




**PiP Target Bank of Vocabulary**

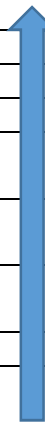
Prompting	Fluency	Maintenance	Generalisation
Curious Explore	Awareness Shows response or recognition, anticipation	Persistence/ determined/ purposefully/ continue.	Investigate Finding out more about an activity or experience.
Initiate Self-directed request, movement or indication.		Anticipate shown through...	
Experience Accept	Discovery/Finding/Surprise An action or experience that causes realisation, excitement.	Partly sustained	Single context
Tolerate shown through...		On a single occasion	Variety of environments
Accept shown through...		Initially	
Coactive exploration	Respond approximate	Intermittently Observed frequently	Different times of day Staff: Same, familiar, a range of...
Engage	Increasingly purposeful and coordinated	Mostly sustained	Peers: Familiar, Pairs, small group, different...
Actively Participate Collaborate, anticipate, recall	Deliberate	1,2,3...occasions	Reliably demonstrated in different settings
Active involvement	Sufficiently accurate	Reliably repeated if refreshed after a break	Application
Modelling			
Facilitated	Completes the task with little hesitation	Fully sustained	Context
Support provided throughout the task			
Prompts: Physical, Gestural, Visual, Verbal, Symbol Initial, partial, continuous Reduction in level or frequency Minimal prompting	Smooth, swift and accurate	Maintained over time	
	With ease	Consistently	
	Fluently	Consolidate	
	Refined		
Working alongside			
Emerging			
Encouragement but no prompting			
Independently			

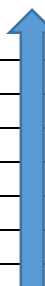
### Examples of PiP Progression


<b>Physical and Sensory - Mapp Learning Intention: To tolerate spending up to 1 hour in a standing frame.</b>	
To <b>accept</b> the stander, for a ____ minute period, within a <b>different environment</b> .	
To <b>tolerate</b> the stander, for a ____ minute period.	
To <b>tolerate</b> the stander, <b>initially</b> for a ____ minute period, <b>with support and encouragement</b> .	
To <b>accept</b> the transfer from chair to stander, with <b>support provided</b> with a <b>different adult</b> .	
To <b>show anticipation</b> of the transfer, <b>shown through</b> assisting with the transfer, for example relaxing legs.	
To <b>accept</b> the transition from chair to stander ( <b>as shown through</b> facial expressions) as <b>part of a routine</b> with a <b>familiar adult</b> .	

<b>Physical and Sensory - Mapp Learning Intention: To begin to use a fork and spoon independently to feed himself at lunchtimes.</b>	
To <b>initiate</b> loading a spoon and <b>accurately</b> bring it to his mouth, with <b>reducing support</b> from a <b>familiar adult</b> .	
To <b>independently</b> hold a loaded spoon and <b>accurately</b> bring it to his mouth, when <b>supported</b> by a <b>familiar adult</b> .	
To <b>independently</b> hold a loaded spoon and bring it to his mouth, when <b>supported</b> by a <b>familiar adult</b> .	
To <b>purposefully</b> hold a loaded spoon and bring it to his mouth, with <b>reduced verbal prompts</b> , when <b>supported</b> by a <b>familiar adult</b> .	
To <b>co-operate</b> with lunchtime routines, <b>purposefully</b> holding cutlery with <b>reduced physical prompts</b> , when <b>supported</b> by a <b>familiar adult</b> .	
To <b>show anticipation</b> of lunchtime routines, <b>exploring</b> cutlery with <b>physical prompts</b> , when <b>supported</b> by a <b>familiar adult</b> .	

<b>Cognition &amp; Learning - Mapp Learning Intention: To consistently use a switch to cause an effect</b>	
To <b>consistently</b> press a switch using BigBang game (rocket) to cause an effect, <b>repeating the skill reliably</b> on a weekly basis.	
To <b>fluently</b> and <b>consistently</b> press a switch using BigBang game (rocket) to cause an effect, with a <b>verbal prompt</b> 'make it go'.	
To <b>fluently</b> and <b>consistently</b> press a switch using BigBang game (rocket) to cause an effect, with a <b>gestural and verbal prompt</b> 'make it go'.	
To make a <b>deliberate</b> movement to press a switch using BigBang game (rocket) to cause an effect, with a <b>gestural prompt</b> .	
To make an <b>approximate</b> movement towards pressing a switch using BigBang game (rocket) to cause an effect, with a <b>gestural prompt</b> .	

<b>Cognition &amp; Learning - Mapp Learning Intention: To begin to recognise his written name.</b>	
To <b>accurately</b> find his written name out of a choice of two, within <b>a different context</b> .	
To <b>consistently</b> and <b>accurately</b> find his written name out of a choice of two with <b>minimal prompts, within the hello session</b> .	
To <b>accurately</b> find his written name out of a choice of two with <b>verbal prompting</b> , within the hello session.	
To <b>consistently</b> match written name only to photo and written name with <b>minimal prompting</b> , within the hello session.	
To match written name only to photo and written name with adult <b>verbal prompting</b> , within the hello session.	
To <b>begin</b> to match written name only to photo and written name with adult <b>gestural prompting</b> , within the hello session.	
To <b>consistently</b> match photo and written name to photo and written name <b>independently</b> , within the hello session.	
To match photo and written name to photo and written name with adult <b>verbal prompting</b> , within the hello session.	

<b>Communication &amp; Interaction - Mapp Learning Intention: To communicate that an activity has finished or is starting using a modelled sentence and symbol prompts.</b>	
To <b>consistently</b> and <b>independently</b> use a <b>modelled</b> sentence with an <b>initial symbol prompt</b> , when an <b>unfamiliar</b> activity has finished.	
To <b>independently</b> use a <b>modelled</b> sentence with an <b>initial symbol prompt</b> , when an <b>unfamiliar</b> activity has finished.	
To <b>begin to use</b> a <b>modelled</b> sentence with <b>symbol prompting</b> , when an <b>unfamiliar</b> activity has finished.	
To <b>consistently</b> and <b>independently</b> use a <b>modelled</b> sentence with an <b>initial symbol prompt</b> , as part of a routine activity.	
To <b>independently</b> use a <b>modelled</b> sentence with an <b>initial symbol prompt</b> , as part of a routine activity.	
To <b>engage</b> with using a <b>modelled</b> sentence with <b>symbol prompting</b> , as part of a routine activity.	
To <b>show anticipation</b> when finishing <b>modelled</b> verbal sentences, as part of a routine activity.	

<b>Communication &amp; Interaction - Mapp Learning Intention: To give three-keyword answers, using symbols to support.</b>	
To link three key words, with <b>reduced prompting</b> , as part of another <b>familiar routine</b> activity (hello session).	
To link three key words, using <b>initial symbol prompts</b> , as part of another <b>familiar routine</b> activity (hello session).	
To <b>independently</b> request items using three keywords (one word being 'more'), as part of the snack-time <b>routine</b> .	
To request items using three keywords (one word being 'more'), with <b>reducing verbal prompts</b> , as part of the snack-time <b>routine</b> .	
To request items using three keywords (one word being 'more'), with a <b>verbal prompt</b> , as part of the snack-time <b>routine</b> .	
To <b>fluently</b> and <b>consistently</b> request items using two keywords, as part of the snack-time <b>routine</b> .	

<b>Social &amp; Emotional - Mapp Learning Intention: To carry out a range of structured activities with adults and peers</b>	↑
To <b>initiate</b> an interaction ( <b>shown through</b> choosing a peer) to take part in a <b>different routine</b> with one <b>other peer</b> , <b>facilitated</b> through a <b>familiar adult</b> in close proximity.	
To <b>initiate</b> a brief hand massage ( <b>shown through</b> ....) as <b>part of a routine</b> with one <b>other peer</b> , <b>facilitated</b> through a <b>familiar adult</b> in close proximity.	
To <b>accept</b> a brief hand massage <b>as part of a routine with</b> one <b>other peer</b> , <b>facilitated</b> through a <b>familiar adult</b> in close proximity.	
To <b>accept</b> a brief hand massage as <b>part of a routine</b> with a <b>familiar adult</b> and one <b>other peer</b> .	
To <b>initiate</b> a brief hand massage ( <b>shown through</b> holding out his hand) as <b>part of a routine</b> with a <b>familiar adult</b> . To <b>accept</b> a brief hand massage as <b>part of a routine</b> with a <b>familiar adult</b> .	

<b>Social &amp; Emotional - Mapp Learning Intention: To interact appropriately with peers with adult support</b>	↑
To <b>fully sustain</b> an interaction with a <b>familiar peer</b> , as part of a <b>routine</b> co-operative play activity, for a <b>----- minute</b> period.	
To <b>initiate</b> an interaction by reaching out or making eye contact, with a <b>familiar peer</b> , as part of a <b>routine</b> co-operative play activity.	
To <b>respond to</b> a familiar peer, with <b>reducing adult support</b> , as part of a <b>routine</b> co-operative play activity.	
To <b>actively participate</b> a familiar peer, with <b>reducing adult support</b> , as part of a <b>routine</b> co-operative play activity.	
To <b>actively participate alongside</b> a familiar peer, when <b>supported</b> by a <b>familiar adult</b> , as part of a <b>routine</b> co-operative play activity. To <b>initiate</b> an interaction by reaching out or making eye contact with a <b>familiar adult</b> within the classroom setting.	