce these over time.
25	**Changes behaviour in response to an interesting event nearby**	**Does behaviour change in response to an interesting event nearby?** Introduce a second toy/stimulus/adult/peer nearby while the learner is engaged in an activity.	Look for the learner 'noticing' a second event/stimulus and reacting or changing their behaviour, for example: • turning; • attending; or • vocalising.	25. Introduce a second activity – draw the learner's attention to it, for example an adult or peer entering the room.
26	**Contingency Awareness**	**Is there evidence of Contingency Awareness?** Provide a switch for a toy or provide a wobbly toy, wind chimes, etc. that can be operated by an action that the learner has already acquired.	Look for the learner acting more consistently and with intent, for example: • waiting for a reward to end before trying again; • linking a particular action with its consequence; • changing facial expression or concentration; or • increasing accuracy.	26. Ensure that every repetition of the action is successful. Encourage the same action to obtain a variety of effects.
27	**Intentionally explores the environment**	**Does the learner intentionally explore the environment?** Observe reactions to a less familiar environment when accompanied by a familiar adult.	Look for any form of exploration: • looking around; • reaching out; or • moving body.	27. Provide interesting visual/tactile experiences in a controlled way by regularly introducing new stimuli and drawing attention to them.
28	**Communicates 'more' and 'no more' through two different consistent actions**	**Does the learner respond to a range of stimuli?** Observe the learner's reactions to a less preferred activity or food, etc. Note the actions which may indicate 'no more'. NB: This should be distinct from the action used to indicate 'more'.	Look for: • the established 'signal' that means 'more'; • a response that indicates 'no more', for example: closing eyes; turning away; and closing mouth. NB: Reinforce and build on this, responding consistently on every occasion.	28. Reinforce and shape this behaviour by saying or co-actively signing, for example: • 'finished/no more' clearly finishing the activity; or • 'continue/more' clearly carrying on the activity. Model/Look for and reinforce these signals across a variety of contexts. Note even a slight response or change in expression to an activity that the learner wishes to end.
29	**'Looks' backwards/forwards between two objects**	**Does the learner know that two objects are present?** Place two attractive objects on the learner's tray to be explored visually/by touch. Bring both to the learner's attention and wait. NB: Both objects need to be in the learner's visual/spatial field.	Look for the learner: • looking backwards/forwards between the two objects; or • attending to, or feeling, each object in turn.	29. Try prompting exploration of each object in turn, allowing the learner time to refocus attention.
30	**Perseveres by repeating action for reward in social game**	**Does the learner persevere and repeat the action for reward, even when the desired response is not immediate?** Try pausing in an established routine or social game. As the learner requests 'more' (as in 22), continue to delay the response.	Look for the learner repeating a request for more, despite a delay.	30. Use an established routine of a social game, pause, and then wait for the action to be repeated. Lengthen the delay, encouraging the learner to persevere.
31	**Repeats an action when the first attempt is unsuccessful**	**Does the learner repeat an action when the first attempt is unsuccessful?** Change the position of the learner's switch slightly. Change the surface to make the toy harder to move. Slightly increase the pressure required to operate an adjustable switch. NB: Beware of confusing or frustrating the learner.	Look for the learner failing in an action but trying again, modifying it and succeeding, for example: • missing a switch the first time; or • not depressing it sufficiently.	31. This step can be taught in a range of situations. You may wish to encourage problem solving by moving the position of the switch slightly but beware of confusing or frustrating the learner.
32	**Attracts attention**	**Does the learner attract attention?** Stay within the learners sight/hearing, but do not interact.	Look for the learner trying to attract attention by shouting/ waving/crying. NB: This might be a minimal response.	32. Set up situations where familiar members of staff are nearby but not interacting. Consistently reinforce attempts by the learner to gain attention.
33	**Initiates a social interaction/game**	**Does the learner initiate a social interaction/game?** Building on 30, approach the learner and wait for them to initiate a game.	Look for the learner attempting to initiate a game/interaction or routine through a 'signal' used in 30 or by other means.	33. Prompt the learner to initiate a game and respond to this, for example the learner knocks a toy off the table and then attracts attention to get it back. If necessary, reinforce by exaggerated modelling.
34	**Object Permanence**	**Is there evidence of Object Permanence?** Engage the learner's attention to a shiny, noisy or furry object. Either move the item out of sight, keep it quiet or move it just out of reach. NB: Learners with visual impairment may be later to develop Object Permanence.	Look for the learner 'searching' by: • looking towards the point of disappearance; • stilling; • head turning; • making a facial expression when a noise stops; • searching briefly for an item which has been removed from grasp; or • increased duration of searching.	34. If there is no response to the object being removed from the field of attention, try: • partially covering the object; • using a see-through cloth; • using a moving object under the cloth; • making a noise with the object from just outside the learner's field of vision and then bringing it back into sight for a short time from this direction; or • prompting the learner's hand to reach for the object in the direction in which it was moved away.

	ASSESSMENT ACTIVITIES	ASSESSMENT OUTCOMES	REINFORCEMENT AND EXTENSION STRATEGIES
34 Object Permanence	**Is there evidence of Object Permanence?** Engage the learner's attention to a shiny, noisy or furry object. Move the item out of sight, keep it quiet or move it just out of reach. NB: Learners with visual impairment may be later to develop Object Permanence.	Look for the learner 'searching' by: • looking towards the point of disappearance; • stilling; • head turning; • making a facial expression when a noise stops; • searching briefly for an item which has been removed from grasp; or • increased duration of searching.	34. If there is no response to the object being removed from the field of attention, try: • partially covering the object; • using a see-through cloth; • using a moving object under the cloth; • making a noise with the object from just outside the learner's field of vision and then bringing it back into sight for a short time from this direction; or • prompting the learner's hand to reach for the object in the direction in which it was moved away.
35 Does two different actions in sequence to get a reward	**Does the learner perform two different actions in sequence to get a reward?** Build on an established routine to use two responses to gain a reward; for example, the learner presses a first and then a second switch in sequence to get a reward on a computer program.	Look for a decrease in time between the two actions. These should be done in sequence rather than pausing after the first action.	35. The actions used should be established responses. Support the learner to build a new routine by giving a reward only after the second action has been completed. Reduce the strength and frequency of prompts.
36 Selects from two or more items	**Does the learner choose between two items?** Present two interactive items to which the learner will respond, for example brightly coloured or noisy toys, a smell, a taste of drink, etc. Leave enough time for any responses.	Look for: • the response to one item having a longer duration; • an obvious change in activity level; • increased eye contact with one item; • a greater change in facial expression in response to one noise when two are presented in an alternating pattern; or • an increased level of activity, for example arm or leg movements during a pause following a taste of one particular food.	36. Offer two items in a variety of situations.
37 Communicates choice to attentive adult	**Does the learner communicate choice to an attentive adult?** Offer two items simultaneously.	Look for obvious or increased attention to one of the items that communicates the learner's preference, for example: • smiling; • eye pointing; • reaching; or • turning towards a preferred item.	37. Offer a preferred item alongside a non-preferred item. If there is no clear response to the preferred item, try: • moving it; • bringing it closer; or • making a noise to attract the learner's sustained attention. Use a variety of objects and situations.
38 Modifies action when repeating action does not work	**Does the learner modify an action when repeating the action does not work?** Within a routine based on established behaviours – ensure that the reward is not given.	Look for the learner repeating an action then trying a new or modified action in an attempt to get a response.	38. Prompt/Scaffold a new (but similar) action and ensure that the learner gains the response; for example, try a different switch or toy that requires a similar input from the learner, such as using a mobile loosely attached to the wrist so that the learner needs to make larger movements to get the mobile to work.
39 Deliberately gains the attention of another person to satisfy a need	**Does the learner deliberately gain attention of another person to satisfy need?** Avoid attending to the learner.	Look for the strategy that is used to gain attention with no prior intervention (particularly when the adult is not expecting it): • vocalising until an adult appears, then stopping; • pushing items off a tray and then smiling when an adult appears; or • stopping activities to press a switch that has been consistently used (with support) to call an adult.	39. Choose an action in the learner's repertoire that an adult can respond to consistently by giving attention, for example: • pressing a switch left available in the same position; • vocalising above a certain sound level; • moving arms/legs/eyes etc. By responding consistently to the action, the learner is encouraged to carry out the action again to gain adult attention as a reward.
40 Shares attention	**Does the learner share attention?** Present the learner with an object of interest. Direct their attention towards it, and then interact with them to encourage shared attention. NB: This is key to all future communication.	Look for the learner gaining the attention of an adult, for example: • looking towards or indicating a stimulus and then looking back to the adult; • stilling to a sound, or moving to music, and then looking back to the adult; • touching an item and then feeling for the adult's hand; or • touching the dog and smiling at the adult. Look for the learner showing pleasure in sharing, or trying to 'comment' on the item.	40. Share a stimulus that the learner is attending to. Teach shared attention by prompting the learner (verbally or with touch) to look at, listen to or feel an item of adult choice. The learner should then attend to the adult and the item in turn. NB: This is the key for all future communication.
41 Expresses preference for items not present via symbolic means	**Does the learner express preference for items not present via symbolic means?** Build up the association between symbols and objects by showing the learner objects of reference/pictures/symbols for items of interest that are not present. Show two objects/photos/symbols – one for the preferred item plus one other – then present the item related to the symbol that has been indicated.	Look for the learner: • giving attention to one of the symbols for a preferred item; • waiting for the item to be presented.	41. Show the learner a photo or a symbol of a preferred item before presenting the stimulus. Repeat to build up association. Now show two objects/photos/symbols – one for the preferred item plus one other – then present the item related to the symbol that has been indicated.
42 Early problem solving – tries new strategies when old one fails	**Does the learner try new strategies when the old ones fail?** In an established routine where the learner's action results in a particular reward, delay the reward. Encourage/Shape a second, different action when the learner repeatedly tries the first. When failure of the original strategy is recognised, and as soon as an attempt at a new action is made, a reward should be given; for example, where knocking a toy causes it to make a noise, alter the routine so that the toy makes a noise after a knock and a vocalisation (repetition of the first action does not get the reward). Alternatively, use a computer program that is operated by the alternate pressing of two switches. NB: This is early problem solving.	Look for a reduction in the time that the learner tries the original action to gain a reward.	42. Encourage a second, different action when the learner repeatedly tries the first action. Prompt the learner to use another action in their repertoire – then give the reward. Use computer programs that require alternate pressing of two switches before rewarding the learner. Use single switch programs where timing the switch pressing is important. Move the switch so that the learner needs to use their other hand.
43 Exerts autonomy in a variety of contexts	**Does the learner initiate an action to achieve a desired result in a variety of contexts?** Stand or sit in view of the learner, but do not pay direct attention to them. NB: Ensure that responses from adults are quick and consistent. Do not anticipate the learner's wants.	Look for attempts to gain adult attention/make a request, for example by: • vocalising; • touching a symbol that indicates an item that is out of sight or reach; or • timing switch-presses to get a desired result in a computer program.	43. Increase the variety of situations where the learner has to gain attention and make requests. Ensure that the responses from adults are quick and consistent. Do not anticipate the learner's wants – create opportunities for communication.