

Blue My Independence

Eating and drinking; Always refer to the speech and language therapy team for specific advice on safe and comfortable eating and drinking/swallowing and the occupational therapy team for advice on eating and drinking implements

- Opportunities to become independent with eating and drinking
- []Exploration of food and drink e.g. by moving the food around the mouth and swallowing
- []Initiating actions when being supported to eat and drink e.g. by opening the mouth for the spoon/cup or turning to spoon/cup
- []Eat or drink pureed food/thickened drink which is known to them (realisation)
- []Drink a variety of drinks e.g. milk, squash, tea, exploring things that are new to them.
- []Eat mashed food usually each food mashed separately persisting with the activity
- []Explore and eat chopped food
- []Explore and eat finger food
- []Use a spoon to eat maybe move onto using a fork, exploring different utensils
- []Use a two handled cup to drink probably first with a lid, then perhaps a slanted cup before progressing to a conventional open cup, persisting with the activity
- []Use a single handled cup to drink realising the activity has been completed before.
- []Use a beaker to drink, sometimes initiating independently.

Undressing and dressing

- Opportunities to be independent with dressing and undressing
- []Show awareness of being dressed and undressed, (e.g. by eye or limb movement) anticipating what is coming next
- []Initiate interaction and help when being undressed and dressed, (e.g. relax limbs),
- []Offer limbs, (e.g. when putting on a coat/trousers/shoes), anticipating the activity and initiating a response
- []Finish taking off clothes once the process has been started by an adult, (e.g. wriggle out of shoes once they have been loosened/pull sock off toes after they have been pulled down) - persistence and realisation
- []Take off their clothes, (probably starting with shoes and coats and progressing to other items of clothing), realisation of the activity
- []Initiating pulling up pants/trousers, (e.g. after using the toilet),
- []Put on their clothes when handed the correct item, (probably starting with coat and shoes) realising what the items function is
- []Put clothes on the right part of the body in correct orientation realising and initiating the action

- []Put their clothes on a peg/on a chair or in a locker, realising or initiating the action
- []Put clothes on in sensible order, (e.g. socks before shoes), exploration of the process and realisation of steps
- []Choose correct clothing for an activity, (e.g. coat to go outside, swimsuit for swimming - realisation)
- []Put PE/swimming kit into a bag, initiating the activity and realising what comes next.
- []Put socks together/put shoes together, realising that they make a pair
- []Recognise basic clothing vocabulary/sign/symbol in context, (probably coat and shoes) to assist exploration and anticipation.

Using the toilet

- Opportunities to become independent with toileting
- []Anticipating and showing awareness of having being changed e.g. by limb/ eye movement
- []Initiate being changed and realising what actions are required e.g. relax or limbs or lift bottom
- []Sit on potties or toilet seats regularly realising the sequence and persisting with the activity.
- []Transfer from chair to toilet or from standing to toilet
- []Use toilet or potty appropriately if taken by an adult regularly
- []Indicate the need to change e.g. cry with discomfort
- []Move to the changing table
- []Stand to be changed
- []Recognise the word/symbol/sign 'toilet' in context
- []Indicate a need to use the toilet e.g. go to the door or use sign/symbol
- []Take themselves to the toilet when they need to use it
- []Flush the toilet
- []Shut the toilet door
- []Complete the whole toilet sequence with adult support
- []Wipe their bottom.

Cleaning teeth

- Opportunities to become independent with cleaning teeth
- []Show awareness and realisation of teeth being cleaned e.g. by eye blinking, pulling a face
- []Be helpful when their teeth are being cleaned initiating a response e.g. by opening mouth
- []Hold an electric toothbrush in their mouth exploring the sensory element of the activity
- []Use a conventional brush exploring senses; using the brush for a purpose (realisation)
- []Initiating putting the paste on the toothbrush

--[]Swill and spit with mouthwash.

Hair brushing

-Opportunities to become independent with hair brushing

--[]Show awareness of having their hair brushed e.g. eye blinking or head turning

--[]Actively participate and initiate the activity when their hair is being brushed e.g. holding their head up

--[]Hold hairbrushes

--[]Brush someone else's hair or the hair/fur of a toy initiation

--[]Brush their own hair.

Washing and showering

-Opportunities to wash and shower independently

--[]Show awareness and realisation of being washed and dried

--[]Be helpful when being washed and dried/showered e.g. hold out hands or turn up face

--[]Initiate washing and drying their hands in the sink/shower

--[]Initiate washing and dry their face in the sink/shower

--[]Wash and dry their bodies whilst taking a shower

--[]Complete the whole showering sequence with persistence

Shopping

-Opportunities to become independent and experience shopping

--[]Visit a shop / supermarket.

--[]Explore using a trolley / shopping basket

--[]Explore and experience finding items they need using a shopping list.

--[]Explore paying for an item including using coins, notes or card.

Travel

-Opportunities for travel

--[]Explore their classroom environment moving from one area to another

--[]Be made aware of where they are going before they travel

--[]Express where they would like to move to before moving

--[]Explore their school environment visiting different specialist rooms.

--[]Explore their local community visiting familiar areas such as parks and shops

--[]Experience learning about different places and cultures around the world

- [] Participate in class trips and outings to familiar and new places
- [] Experience a wide range of different types of travel including bus, train and car
- [] Experience routines for public transport. Exchanging money for a ticket.

Cooking

- Opportunities with food, cooking and independence
- [] Be exposed to a wide range of foods tastes and textures
- [] Explore a wide range of foods tastes and textures using their eyes, hands nose and mouth
- [] Observe food changes e.g. melting chocolate, baking.
- [] Experience following a simple recipe with as much independence as possible
- [] Buy items to cook with
- [] To experience growing food
- [] To experience cooking with food they have grown.
- [] To observe and experience food safety rules.