

Prerequisite Skills in Cognition across the Curriculum

Requirements for Cognition	Experience	Respond
Awareness	Encounters a range of different stimuli – people, objects and activities.	Recognise an obvious change happening very close to self
	For example: <ul style="list-style-type: none"> • Using the sensory room and hydrotherapy pool. • Experiences a range of different sounds and music. • Experiences changes in position throughout the day – standing frame, walker etc. • Work with different people throughout the day and spend time in other classes meeting other pupils. • Tac Pac • Basket swing, wheelchair roundabout. • Soundbeam and optimusic. 	For example: <ul style="list-style-type: none"> • Stills when hand is massaged. • Stills when seeing a flashing light. • Responds to an action on the computer screen.
		Respond to a range of stimuli that are quieter and less obvious.
		For example: <ul style="list-style-type: none"> • Smile at singing.
		Recognise when a stimulus starts and stops.
		For example: <ul style="list-style-type: none"> • Turns after music has stopped playing. • Stills or moves limbs after a toy starts or stops.
Exploration	Experience a range of different objects, materials and substances.	Turns head to objects and sounds that are activated but in one place.
	For example: <ul style="list-style-type: none"> • Encounters a range of tactile resources – fabric, play dough, corn flour, sand, water, moon sand, glitter sand, space blankets, wind etc. 	For example: <ul style="list-style-type: none"> • Turns head to find a flashing light. • Turns towards a rolling ball.
		Locate moving stimuli.
		For example: <ul style="list-style-type: none"> • Track a florescent ball. • Moves head to track perfume as it passes from side to side.
Control	Encounter a range of different objects and materials.	Reacts to a stimuli – either positively or negatively.
	For example: <ul style="list-style-type: none"> • Interesting toys to develop deliberate actions. • Toys that work with the smallest movement or a single switch. • Objects in the Be Active Box. • Encounters a range of tactile resources – fabric, play dough, corn flour, sand, water, moon sand, glitter sand, space blankets, wind etc. 	For example: <ul style="list-style-type: none"> • Turns head towards or away from a stimuli.
Sequence and Patterns	Experience predictable patterns and routines throughout the day.	Recognises familiar places.
	For example: <ul style="list-style-type: none"> • Presented with familiar routines and patterns throughout the day. • Timetables with objects of reference. 	For example: <ul style="list-style-type: none"> • Looks up at the lights in the sensory room. • Go straight to a favourite place. • Smiles when taken to the hydrotherapy pool.
		Respond to an object cue. <ul style="list-style-type: none"> • Sit down for a drink when they see the cup. • Smiles when sees swimming bag.

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Engage	Actively Participate	Consolidate
Anticipate stimulus that occur over and over again For example: • Smile before being pushed on the swing after several pushes.	Persist in making simple toys do things For example: • Keep swiping at a wobble toy. • Repeatedly pressing a switch to keep a toy active.	Attend to stimuli against a busy background For example: • For example: • Find a favourite toy in a box of several toys. • Turn to name in a busy room. • Watch another child moving around the classroom.
Transfer attention from one stimulus to another For example: • Look at jumping dog and when it finishes look at moving car.	Accept stimuli for an increasing amount of time For example: • Will hold objects for longer amounts of time. • Will allow feet to stay in the foot spa for longer.	Attend to stimuli further away For example: • Hears music from a few feet away. • Smells the lunch being served in the hall.
Use their senses to register interesting events around them For example: • Listen to a drum. • Watch a moving toy. • Touch corn flour.	Understands cause and effect – making things happen For example: • Looks an effect on a plasma screen after a switch has been pressed.	Attend to stimuli in a busy classroom For example: • Watch another child in the classroom moving around.
Make things happen when they move randomly or activate a toy randomly – No link to cause and effect. • Crackle the space blanket when they wriggle. • Arm movement activates a bell.	Operate a toy that requires a single action For example: • Press a button on a Jack in the box.	Understands cause and effect – making things happen at the right time For example: • Waiting in a switch game for the object to be on the target before the switch is pressed. • Waiting for ready steady. •
Operate a toy that requires a single action For example: • Press a button on a Jack in the box.	Activate toys deliberately using different movements for different toys For example: • Shaking bells and banging the drum.	Manipulates objects purposefully For example: • Empty and fill containers. • Use stacking blocks to build a tower.
Make things move deliberately with gross and fine movements. For example: • Kick bells, swish in the water. • Whole hand or head to activate switch or swipe objects.	Use objects and materials according to their function For example: • Uses a brush for hair, puts shoes on feet etc.	Opens containers to find objects For example: • Lifts lid, presses buttons, pull top off.
Shift attention between different objects/actions. For example: • Looking at different stimuli in the sensory room.	Persist in making simple toys do something For example: • Keep swiping a wobble toy. • Pressing a switch to make a toy work. Press buttons to make a toy work For example: • Press buttons on a keyboard. Look for favourite objects in a box of similar items – not deliberately hidden. For example: • Finds a toy from a group of toys.	Look for favourite objects when seems them hidden For example: • Finds a toy in a box. • Looks for an object under material.
Anticipate routine events and recognize a pattern in it For example: • Action songs – which action comes next. • Being hoisted	Takes turns in repetitive games where an adult stops to wait for a response For example: • Intensive interaction. • In action songs where the adult pauses.	Use early problem solving for a familiar event For example: • Selecting a car to roll down a slope other than a piece of paper.
Explore objects that are used in familiar routines For example: • Explores a spoon at mealtimes. • Explores a drum in music.	Take turns actively For example: • Rolling a ball to a partner. • Passing an object forwards and backwards. • Playing a game.	Use objects that require two or more actions to complete For example: • Posting a shape into a shape sorted. • Simple form board puzzles.
Assist in putting away resources in a familiar routine For example: • Responding to tidy up music to help put away resources.	Operate toys that require more than one action to complete For example: • Bubble tube controlled by a latch switch. • A music player with knobs.	Look at the bottom of a sliding toy for the object to appear when it can't be seen travelling. For example: • Watches the bottom of a tube as a ball rolls down.