

MANAGING SELF DESCRIPTORS

MANAGING SELF DESCRIPTORS						
KCD	To Be Self Motivated		To Act Independently		To Meet New Challenges	
I can	Establish personal goals		Do things for myself		Manage my emotions	
KCI	What to look for?	Example activities	What to look for?	Example activities	What to look for?	Example activities
KCI 8	To talk about and contribute to the setting of my personal goals.		To organise myself and take part in familiar activities and routines independently.		Demonstrate an understanding of how my actions and emotions might impact on others. Begin to demonstrate or suggest possible responses to emotions.	
	<ul style="list-style-type: none"> Maintains interest Share ideas and feelings Uses 'wh' and 'how' questions Compromises Identifies strengths and areas to work on Monitors own progress using a simple template 	<ul style="list-style-type: none"> Participate in own IEP/PLP meeting Participate in creating a behaviour plan Any classroom activity or goal where student monitors their own progress In pairs or small groups use a planning sheet template to plan a course of action. 	<ul style="list-style-type: none"> Knows what needs to be done Initiates action Works independently Completes activity 	<ul style="list-style-type: none"> Use internet to seek information Select appropriate images and print them. Find books/magazines related to the topic Gather equipment/resources needed for the activity Complete work experience task 	<ul style="list-style-type: none"> Displays control over emotions Understands own emotions Makes choices about their responses Self regulates by altering behaviour Accepts consequences Takes responsibility for actions Shows compassion Follows a plan or Personalised Behaviour Plan 	<ul style="list-style-type: none"> Restorative justice programme Behaviour plans Select appropriate response to an event Use the emotional barometer Role play
KCI 7	Comment on my personal goals.		Search out resources and complete a familiar activity.		Identify basic emotions in others and suggest possible causes.	
	<ul style="list-style-type: none"> Knows what they are learning Knows what they need to do next Maintains interest for longer periods Communicates an opinion about their goals 	<ul style="list-style-type: none"> Share a personal goal Self corrects to meet a goal Self assesses against success criteria. Contributes to setting own IEP/PLP goals Recognise success or failure 	<ul style="list-style-type: none"> Gathers resources needed for the activity Knows what needs to be done Sustains focus on a task Follows activity through 	<ul style="list-style-type: none"> Collect equipment for horse riding/swimming, Gather ingredients and equipment to make a snack or drink Organise equipment to play a game 	<ul style="list-style-type: none"> Begins to show empathy Asks questions Offers to help others Answers 'wh' and 'how' questions Makes connections to previous experiences Asks others for help Expresses opinion related to events 	<ul style="list-style-type: none"> Role play and teacher modelling Identify a trigger and seek a solution Use the emotional barometer
KCI 6	Know that I have a personal goal and what I have to do.		Complete a familiar activity independently.		Identify my own emotional responses and relate these to familiar events.	
	<ul style="list-style-type: none"> Follows a sequence accurately Attends to the sequence Knows when they have finished 	<ul style="list-style-type: none"> Follows a visual sequence to brush teeth, wash hands etc. Completes an activity e.g. follows a block construction plan Follows a pattern sequence for threading 	<ul style="list-style-type: none"> Has confidence Knowledge of sequence/routine Begins to make decisions based on prior learning Acts on decisions made to complete the activity 	<ul style="list-style-type: none"> Chooses a computer game and plays it Completes a routine e.g. toileting, brushing teeth Makes a shopping list Completes end of day routine 	<ul style="list-style-type: none"> Expresses likes and dislikes consistently Aware of own feelings towards familiar events Anticipates and shows emotional response towards familiar events Requests activities Initiates interactions 	<ul style="list-style-type: none"> Makes choices using language and/or symbols during cooking, games, activities etc Use the emotional barometer Emotions bingo

KCI 5	Participate in a familiar activity independently linked to a personal goal that has been set for me.		Complete a familiar activity with support.		Identify my own emotional responses and relate these to familiar events.	
	<ul style="list-style-type: none"> Knows what needs to be done Focuses on the activity Follows the sequence or routine 	<ul style="list-style-type: none"> Follow set routines e.g. hanging up coat/bag Greeting people Get lunch box All classroom routines Shopping 	<ul style="list-style-type: none"> Stays on task Responds to familiar prompts to complete the activity 	<ul style="list-style-type: none"> Join the group Wash the dishes Set the table Put own bag away Choose playground activity 	<ul style="list-style-type: none"> Labels basic emotions Matches and categorises emotions Mimics facial expressions and emotions Recognises facial expressions Shows basic emotions 	<ul style="list-style-type: none"> Copycat games Matching Sorting Categorising Working with mirrors Songs and music games
KCI 4	Participate in a familiar activity with support.		Participate in a familiar activity with support.		Respond appropriately to a familiar adult's facial expressions, tone, requests and actions.	
	<ul style="list-style-type: none"> Is present Attends to activity Cooperates Responds to simple prompts and cues 	<ul style="list-style-type: none"> Use a visual sequence to complete a familiar task e.g. unpacking own bag, washing hands Put lunchbox on trolley Completes a familiar single task in response to a visual prompt e.g. puts bag on hook Does seat belt up Uses a switch intentionally 	<ul style="list-style-type: none"> Is present Shows interest Cooperates Responds to simple prompts and cues 	<ul style="list-style-type: none"> Circle time e.g. Who is here today? Days of the week, weather, photos, names Boccia with support Ten pin bowling with support 	<ul style="list-style-type: none"> Looks at faces Shows interest in others Responds to positive and negative tones/emotions by changing a behaviour Responds to simple one word instructions 	<ul style="list-style-type: none"> Shared story Respond to pictures Match pictures Work on facial expressions Work on tone of voice Use symbols



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KCD	To Be Self Motivated		To Act Independently		To Meet New Challenges	
I can	Be involved in planning my own learning		Use my initiative		Manage my behaviour	
KCI	What to look for?	Example activities	What to look for?	Example activities	What to look for?	Example activities
KCI 8	Contribute towards and make decisions about my learning programmes.		To use my initiative to take on unfamiliar activities.		Follow social rules in a range of social settings.	
	<ul style="list-style-type: none"> Communicates ideas and feelings Uses 'wh' and 'how' questions. Compromises Contributes to planning familiar routines Identifies own strengths and areas to work on Monitors own progress using simple template 	<ul style="list-style-type: none"> Personal/class diaries Personal profiles Discussion groups Self evaluation activities Days of the week-order Use time line to plan tasks 	<ul style="list-style-type: none"> Has confidence to initiate an action Actively seek out new experiences Actively tries to find out more within or about an activity or experience Is willing to take risks 	<ul style="list-style-type: none"> Follow and make a new recipe. Select an unknown game and try it. Enter a competition Join a club Go to a movie 	<ul style="list-style-type: none"> Demonstrates appropriate behaviour in a range of settings Demonstrates an awareness of different social settings Differentiates between social rules in different groups 	<ul style="list-style-type: none"> Clubs Parties Kapa Haka, assembly Disco at school with peers Work experience
KCI 7	Contribute towards my learning programme.		Initiate actions within an unfamiliar activity.		Follow social rules in familiar settings.	
	<ul style="list-style-type: none"> Shares likes/dislikes/interests Participates in a 1:1 discussion with an adult Participates in small group discussions with some adult direction Contributes to planning familiar routines Begins to take more responsibility for learning programme 	<ul style="list-style-type: none"> Morning circle/ tutor group Use an action plan Comment on a personal Blog or Student Portfolio Student/teacher conferencing Use an evaluation sheet 	<ul style="list-style-type: none"> Makes decisions based on prior learning Is prepared to try Begins to take risks Begins to engage in aspects of an unfamiliar activity 	<ul style="list-style-type: none"> Order from a menu in a café/restaurant. Try out a new piece of play equipment Try different foods Try new computer game Attend a concert or sporting event 	<ul style="list-style-type: none"> Demonstrates there are different rules in different contexts Demonstrates growing independence in familiar settings Can use social rules in familiar settings 	<ul style="list-style-type: none"> Protocols in a public library, supermarket, etc. Request a 'Time Out'. Meeting/group setting Visit to a Marae School run cafe
KCI 6	Know that I have a learning programme that has been set for me and follow it.		Initiate actions within unfamiliar activities with support.		Follow social rules with support.	
	<ul style="list-style-type: none"> Shows simple awareness of learning intention Engages in own learning programme Completes task in learning programme 	<ul style="list-style-type: none"> Attend to symbols on a timetable/personal timetable Talk about success criteria Follow a visual schedule e.g. get tools out for cooking Use simple checklist for swimming or shopping 	<ul style="list-style-type: none"> Shows interest Links prior learning to prompts and cues Begins to generalise actions Shows curiosity about a wider range of activities 	<ul style="list-style-type: none"> Take a planned bus trip and pay for own fare. Attend a performance and find way to the seat Negotiate way around a new shop/supermarket Use public changing rooms Take part in drama games 	<ul style="list-style-type: none"> Follows cues or prompts Seeks an acknowledgement Uses prior learning in different contexts 	<ul style="list-style-type: none"> Using appropriate public toilets Circle of Friends Keeping self safe e.g. Right to Know Being in a group/team

KCI 5	Anticipate and follow the next step in my learning programme that has been set for me.		Initiate actions within familiar activities.		Show awareness that actions have consequences.	
	<ul style="list-style-type: none"> Follows an established routine Anticipates the next activity Recognises familiar cues Responds to what is next? 	<ul style="list-style-type: none"> Transition cues Respond to familiar symbols: toilet, lunch, home Line up Stand up for National Anthem 	<ul style="list-style-type: none"> Expresses a want or need intentionally Shows interest Begins to engage in an activity 	<ul style="list-style-type: none"> Request a reward Offer and pour a drink for a visitor to the class Set the table for morning tea Get lunch box out Follow toilet routine 	<ul style="list-style-type: none"> Begins to show an awareness of appropriate/inappropriate behaviour Makes associations with prior learning and experiences Begins to discriminate between behaviours and make a choice Begins to anticipate an outcome related to an action Seeks a response 	<ul style="list-style-type: none"> Sequence cards – look at the sequence and from a choice choose the correct ending. Classroom rules EOTC activities Behaviour plan Reward system
KCI 4	Participate in a familiar activity that has been set for me with support.		Respond to cues for familiar activities with support.		Show awareness that actions have consequences.	
	<ul style="list-style-type: none"> Is present Attends to an activity Cooperates Responds to familiar prompts and cues 	<ul style="list-style-type: none"> Join in with singing/chanting activity Make a choice Literacy/numeracy activities PMP Morning Tea/Lunch 	<ul style="list-style-type: none"> Is present Cooperates Attends to an activity Responds to familiar prompts and cues 	<ul style="list-style-type: none"> Follow a task board Recognise a transition cue Hang bag/coat up Respond to cues in a computer programme 	<ul style="list-style-type: none"> Is present Cooperate Attends to an activity Responds to familiar cues or prompts 	<ul style="list-style-type: none"> Work time Games e.g. peek a boo games, tickling games and Morning Circle time



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KCD	To Be Self Motivated		To Act Independently		To Meet New Challenges	
I can	Demonstrate that I have a positive self image.		Make my own decisions.		Recognise when I need help.	
KCI	What to look for?	Example activities	What to look for?	Example activities	What to look for?	Example activities
KCI 8	Demonstrate pride in my personal achievements		Make a simple decision based on anticipated consequences		Recognise that I need help and have strategies to seek help in a range of settings	
	<ul style="list-style-type: none"> Presents accomplishments to a range of audiences Has a sense of self worth Is motivated to achieve 	<ul style="list-style-type: none"> IEP/PLP meetings Graduation assembly SPEC/ASDAN Award ceremony School assemblies Class Morning Circle/tutor group Token economy Reward chart 	<ul style="list-style-type: none"> Identifies options Predicts outcomes Makes a connection between the decision and the consequence Explains reasons for decisions 	<ul style="list-style-type: none"> Work towards a reward Choose what to purchase Use public transport Co-construct goals 	<ul style="list-style-type: none"> Initiates requests for help using known strategies Begins to use appropriate strategies for specific settings Accepts help in a range of settings Transfers knowledge of known strategies 	<ul style="list-style-type: none"> Use a help card Ask appropriate people for help Learn to use a cell phone to seek help Use a low/high tech communication device Help someone else
KCI 7	Independently recognise my achievements and share them with others.		Make a simple decision based on stated consequences.		Recognise that I need help and have strategies to seek help in familiar settings.	
	<ul style="list-style-type: none"> Expresses opinions about own work Discusses work in a small group with some adult direction Is confident in quality of achievements 	<ul style="list-style-type: none"> Tutor group time IEP/PLP meeting Assembly Award ceremonies Participates in a 1:1 discussion with an adult 	<ul style="list-style-type: none"> Uses prior knowledge of consequences to inform decisions Identifies options Makes a choice considering consequences Can give a reason for a decision 	<ul style="list-style-type: none"> Use sun screen Follow behaviour plan Select healthy options for lunch Participate in fitness programme 	<ul style="list-style-type: none"> Demonstrates a limited range of strategies for different settings Applies the appropriate strategy consistently Perseveres with a strategy Communicates need for help 	<ul style="list-style-type: none"> Begin to learn to use a cell phone Will approach a familiar adult in the playground Use a low/high tech communication device
KCI 6	Know that I have done something well and will share it when prompted.		Clarify choices using attributes.		Recognise that I need help and have a strategy to seek help.	
	<ul style="list-style-type: none"> Is developing confidence in own achievements Is prepared to share achievements Differentiates quality of own work 	<ul style="list-style-type: none"> Show and tell Power Point Presentation Show work in an art display Reflection time/class plenary Receive an award 	<ul style="list-style-type: none"> Makes a choice according to specific attributes Has consistent personal preferences for particular attributes 	<ul style="list-style-type: none"> Rugby ball to play rugby Choose biggest piece of pizza Choose preferred colour item Choose music CD Sits with preferred partner 	<ul style="list-style-type: none"> Uses the given strategy consistently Is willing to try the given/ modelled strategy Recognises the need for help Uses the strategy more frequently 	<ul style="list-style-type: none"> Key worker/known adult Visual to ask for help Use signs Put hand up Initiates gaining attention

KCI 5	Anticipate a positive response in others when I do something.		Choose a desired item from a selection of familiar items.		Be prompted to ask for help.	
	<ul style="list-style-type: none"> Begins to show a sense of self worth Begins to acknowledge own achievements Begins to seek praise and acceptance from others Begins to value praise Responds appropriately 	<ul style="list-style-type: none"> Show teacher work Ask for a sticker/reward Good work/well done gesture Reward chart ASDAN/SPEC 	<ul style="list-style-type: none"> Makes choices in a range of choice making opportunities Chooses from a varied number of familiar and unfamiliar things 	<ul style="list-style-type: none"> Select a computer game to play Free choice activity Favourite food/drink Choosing box Use symbols/PECS to share a choice 	<ul style="list-style-type: none"> Begins to recognise the need for help Responds to the given strategy/modelled behaviour Begins to learn to use a simple strategy/modelled behaviour to ask for help 	<ul style="list-style-type: none"> Respond to prompt by signing for help Uses symbols/visuals Attract attention for help appropriately
KCI 4	Share my achievements with support.		Choose a desired item from a choice of two familiar items with support.		Accept help from others.	
	<ul style="list-style-type: none"> Shares own work Starts to show interest in own work Demonstrates an awareness of achievement Responds positively to praise Responds to familiar cues and prompts 	Show: <ul style="list-style-type: none"> Photographs Portfolio Movie Clip of work Wall display e.g. Key Competency Wall Work sample 	<ul style="list-style-type: none"> Demonstrates an understanding of the concept of choice Indicates a preferred item with support Discriminates between preferred/not preferred items Makes intentional choices Responds to prompts and cues 	<ul style="list-style-type: none"> Indicating choice of drink using PECS, eye pointing, vocalisation Indicate correct item from a choice of two at a pre test Choosing box 	<ul style="list-style-type: none"> Cooperates Allows assistance Responds to prompts and cues 	<ul style="list-style-type: none"> Allow hand over hand for a range of tasks Cooperate with getting dressed Respond to cue to open a door Getting out of taxi Transition from floor to sitting/standing



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KCD	To Be Self Motivated		To Act Independently		To Meet New Challenges	
I can	Reflect on my own development		Access my environment		Takes risks	
KCI	What to look for?	Example activities	What to look for?	Example activities	What to look for?	Example activities
KCI 8	Talk about a next learning step with a known person.		Access an unfamiliar environment with supervision.		To seek out and try new activities independently.	
	<ul style="list-style-type: none"> Asks/responds to questions Has a knowledge of learning intention Has a knowledge of what they can do now related to learning Predicts the next step Generalises knowledge Begins to make informed decisions Shows awareness to predict an outcome 	<ul style="list-style-type: none"> Be present and contribute to IEP meeting Help to create success criteria Choose an ASDAN/SPEC module Refer to action plan Self assesses 	<ul style="list-style-type: none"> Is confident entering new environments Initiates actions and interactions Has some knowledge of safety Asks for support when needed Demonstrates appropriate behaviour 	<ul style="list-style-type: none"> Plan a visit to a museum / art exhibition Work in a technology room Visit a restaurant or café Go to school Camp Go to work experience placement 	<ul style="list-style-type: none"> Shows some initiative Demonstrate some awareness of own abilities and limitations Has some problem solving skills Manages own emotions/feelings Accepts consequences Shows imagination Shows some knowledge and understanding of the activity 	<ul style="list-style-type: none"> Make new friends Make links with other schools Try challenge by choice EOTC activity e.g. kayaking, climbing wall ASDAN/SPEC sports module Prepare a speech
KCI 7	To talk about and share what I have learnt.		Access an unfamiliar environment with support.		Try some new activities independently.	
	<ul style="list-style-type: none"> Cooperates with forward planning Communicates about learning Begins to reflect Shows awareness of audience Demonstrates knowledge of what they have learnt Self assesses against success criteria 	<ul style="list-style-type: none"> Participate in a group discussion. Goal setting/identify next learning step Appropriate ASDAN/SPEC module Use student portfolio Critique an activity e.g. dance performance 	<ul style="list-style-type: none"> Is willing to enter an unfamiliar environment with support Requires encouragement to initiate actions and interaction Feels safe to enter a new environment when supported Will act and interact when encouraged 	<ul style="list-style-type: none"> Visit to the cinema Visit to a new shopping mall with an escalator or lift EOTC visit Kayaking on the river 	<ul style="list-style-type: none"> Anticipates what might happen Makes choices from a range Has the confidence to try Is willing to try Shows some acceptance of failure 	<ul style="list-style-type: none"> Leisure activities Team building activities Drama/role play ICT activities School jobs/Enterprise projects
KCI 6	Respond to questions about my own learning.		Access a familiar environment independently.		Try new activities with support.	
	<ul style="list-style-type: none"> Responds to what/where questions Knows what is expected of them in their learning programme Will self assess in response to questions 	<ul style="list-style-type: none"> Guided Reading Self evaluation sheet Peer group discussions re goals Student/teacher conference Presentation followed by question and answer 	<ul style="list-style-type: none"> Can interact appropriately with people, places and things in a range of familiar environments Initiates access and choices Is confident and feels safe 	<ul style="list-style-type: none"> Purchase item from a local shop Use school canteen Use vending machine Playground School library 	<ul style="list-style-type: none"> Uses prompts and cues Adapts to changes to activity/people/environment Responds to motivators Makes a choice Follows a model Is willing to try 	<ul style="list-style-type: none"> Electives Visit the Fire Station Participate in activities that involves noise Visit the SPCA/Pet days

KCI 5	Anticipate and follow the next step in my learning programme that has been set for me.		Access a familiar environment with supervision.		Extend familiar activities with support.	
	<ul style="list-style-type: none"> Begins to understand the next step in a sequence Shows prior knowledge and familiarity of that activity Independently follows prompts and cues Initiates actions Requires support and supervision to follow prompts/cues 	<ul style="list-style-type: none"> With assistance compile visual timetable, remove visual when completed. Transition to playground after lunch Personal hygiene following lunch 	<ul style="list-style-type: none"> Shows confidence entering a familiar environment Initiates actions and interactions Requires supervision to ensure safety and appropriateness of actions and interactions 	<ul style="list-style-type: none"> Return books to the school/local library Prepare self to go to the pool Use local playground Use cooking room 	<ul style="list-style-type: none"> Recognises routine or familiarity Tolerates changes of activity/people/ environment Cooperates Anticipates the next step Responds to familiar prompts 	<ul style="list-style-type: none"> Change words of a familiar song/story Change props for an activity Change classroom duties Cooperative games
KCI 4	To participate in a familiar activity with support.		Access a familiar environment with support.		To participate in familiar activities with support.	
	<ul style="list-style-type: none"> Is present Attends to an activity Co-operates Responds to familiar prompts and cues 	<ul style="list-style-type: none"> PMP activities Physiotherapy/OT programme Sensory programme Attend assembly Shared book 	<ul style="list-style-type: none"> Limited range of familiar environments Requires encouragement to act and interact 	<ul style="list-style-type: none"> Attend host/base school assembly. Local pools Sensory Room/garden School café Another classroom 	<ul style="list-style-type: none"> Is present Shows an interest Co-operates Responds to simple cues and prompts Participates and looks 	<ul style="list-style-type: none"> Action songs and chants Morning Circle Work sessions Massage Sensology Workout



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KCD	To Be Self Motivated		To Act Independently		To Meet New Challenges	
I can	Persevere					
KCI	What to look for?	Example activities	What to look for?	Example activities	What to look for?	Example activities
KCI 8	Choose and initiate unfamiliar self selected activities.					
	<ul style="list-style-type: none"> Is willing to choose and attempt new tasks Makes simple decisions based on an anticipated outcome Requests help to complete tasks if required Uses known strategies to stay on task Has confidence to initiate an activity 	<ul style="list-style-type: none"> Select ASDAN/SPEC module Learning a new skill Work experience placement Enterprise initiative Learning a new dance 				
KCI 7	Move with support, to unfamiliar activities which are either self directed or self chosen					
	<ul style="list-style-type: none"> Responds to encouragement to choose a new task Is willing to attempt a new task with support Is developing strategies to stay on task Shows sustained attention directed to the task Shows some acceptance of failure 	<ul style="list-style-type: none"> Show a willingness to try a new computer game. Use a new piece of equipment Explore a new genre in writing Try a new topic Select a different book 				
KCI 6	Carry out familiar routine activities in a familiar setting					
	<ul style="list-style-type: none"> Demonstrates confidence with familiar routine Knows sequence of familiar routine Can make decisions based on prior learning Knows what needs to be done Stays on task Completes learned task 	<ul style="list-style-type: none"> Setting the table for the correct number of people Going to RDA Prepare for art Wash hands before cooking Tidy away when finished 				

KCI 5	Anticipate and follow the next step in my learning programme that has been set for me.					
	<ul style="list-style-type: none"> • Stays on task with support • Responds to familiar prompts to complete activity • Responds to the cue 'what is next?' • Expects a response 	<ul style="list-style-type: none"> • Use visual timetable • Puts bat down when out of a game • Get work tray/box • Use NZ sign, 'finished' • Transition songs and actions 				
KCI 4	Participate in a familiar activity that has been set for me with support.					
	<ul style="list-style-type: none"> • Is present • Attends to an activity • Cooperates • Responds to familiar prompts and cues 	<ul style="list-style-type: none"> • Circle time • Jump Jam • PMP programme • Young Athletes/Special Olympics 				

