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| **My Goal Progress** | | | | | | | | |
| **Name:** | | | | | | | | |
| **Attention Builder Stage: 1** | | | | | | | | |
| **Am I meeting the goals for this stage?** | | | | | | | | |
| **Initial Baseline (Highlight the appropriate area)** | | | | **Date:** | | | | |
| Not yet focusing attention towards the session.  [See ‘Playful Ideas for Encouraging Interaction] | Fleeting attention towards some stimuli, in some sessions [either in the circle or from further away] with adult support. | Shows understanding and anticipation that it is ‘Bucket Time’ when supported by a visual. Joins in with most sessions.  Maintains attention for 1 – 3 minutes in most of the sessions, with some adult support | | | Maintains attention for 3 - 5 minutes in the majority of sessions with some adult prompting | | Consistently maintains attention for 3 – 5 minutes independently. | **Goals reached**  **Ready to move to the next stage** | |
| **Review Assessment:** | | | **Date:** | | | **Number of sessions attended:** | | | |
| Not yet focusing attention towards the session.  [See ‘Playful Ideas for Encouraging Interaction] | Fleeting attention towards some stimuli, in some sessions - either in the circle or from further away - with adult support. | Shows understanding and anticipation that it is ‘Bucket Time’ when supported by a visual. Joins in with most sessions.  Maintains attention for 1 – 3 minutes in most of the sessions, with some adult support | | | Maintains attention for 3 - 5 minutes in the majority of sessions with some adult prompting | | Consistently maintains attention for 3 – 5 minutes independently. | **Goals reached**  **Ready to move to the next stage** | |
| **Next Steps:** | | | | | | | | | |

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| **My Goal Progress** | | | | | | | | |
| **Name:** | | | | | | | | |
| **Attention Builder Stage: 2** | | | | | | | | |
| **Am I meeting the goals for this stage?** | | | | | | | | |
| **Initial Baseline (Highlight the appropriate area)** | | | | **Date:** | | | | |
| Consistently maintains attention during Stage One independently, for 3 – 5 minutes. | Maintains attention for 5+ minutes during Stage One and sometimes during the beginning of Stage Two with adult support. Shows some curiosity towards what will happen next. | In some sessions, maintains attention for 5 – 10 minutes with adult prompting. Shows curiosity towards what will happen next. Occasionally **communicates verbally or non-verbally** to request more, again, refusal, to share emotions or to express a choice such as which colour balloon to inflate. | | | In most sessions, maintains attention for around 10 minutes with minimal adult prompting. Shows curiosity and anticipation, sometimes communicating verbally or non-verbally during the session. | | Consistently maintains attention for 10 minutes independently, showing engagement and attempts to communicate with others. | **Goals reached**  **Ready to move to the next stage** | |
| **Review Assessment:** | | | **Date:** | | | **Number of sessions attended:** | | | |
| Consistently maintains attention during Stage One independently, for 3 – 5 minutes. | Maintains attention for 5+ minutes during Stage One and sometimes during the beginning of Stage Two with adult support. Show some curiosity towards what will happen next. | In some sessions, maintains attention for 5 – 10 minutes with adult prompting. Shows curiosity towards what will happen next. Occasionally **communicates verbally or non-verbally** to request more, again, refusal, to share emotions or to express a choice such as colour. | | | In most sessions, maintains attention for around 10 minutes with minimal adult prompting. Shows curiosity and anticipation, sometimes communicating verbally or non-verbally during the session. | | Consistently maintains attention for 10 minutes independently, showing engagement and attempts to communicate with others. | **Goals reached**  **Ready to move to the next stage** | |
| **Next Steps:** | | | | | | | | | |

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| **My Goal Progress** | | | | | | | | |
| **Name:** | | | | | | | | |
| **Attention Builder Stage: 3** | | | | | | | | |
| **Am I meeting the goals for this stage?** | | | | | | | | |
| **Initial Baseline (Highlight the appropriate area)** | | | | **Date:** | | | | |
| Consistently maintains attention for 10 minutes independently, showing engagement and attempts to communicate with others. | Sometimes maintains attention for 10 – 15 minutes, with adult support / prompting. Sometimes ‘gives it a go’ with a turn taking activity. Sometimes tolerates waiting for a turn / not having a turn (with visual support). Not yet maintaining attention when it’s not their turn. | Sometimes maintains attention for 10 – 15 minutes, with adult support / prompting. Mostly ‘gives it a go’ with a turn-taking activity. Mostly waits for their turn / accepts not having a turn. Sometimes maintains attention when it’s not their turn. | | | Maintains attention for 10 – 15 minutes the majority of the time, with minimal adult support. Can wait for their turn and consistently ‘gives it a go’ at activities. Maintains attention even when it is not their turn. | | Consistently maintains attention for around 15 minutes independently. Waits for their turn at an activity and always ‘gives it a go.’ Maintains attention when it is other people’s turn. | **Goals reached**  **Ready to move to the next stage** | |
| **Review Assessment:** | | | **Date:** | | | **Number of sessions attended:** | | | |
| Consistently maintains attention for 10 minutes independently, showing engagement and attempts to communicate with others. | Sometimes maintains attention for 10 – 15 minutes, with adult support / prompting. Sometimes ‘gives it a go’ with a turn taking activity. Sometimes tolerates waiting for a turn / not having a turn (with visual support). Not yet maintaining attention when it’s not their turn. | Sometimes maintains attention for 10 – 15 minutes, with adult support / prompting. Mostly ‘gives it a go’ with a turn-taking activity. Mostly waits for their turn / accepts not having a turn. Sometimes maintains attention when it’s not their turn. | | | Maintains attention for 10 – 15 minutes the majority of the time, with minimal adult support. Can wait for their turn and consistently ‘gives it a go’ at activities. Maintains attention even when it is not their turn. | | Consistently maintains attention for around 15 minutes independently. Waits for their turn at an activity and always ‘gives it a go.’ Maintains attention when it is other people’s turn. | **Goals reached**  **Ready to move to the next stage** | |
| **Next Steps:** | | | | | | | | | |

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| **My Goal Progress** | | | | | | | | |
| **Name:** | | | | | | | | |
| **Attention Builder Stage: 4** | | | | | | | | |
| **Am I meeting the goals for this stage?** | | | | | | | | |
| **Initial Baseline (Highlight the appropriate area)** | | | | **Date:** | | | | |
| Consistently maintains attention for around 15 minutes independently. Waits for their turn at an activity and always ‘gives it a go.’ Maintains attention when it is other people’s turn. | Maintains attention for 15+ minutes with adult support. Sometimes maintains attention on the adult modelling an independent activity. Not yet attempting the individual task or transitioning to the table. | Maintains attention for 15+ minutes with adult support. Mostly maintains attention as the adult models the individual activity. With adult support, sometimes transitions to the table and sometimes attempts the individual task. | | Consistently maintains attention for 15+ minutes with minimal adult prompting and maintains attention as the adult models the individual activity. Transitions to the table and attempts the individual task the majority of sessions, with minimal adult prompting. | Consistently maintains attention for 15+ minutes as the adult demonstrates the individual activity. Transitions to the table independently. Consistently attempts the first steps of the task independently. Returns to the circle with adult prompting. | | Consistently maintains attention for 15+ minutes as the adult demonstrated the individual activity. Completes the individual activity and returns to the circle independently. | **Goals reached** | |
| **Review Assessment:** | | | **Date:** | | | **Number of sessions attended:** | | | |
| Consistently maintains attention for around 15 minutes independently. Waits for their turn at an activity and always ‘gives it a go.’ Maintains attention when it is other people’s turn. | Maintains attention for 15+ minutes with adult support. Sometimes maintains attention on the adult modelling an independent activity. Not yet attempting the individual task or transitioning to the table. | Maintains attention for 15+ minutes with adult support. Mostly maintains attention as the adult models the individual activity. With adult support, sometimes transitions to the table and sometimes attempts the individual task. | | Consistently maintains attention for 15+ minutes with minimal adult prompting and maintains attention as the adult models the individual activity. Transitions to the table and attempts the individual task the majority of sessions, with minimal adult prompting. | Consistently maintains attention for 15+ minutes as the adult demonstrates the individual activity. Transitions to the table independently. Consistently attempts the first steps of the task independently. Returns to the circle with adult prompting. | | Consistently maintains attention for 15+ minutes as the adult demonstrated the individual activity. Completes the individual activity and returns to the circle independently. | **Goals reached** | |
| **Next Steps:** | | | | | | | | | |