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Early Support

for children, young people and families

How to Use the Developmental Journal for Children and Young People with Multiple Needs



About Early Support and the Developmental Journal for Children and Young People with Multiple Needs

Early Support is a way of working that aims to improve the delivery of services for children and young people with additional needs and disabilities and their families. It enables services to coordinate their activity better and provide families with a single point of contact and continuity through key working. Early Support ensures that service delivery is child, young person and family centered and focuses on enabling practitioners to work in partnership with children, young people and their families.

The Developmental Journal for Children and Young People with Multiple Needs has been produced to help families of children with multiple needs to find out more about development and to track change and progress over time. It helps everyone involved with a child to share what they know and discuss how best to work together to support development and learning.

The Developmental Journal for Children and Young People with Multiple Needs can be used in combination with other Early Support materials. To find out more about Early Support, visit <http://www.ncb.org.uk/early-support>

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Introduction

The Developmental Journal for Children and Young People with Multiple Needs helps you to record and celebrate your child's learning and development, and to share what you know about your child with other people. It is a way of supporting the achievements of your child where development is affected by multiple factors that result in challenges to learning. These challenges may occur in any combination. They can relate to movement, hearing, vision, communication, understanding, behaviour or medical needs. Your child is unique and this uniqueness will have a major effect on the course of their development and the way in which they learn. The Journal presents different behaviours, i.e. ways in which children act, the things they do and the skills they show, that are important in early development. These behaviours are categorised into four Areas of Learning and Development:

- Personal, social and emotional
- Communication
- Physical
- Thinking.

The Developmental Journal for Children and Young People with Multiple Needs will help you to focus on specific areas of development and change that are of particular significance for your child. Lots of practical ideas are given on how progress might be encouraged in different areas of development, in different contexts and with different materials. The Journal materials may have to be adapted to be age and interest appropriate. They may also have to be changed to accommodate a particular area of need, for example a visual or hearing impairment.

If there is a baby, child or young person with multiple needs in your family, then this Journal will be of relevance to you and them. You will find it helpful whether you are a mother, father, grandparent, sibling

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or other carer. The Journal is designed to be an everyday working tool that is owned by you and your family. You may find it helpful to use the Journal when working alongside practitioners who know your child well, such as the practitioner providing your key working support. By doing this, you will be able to share ideas with each other, discuss observations and comments, and ask questions when you are uncertain about something.

Throughout this Journal, the aim is to use the things that your child can do already, and their preferences and interests, to encourage progress. The aim is not to focus on gaps in development, nor to provide a means of linking skills and abilities to a particular age or stage. If you do want information on the usual order in which particular skills and abilities emerge in typical development, this is available through reference to the Early Years Foundation Stage (EYFS) the Early Support Early Years Developmental Journal and other Early Support materials.



Key working

Key working is an approach that aims to ensure the provision of holistic care and support to meet the individual requirements and aspirations of a child or young person and their family. Key working can be fulfilled by a wide range of practitioners, from health, education, social care, the community or the voluntary sector, or by parents or the young people themselves. This means it becomes a way of working rather than an additional service. The main functions of key working are:

- Providing emotional and practical support to the child or young person and family
- Being a single point of regular and consistent contact, and co-ordinating services and practitioners around the child or young person and family.
- Supporting a single planning and joint assessment process
- Providing information and advice and facilitating support.

Children and young people with multiple needs often receive support from a number of different services. Here, the practitioner offering key working support can make a significant difference by working with the team around the family, providing the single point of contact and co-ordinating complex support packages.

You might share your use of this Journal with the practitioner who is providing your key working support, so they have the most up-to-date information about your child's progress. They may also be able to contribute observations about your child and offer help if you have any queries about how to use the Journal.

Quick Start Guide

The main body of the Developmental Journal for Children and Young People with Multiple Needs is the Can Do Cards. These describe ways in which children might act or the things they might do, i.e. behaviours, which are important in development. The Can Do Cards also provide ideas for activities that may promote development of that particular skill.

The Can Do Cards are structured into four Areas of Learning and Development. When you start using this Journal, we suggest you pick the Area(s) you are most interested in and have a look through the Can Do Cards. When you come across behaviours that are 'developing' or 'emerging' in your child, you can use these Cards in more detail, dating them as your child makes progress, making notes and using the 'try this' activities.

When you have marked 'achieved' on a Can Do Card, you can date this on the Developmental Profile to provide an up-to-date record of your child's progress.

We recommend you complete this Journal and share it with practitioners working with you, for example the practitioner providing your key working support. They will be able to support you, contribute to the Journal and discuss it with you.



What is it for?

The Developmental Journal for Children and Young People with Multiple Needs will help you to:

- think about and observe accurately your child's behaviour, abilities and preferences
- record and describe the things that your child is able to do
- recognise and celebrate your child's achievements
- make notes on the ways in which your child responds to activities and situations
- make subtle changes to the activities you do with your child in order to support progress
- identify different ways of carrying out familiar activities or routines in order to extend skills
- create and introduce new activities
- become the 'expert' on your child and talk knowledgeably with practitioners about your child's abilities and development
- identify areas in which you may require help and advice.

Every child is unique. The development of your baby, child or young person who has multiple needs will be affected by their specific combination of needs, abilities and interests. This Journal will help to ensure that you are able to recognise every achievement and record every new skill. It will help you to build and enhance good relationships with your child. It will also support you and others in structuring the environment so that your child learns and develops. By using the Journal, you will help to ensure that the development of your child is constantly supported, along with the practitioners who work with you.

How to Use the Developmental Journal for Children and Young People with Multiple Needs

Where many different people or services are in contact with you, the Journal can also provide a single, shared resource that helps everyone communicate better, using the same language and approach. It can also improve everyone's understanding of the developmental processes involved.

The Journal can be used as a shared basis for discussion at times of transition, for example when your child moves to a new setting or school, and when you meet new people for the first time and wish to discuss with them how to include your child and to encourage learning and participation.

If your child requires extra help in the form of a structured individual plan, using the Journal jointly with practitioners will make it easier to agree next steps or goals. It will also help to identify when new learning has taken place or new skills have been acquired.



The structure of the Journal

The Developmental Journal for Children and Young People with Multiple Needs is made up of:

- How to Use guide (this is the section you are looking at now)
- Introduction page
- Developmental Profile
- Can Do Cards
- Special Events and Achievements page
- Further Ideas page
- Things We'd Like to Ask page.
- Item Index

Printing the Journal

You'll probably find it most helpful if you print the different sections of the Journal as you use them and organise them in a file. Using a ringbinder file and punching holes in your printed pages means you can add to the Journal easily.

How to Use guide

This 'How to Use' guide describes the purpose of the Journal and all the different sections that are included within it. This is the place to start. It explains what all the sections are for, how to get started, what to do, and how all the sections fit together. So you can refer to it as you go along you may find it useful to print it and keep it in your file with the rest of the Journal. When you are new to the Journal, you might like to go through this section with a practitioner, for example the person providing your key working support. By doing this you can check that you understand things in the same way. Don't worry if you don't take it all in and remember everything at once. Your knowledge of the Journal and how it can be used will grow as you use it and make it your own.

How to Use the Developmental Journal for Children and Young People with Multiple Needs

Introduction page

This is a page for you to fill in to provide an introduction to your child. You will just need to print out one copy, personalise it and put it at the front of your file.

Developmental Profile

The Developmental Profile is a quick way of summarising your child's development across the four Areas of Learning and Development at any one time. You will need to print one copy of this and put it near the beginning of your file so you can quickly find it.

Areas of Learning and Development

Three of the four Areas are the 'prime' Areas of Learning and Development in the Early Years Foundation Stage (EYFS): Personal, Social and Emotional; Communication; Physical. In this Journal there is also an additional category of 'Thinking'. There is a special colour and icon for each of these areas. They are:

The Early Years Developmental Journal describes typical patterns of child development under four Areas of Development:



Personal, social and emotional (PSE)

This focuses on how children learn who they are, what feelings they have, how they behave and how their relationships develop. It's also about developing self-control.



Communication

Children communicate with other people in many different ways – for example, by looking, pointing, gesturing, smiling and vocalising. This area also includes how babies and children pay attention to other people, listen to them and understand them.



Physical

This aspect of development focuses on how children develop their ability to move their bodies, hands, feet and fingers, and use their senses and movement to explore the world.



Thinking

Babies are learning, right from the moment of birth. It may not be that obvious at first, but children accumulate knowledge at an astonishing rate. Understanding the world is greatly helped by lots of experiences and discussion about things that are going on around them. Thinking also involves the ways in which children learn to do things that they want to do. This is particularly important where the solution is not immediately obvious as it involves working out what they need to do, how things work and thinking through the possibilities.

You will find that these Areas are closely linked. Many of the things that your child can do and that you will be working on will relate to more than one of these four Areas.

Can Do Cards

The main body of the Developmental Journal for Children and Young People with Multiple Needs is the Can Do Cards. Each Card describes a behaviour – something that you can see your child doing – and using these Cards provides an on-going record of what your child is achieving and what you are doing to help your child. The Cards have a section for 'can do', 'try this' and 'notes'. They are also colour-coded and iconised according to the Area of Learning and Development they correspond to.

There are 39 PSE Can Do Cards, 37 Communication Can Do Cards, 45 Physical Can Do Cards and 43 Thinking Can Do Cards. You might like to print all of them straight away or you may prefer to take a look through and just print the Can Do Cards you want to fill in at the moment and then, later on, add to your file as you continue to use the Journal. The Cards are colour-coded and this will help you to organise them – however they can also be printed in black and white.

Key Indicators

In each Area of Learning and Development, there are six Key Indicators. These are items that describe skills and behaviours that are particularly important for children's development.

Special Events and Achievements page

On this page, you can add information you'd like to record and remember – for example, photos, activities your child has enjoyed, the first time they do something. As you use the Journal, you may find you have lots of special and personal things to note down so you might want to print multiple copies of this page.

Further Ideas page

You can note down any ideas or thoughts that occur to you on these pages. You can share these with professionals when they visit or when you have a meeting, or you might just want to write something down so you can look at it again later. By doing this you won't forget things



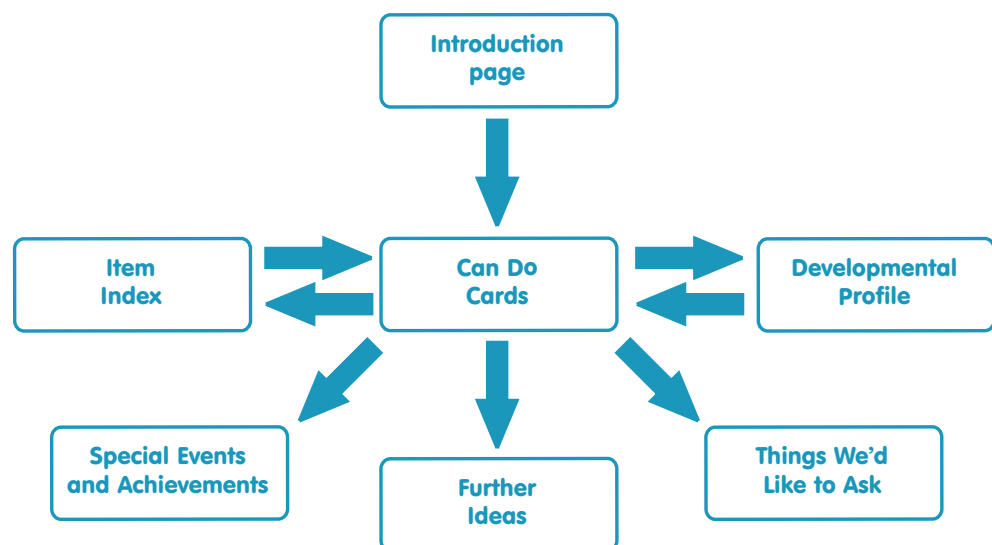
that might be really important to your child. You might end up printing a number of these pages so if you write down the date next to your ideas this will help you to organise them.

Things We'd Like To Ask page

This is a space for you to note down any questions you want to ask when you meet with practitioners. Print off as many sheets as you need. You might jot things down when they occur to you so you don't forget them or you might want to write a list just before a meeting. You might find it helpful to tick off questions when you've discussed them with a practitioner or clinician.

Index

This is a list of all the Can Do Cards organised by Area of Learning and Development. You may find the Index useful if you'd like to see what Can Do Cards are included in the Developmental Journal for Children and Young People with Multiple Needs. The Index also shows whether the items are Key Indicators and/or can be found in the Early Years Developmental Journal, and there is a blank column for you to use as you wish.



Using the Journal

In this and the following sections you can find out how to use each part of the Journal. We suggest that as you read through, you have a copy of the relevant section of the Journal to hand so that you can refer to it. This will help you to understand how each section works.

Whenever you start using the Journal, we suggest taking a look through each Area of Learning and Development starting from the first Can Do Card. If your child can already do some of these skills, then you can mark those Cards as 'achieved' on the Developmental Profile. When you come across some behaviours that are 'developing' or 'emerging' in your child, you can use the Cards in more detail, making notes and using the 'try this' activities. You may still find the 'try this' activities from 'achieved' items useful too.

You may want to use Can Do Cards from just one of the four Areas at a time. You could decide to concentrate on one of the Areas for a certain period and then move on to another. Alternatively, you may feel it is appropriate to be using several of the areas all at the same time. You may also find that you are working on one skill that is covered in slightly different ways in more than one Area. There is no right or wrong way to decide on the area that you are working on - it all depends on you and your child. It is probably best to talk with a practitioner about the Areas of Learning and Development that are most relevant to your child at any particular time. Another thing to consider is that because the four areas are very interlinked, whatever skill you are focusing on will relate to more than one Area. So, even if you are using a Can Do Card from one area, you will undoubtedly be furthering your child's skills in the linked areas as well.



It can be helpful to fill in the Journal regularly, so you don't forget all the small things that show your child has learnt something new or is developing an existing skill. Doing this can also help to pick up at an early stage any areas of difficulty that may be developing. You may also find that your use of the Journal changes over time. There are times when you may want to use it very often, because your child seems to be changing a lot, or because there's some sort of crisis and it's helpful to observe more closely what they're doing. On the other hand, if there's a medical problem or something happening in your family that slows development down, it would be fine if you decide to put the Journal away for a bit and come back to it later.

Completing the Introduction page

This is the first page to fill in. It is for you to:

- introduce your child
- personalise the Journal in a way that makes it unique and special
- add a photograph of your child
- list the names of people who are important in your child's life
- write down any of the things that you feel are significant and you would like people looking at the Journal to know about.

There is an example of what a completed Introduction page might look like here but what you put on this page is entirely up to you. If you feel artistic, you could even decorate it with patterns or pictures. You might like to get other family members to contribute ideas on how to personalise the page.

Introduction

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This is: *Harry*.....



*This is a picture of
Harry by Ellie
(aged 5)*

The important people in *Harry's* life are *Mum, Uncle Jon, Gan-Gan (Granddad),
Nanna, Ellie (big sister), Nina (little sister), Podge (dog), Auntie Sheila &
Uncle Oscar (respite/shared carers)*.....

These are the important things we'd like you to know about *Harry: He has the biggest smile in the
world and the most gorgeous eyelashes! His sisters adore him and we all
love him to bits. He was born really early at 30 weeks and only weighed 1.3
kilos. Now he's sooo big. Gan-Gan calls him his little 'Mr Miracle'!*.....

How to use the Can Do Cards

The Can Do Cards are the main section of the Journal as you can use them to observe, note down and extend what your child can do, i.e. their behaviour. The Cards are organised according to the Area of Learning and Development they are from. The same colour coding and icon system is used throughout the Journal. You can see what the Cards look like in Example 2.

Key Indicator



The Can Do Cards have the title of a behaviour at the top along with the Area to which they relate. If the behaviour is a Key Indicator, this is shown on the Card by an icon of a key. The text box with the heading 'can do' describes the behaviour in more detail and the text box with the title 'try this' suggests some activities you might like to do to develop this skill. There is also space to note when the behaviour is emerging, developing or achieved and space to make notes.

You will find that there is quite a lot of overlap between Can Do Cards from different Areas. Some Can Do Cards cover similar behaviours from different Areas, and this is shown on the Cards. This is because learning is so inter-connected and this will help you to think about the importance of your child's behaviour from different perspectives. They will also give you links to lots of different 'try this' activities. The 'take a look at' Card is a specific suggestion for an additional Card that relates to the Card you are currently focusing on, either from the same or a different Area.

The Cards are ordered according to the sequence in which the behaviours that they describe often develop. Although this sequence is linked to steps identified in other Early Support materials, the development of children and young people with multiple needs is often unique to them, so you can use the Cards in the order that best suits your child.



In each Area, six Key Indicators have been identified. These items have been highlighted because they are particularly important for children's development and there is an icon at the top of each Can Do Card that is a Key Indicator. There is also a separate table for the Key Indicators and they are shown on the Item Index. In some instances your child's unique profile of strengths and needs may mean that it is not possible for them to achieve a specific Key Indicator. Where this is the case we suggest that you speak to a practitioner who knows your child well, to define what your child can do that is close or equivalent to the achievement summed up in the Key Indicator.

Finding out what your child can do

The 'can do' boxes on the Can Do Cards help you to identify all the things that your child can do and how you know this. In other words, they help you to look for evidence of these behaviours in your child. When you start using the Journal, take a look through the cards in each of the Areas of Learning and Development. Decide which of them give descriptions of things that you are certain that your child can do, or things that you think your child might be able to do but which you aren't entirely sure about.

Example 2

Description of the behaviour - how you might know if your child 'can do' this

The title tells you what behaviour the Can Do Card is all about

Activities that might help develop this skill

Main Area of Learning and Development to which the card relates

This shows the Area of Learning and Development and the sequence of the cards. So this Card is number 9 in Physical

These icons show you the other Areas of Learning and Development that are associated with this behaviour

This space is for noting down when you notice your child showing this behaviour and make notes about how they show it or how they respond to the 'try this' activities



Physical 9

Linked to:



Explores hands and fingers

Can do

- Your child is aware of their hands and fingers and plays with them.
- They may grasp their hands together, watch them or take them to their mouth.

Try this

- Try a hand massage to help your child become aware of their hands, maybe after bathing when they are relaxed.
- Put sparkly gloves on their hands and shine a torch on them and play clapping games gently bringing your child's hands together.
- Try exploring different textures with both hands - for example, scented water, dough, sand, dry rice - but watch for signs that your child does not like a particular texture and be prepared to stop.
- Use 'hand under hand' so that your child feels in control and can withdraw their hand from under yours if they want to.

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Key Indicator

If the item is a Key Indicator, this will be shown here

Date:

Notes:

Emerging:

Developing:

Achieved:

Take a look at: 'Feels different textures' Thinking, No. 5

This Card reflects a linked behaviour

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On each Card you can record the things that you see your child doing as emerging, developing or achieved.

Emerging – Seen for the first time

Insert the date here the first time you notice your child doing something that demonstrates the behaviour on the Can Do Card, even if it's only an attempt.

Developing – Seen sometimes

Insert the date here when you notice your child using a skill or showing a behaviour more often, in a different place, with a different person, at a different time of the day, with a different object or as they become more skilful at it.

Achieved – Seen often

Insert the date here when you see your child doing something often and with confidence.

Sometimes you might not note anything down under one or more of these headings. For example, you may only notice a new behaviour or skill when your child is using it quite a lot so you may describe it immediately as 'developing' or 'achieved', rather than 'emerging', like in Example 3. Example 4 shows a behaviour that was emerging but is now developing. Remember that some skills take longer for children to master than others and so there may be a considerable time between them emerging and being achieved.

When your child has 'achieved' a Can Do Card, you might want to look through the next few Cards in the same Area of Learning and Development to decide which one to use next. You may also want to consider the 'Take a Look at' Can Do Card as your next step because these are often related, but slightly more advanced, skills.



Notes

There is plenty of space on the Can Do Cards to add your own comments. This might be especially important for 'developing' skills. There is room to note down when you notice your child doing something in a different situation or in a different way, so you have a record of their progress. You might want to note down any questions you have about what you've seen. This is also a good place to write something about any 'special' toys that are particular favourites or that seem to promote the things you're encouraging your child to do. If you run out of space on the Can Do Card, you may want to print off another one.



PSE 1

Enjoys the company of others

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Linked to:



Can do

- Your child responds in the presence of other people.
- Their behaviour changes when someone is near - for example, by calming, quietening, relaxing, changing breathing or turning.

Try this

- Try using just your voice, touch or moving into your child's line of vision. Children can vary as to which senses make them feel good about people.
- Some children are more sensitive than others, so use gentle touch, voice or other contact, adjusting to your child's reactions.

Date:

Notes:

Emerging:

Developing:

Feb 2013

Achieved:

When Emily's brothers or sisters play near where she is lying, Emily is much quieter and more relaxed than when she thinks she is on her own. She definitely likes to be with people!

Take a look at: 'Pays attention to person talking' Communication, No. 2



Thinking 7

Responds to rhythm

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Linked to:



Can do

- Your child responds to rhythmic songs or movement.
- Their breathing pattern and muscle tension may change – for example, they may become calmer or more alert and excited.
- Their actions or breathing pattern may change when the rhythm changes.

Try this

- Try adding actions to songs to reinforce the rhythm - for example, bouncing, rocking or tapping.
- Try a range of rhythmic activities - for example, drumming, massage, rocking their buggy.
- Try to decide whether your child responds differently to rhythmic movement, sounds, touch.
- Watch your child's actions for bursts of activity with pauses between – for example, patting the table, then pausing, then patting again. Try using the pauses to copy your child's behaviour, as a step towards turn-taking.
- Emphasise the rhythms that occur naturally during everyday activities - for example, stirring food round and round.

Date:

Notes:

Dec 2012

Emerging:

Not sure about this one. We think there might be some favourite songs (round and round the garden, row your boat) that cause Katie to move her head, but she doesn't do this all the time.

Feb 2013

Developing:

Katie's started to do this a bit more now. She sometimes rocks to her favourite songs as well as move her head.

Achieved:

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Depending on the particular challenges to learning that your child experiences, some of the Can Do Cards may not be directly relevant for them. However your child may show behaviours that demonstrate the same underlying skill. In Example 5, Jacob's parents have noted down how he has the same underlying skill as the Can Do Card 'Responds to the Sight of People' but shows this slightly differently because of his unique profile of strengths and needs. They might also have omitted this Can Do Card and used other ones instead such as 'Reacts to Sound' from the Thinking Area. There's no 'right' or 'wrong' way – the important thing is to use the Journal in the best way for you and your child. You may want to discuss how some of the Can Do Cards can be adapted for your child with the practitioner providing your key working support or a practitioner with specialist knowledge relevant to the Can Do Cards – for example, you might want to talk to your speech and language therapist about the Communication Can Do Cards.

So, you may find that:

- your child can do some things that come later in the sequence of the Can Do Cards, but that they cannot do some of the earlier things, or
- your child uses different kinds of actions to those described on the Cards, but they use them for the same purpose.

You should not be concerned about this - the Can Do Cards are not designed to highlight gaps in development. They are designed so that you can:

- identify what your child can do
- think about alternative ways in which your child may do the same thing
- choose what to do with your child in order to further their development and to celebrate the achievements that they make.



PSE 2

Responds to the sight of people

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Linked to:



Can do

- Your child shows a reaction to someone coming into vision - for example, by fixing eyes on them, making a sound, becoming more animated or still.

Try this

- Move in and out of your child's eyeline and look for reactions.
- Try moving in and out of your child's line of sight when they are in different positions and when there are different lighting levels.

Date:

Notes:

Emerging:

Jan 2013 Developing: *Although Jacob can't see very much, he does respond when he hears squeaky shoes coming towards him! He doesn't always do it though if he's distracted and playing with his favourite toy.*

Achieved:



'Try this' activities

The Can Do Cards also show 'try this' activities, which link to the behaviours described in the 'can do' box. These are designed to help you carry out and adapt activities and routines that will help with your child's development.

The best way of deciding which 'try this' activity to use is to focus on something that your child can already do, but which you feel could be further developed. So, you might choose an activity that is linked to an emerging or developing 'can do'. You can try to extend or generalise your child's skills by following or adapting some of the ideas on the card. It might be by doing the activity:

- in a different place
- for longer than usual
- at a different time of day
- in a different sequence
- with a different person
- using different materials or toys from those that you normally use.

Examples 6 and 7 show how 'try this' activities have been chosen using ideas from the 'try this' box whilst also thinking about what the child can already do.

Whatever activity you decide to try, it is important that you feel confident and happy about what you are doing. Remember that in order to acquire new skills your child will need lots of:

- support
- praise
- repetition.



Thinking 7

Responds to rhythm

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Linked to:



Can do

- Your child responds to rhythmic songs or movement.
- Their breathing pattern and muscle tension may change – for example, they may become calmer or more alert and excited.
- Their actions or breathing pattern may change when the rhythm changes.

Try this

- Try adding actions to songs to reinforce the rhythm - for example, bouncing, rocking or tapping.
- Try a range of rhythmic activities - for example, drumming, massage, rocking their buggy.
- Try to decide whether your child responds differently to rhythmic movement, sounds, touch.
- Watch your child's actions for bursts of activity with pauses between – for example, patting the table, then pausing, then patting again. Try using the pauses to copy your child's behaviour, as a step towards turn-taking.
- Emphasise the rhythms that occur naturally during everyday activities - for example, stirring food round and round.

Date:

Notes:

Emerging:

Jan 2013

Developing: *Muhammed is more alert and excited when he is rocked, especially with Granny.*

Next we're going to try different types of rhythm - maybe tapping Muhammed's hand - and try doing this fast or slow to see if he responds differently. Granny is also going to try using songs and rocking Muhammed to the rhythm.

Achieved:

Take a look at: 'Enjoys listening to nursery rhymes' Communication, No. 8



Thinking 16

Follows movement nearby

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Linked to:



Can do

- Your child follows the movement of a person or object nearby.
- They may follow the movement with their eyes or head.
- If they are following by listening rather than looking, they may turn their head or they may become still so that they can listen better. They may then turn once movement has finished or when the sound stops.
- They may pick up on air currents caused by movement – it is hard to be aware of these if you usually use sight and hearing.

Try this

- Draw your child's attention to things moving side to side or up and down. Move toys or objects slowly. Try objects which make a noise as they move.
- Build movement into games and other activities - for example, pouring milk from higher than usual or playing 'aeroplanes' when feeding. Try to keep movements slow.
- Tell your child about everyday movements, for example "Look, Daddy's going to the cupboard".
- If your child has better vision on one side, always approach from this side - for example, bring their food towards them from this side so that they get full warning of its approach.

Date:

Notes:

Nov 2012

Emerging:

When Layla is sitting in her chair in the kitchen she turns her head when I move across her line of vision. But we haven't noticed her doing this with anything else and we've been told she has limited vision

Jan 2013

Developing:

We've been trying movement games with Layla - like moving her cup from left to right in front of her before giving her a drink, waving at her and calling her name when we walk round the kitchen, telling her when anyone moves around when in her line of vision. Layla seems to move her head and notice these things most of the time.

Achieved:

Take a look at: 'Turns head' Physical, No. 20

How to Use the Developmental Journal for Children and Young People with Multiple Needs

With some behaviours, you might be uncertain about whether your child can do them. In such circumstances you might want to give your child lots and lots of opportunities to develop and to practise. You can do this by using all the ideas provided and by using lots of repetition.

You may find that not all the 'try this' activities are appropriate for your child. If this is the case, use a highlighter pen to highlight the ones that you think will be useful. There may even be some 'try this' activities that you don't want to consider. This is fine but bear them in mind as they may describe an activity that you want to try in the future.

Don't worry if you feel that you are doing the same thing time and time again - if your child is enjoying the activity and the contact with the people who are doing this, then it is likely that learning is taking place. If you think that you have been doing something for too long and your child is not showing any interest or response, then either vary the activity or try something completely different. You can always come back to the original activity at a later time. Spending time with your child should be fun, not just for your child, but for you as well!

The 'take a look at' Can Do Card has been chosen to link with the behaviour you're working on but develops or extends it. You could have a look at this when you first start working on the original Can Do Card, as the two Can Do Cards will probably complement each other. Alternatively, you might feel it's more appropriate to just work on one Can Do Card at a time and use the 'take a look at' Can Do Card when your child is 'developing', or has 'achieved', the original Can Do Card.



A note about 'you' and 'me' (and 'they'!)

Learning to understand personal pronouns such as 'me', 'you' and 'she' is a complex task that all children take a long time to learn. Unlike most other words, their meaning changes depending on who is speaking to whom – for example, 'I' am writing this, but 'I' am 'you' to you and you are 'you' to me!

Most children find personal pronouns confusing and all need support and guidance in understanding them. Saying your own name or 'me' whilst pointing to yourself and your child's name or 'you' whilst pointing to them may be helpful. Instead of pointing, it may be better to touch your child as you say 'you' or say their name, or to gently place their hand on you as you say 'me' or say your own name. If you sign to communicate with your child, you can do the same things but point after you sign while holding eye contact.

Where we suggest using the word 'you' to refer to your child in the 'try this' activities, you may prefer to use your child's name instead. Similarly, where we use the word 'I' or 'me', you may choose to use your own name instead. This is up to you and depends on your child's level of understanding. You could also try using both the personal pronoun and the person's name together - for example, "Do you, Jonathan, want some soup?". You may wish to discuss the best way to help your child to learn with a practitioner such as a speech and language therapist.

Using the Developmental Profile – getting an overview

The Journal has a Developmental Profile to help you see the pattern of your child's progress as time goes by. It allows you to summarise what's going on after you've filled out the Can Do Cards, and gives you a 'bird's eye' view. It also helps you see what skills could be developed further. Some practitioners that you meet may find the Developmental Profile useful, as it gives a quick, at-a-glance summary that can be used by anyone who's trying to help your child.

Once you have marked 'achieved' on a Can Do Card, you can tick and/or shade the corresponding box on the Developmental Profile. This summarises and celebrates progress over time in a bar chart form. The height of each 'bar' for the different Areas of Learning and Development helps you to see your child's overall development at a glance. It also shows you the things that are more difficult and with which your child may need more help. The Key Indicators may be of particular interest as they represent important skills in each Area. These are shown in bold. Some items may be missed out in the 'bars' as in Example 8 – that's fine. Your child may develop these at a later date or they may not be appropriate for your child.

Example 8

The Developmental Profile

Tick or shade in a box when the behaviour described on the Can Do Card is emerging, developing or achieved.

PSE			Communication				Physical				Thinking				
Item	E	D	A	Item	E	D	A	Item	E	D	A	Item	E	D	A
								45							
								44							
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2				2				2				2			
1				1				1				1			

Key indicators are in bold

Special Events and Achievements page

The Special Events and Achievements page can be used to make the record more personal and to include things that aren't covered in the Can Do Cards. You might like to add photos of events and achievements that are special to you and your family. You could record your child's likes, dislikes and interests – for example, favourite foods and toys, the activities your child enjoys, the TV programmes or songs they like, things of cultural importance to your child and your family, the places your child enjoys going, what makes them laugh and so on. Add more pages if you want to put in more about your child and their life. It makes the material more attractive and can be good to look back on later. The richer the description of your child, the more chance there is to tailor what people do to help learning, participation and enjoyment. So using this section isn't only about making the Journal more fun – it's about sharing as complete a picture of your child as possible with other people.

Sometimes children may stop doing things that they were previously able to do. There are some conditions or syndromes that are life-limiting and may result in your child gradually losing skills already acquired. If you find that you are in this position, or if you know that there are some things that your child has stopped doing, or stopped liking, then you can include these here. The Journal will provide you with a record of everything that you want to remember about what your child has achieved and the kind of activities that you have carried out with them. There is more discussion of this below in the Section 'What to do if your child stops doing things that they were previously able to do'.

The pages in this section give you the opportunity not only to describe behaviours and preferences, but also to add photographs that show your child engaged in activities and with people. It might be helpful to go through old photographs to jog your memory about what your child used to be able to do. Sharing this activity with a family member, a friend or a practitioner with whom you work closely may help. Keeping a record of the activities, occasions and achievements that you shared with your child will provide you with something that will be very precious.



Further Ideas page

The Further Ideas page provides you with the opportunity to jot down any ideas that you have in relation to your child. These ideas might relate to

- an area that you want to try to develop
- an activity that you want to try
- a different way of using a piece of equipment
- a new piece of equipment that you think might be useful
- a variation to a routine that you think might be good
- a book, article or web page that contains useful ideas
- contact details of someone who you think might help or have some new ideas
- anything else that you think might be useful!

Things We'd Like to Ask page

Sometimes when parents meet with practitioners they forget to mention some of the things that have recently been on their mind. If you want to avoid this, you can use the Things We'd Like to Ask page to record any questions that occur to you. Then, when you are going through the Journal with a practitioner, you can use what you have written on these pages as a basis for discussion. The kind of questions that you have could relate to:

- which Area of Learning and Development to focus on
- whether an idea that you've had is appropriate
- what the start of a new behaviour might mean
- whether doing something in a certain or different way would be useful
- how long you should carry on doing something before changing it.

Really, there is no limit to the kinds of questions that you may want to raise. It is very much up to you.

How to Use the Developmental Journal for Children and Young People with Multiple Needs

Do it your way

There are many different ways of using the Journal – so use it in whatever way you find most helpful. Some people use it from the early days of their child's life; others pick it up and begin to use it much later.

You may find some aspects of the Journal more useful and relevant than others. There are no hard and fast rules, except that the material comes alive and is most useful when it's discussed with other people. This helps everyone involved with your child work as a team and talk with you about how best to support them. It also helps you to really understand your child's learning and development and what their next steps might be.



How to identify progress

Progress can be shown in many different ways, including when your child:

- does something more often
- does something for longer than usual
- repeats an action that they have only done once or twice before
- does something that they usually only do for one person with someone else
- does something that they usually only do at a particular time at a different time of day
- varies a sequence of actions so that they do them in a different order
- carries out an action or shows a response in a different place to where it normally happens
- accepts a different piece of equipment into an established routine
- responds to a piece of equipment that is different to that which they are used to
- combines different actions together
- starts to do something that they haven't done before.

So, for children with multiple needs, progress can be thought of in relation to the acquisition of new skills and also in terms of developing and consolidating skills they already have regarding:

- Time
- People
- Places
- Equipment.

This can be seen in Example 9, where progress has been shown by doing the same action in a different place.



Physical 9

Explores hands and fingers

Early Support

for children, young people and families

Key Indicator

Linked to:



Can do

- Your child is aware of their hands and fingers and plays with them.
- They may grasp their hands together, watch them or take them to their mouth.

Try this

- Try a hand massage to help your child become aware of their hands, maybe after bathing when they are relaxed.
- Put sparkly gloves on their hands and shine a torch on them and play clapping games gently bringing your child's hands together.
- Try exploring different textures with both hands - for example, scented water, dough, sand, dry rice - but watch for signs that your child does not like a particular texture and be prepared to stop.
- Use 'hand under hand' so that your child feels in control and can withdraw their hand from under yours if they want to.

Date:

Notes:

Jan 2013

Emerging:

Dylan moves his legs when he's lying on his duvet. He doesn't seem to do this anywhere else though.

Mar 2013

Developing:

Dylan has now started to kick his left foot when lying on the floor and in the bath!

Achieved:

Take a look at: 'Feels different textures' Thinking, No. 5

What to do when progress seems to get stuck

Sometimes it may seem that even when using all the different ideas about what progress can mean, your child is not moving on or doing anything different. If this is the case, there are several things that you could do:

- talk to a practitioner to find out what they think
- think about backing off from a particular activity for a while. Your child may simply have become bored or their interests may have changed
- choose a different Area of Learning and Development to concentrate on
- look again at the items to see if there is another skill that your child is beginning to acquire that it may be good to focus on. If this is the case, look at the 'try this' activities for ideas of what to do
- think about what is happening around your child. Has the environment got noisier? Is it more distracting? Are you getting stressed or are you rushed?

What to do if your child stops doing things that they were previously able to do

It is quite common for a child to stop doing something that they were previously able to do. This may simply mean that they have moved on and a behaviour has changed and developed into something else as in Example 10.

Example 10

Two year old Lily used to flap her left hand up and down in response to a particular piece of music played on her CD player. Her mum described this as Lily's favourite music. When Lily was two years three months old she suddenly stopped doing this. Her mum was really worried and thought that perhaps Lily was having problems with her hearing. However, one day when the music was playing she noticed



that Lily was making a very quiet 'uuh, uuh, uuh' sound in time to the music. So, although Lily had stopped using one skill, she had substituted another. This showed she was still responding to the music, albeit in a different way.

There may be times when there are other reasons why your child has stopped doing something that they were previously able to do. For example, if Lily had not substituted another behaviour for her hand flap response to her favourite music, then her mum's concern about the possibility of a hearing problem may have been justified. In this scenario, Lily's mum would need to speak to a practitioner and make arrangements for her hearing to be tested.

It is worth discussing any unexplained loss of a skill or behaviour with one of the practitioners with whom you are involved. Remember too, that the reason might not be something to do with your child - it may be because something in the environment has changed. By using the Journal you will be able to see if this is happening and have a record of the time scale involved. This will provide evidence, help in your discussions and provide information to practitioners who may need to investigate this or help you to identify the cause.

What to do about behaviours that are unwelcome or inappropriate

Throughout this Journal, the focus is on celebrating achievement and recognising the changes, both large and small, that indicate that your child is making progress. However, occasionally behaviours may develop that you feel are not helpful to your child's development, or which might be considered inappropriate in certain situations. You may feel that these are things that you do not want to encourage and that it would be better if they did not occur.

Where this happens, it is really important to record these so that you have an accurate record of the behaviour and the activities or circumstances that trigger them. You should also make a note on the Things We'd Like to Ask page to remind yourself to raise the issue with a practitioner.

How to Use the Developmental Journal for Children and Young People with Multiple Needs

When thinking about these behaviours and discussing them with a practitioner it will be helpful to consider the following questions:

- is the behaviour that I am concerned about really inappropriate, or is it just my view of the situation?
- is there a particular situation when my child does this? If so, can I change or avoid this situation?
- is my child trying to communicate something through this behaviour? If so, can I give my child an alternative accessible way of communicating this?
- is my child bored? If so, is there something interesting that I can give them to do instead?
- is this behaviour a way of developing a skill that is usually developed in another way?
- is there a way that I can turn this behaviour into something more appropriate or acceptable?
- if my child finds this behaviour very motivating, is there anything else that would be equally motivating and accessible?
- is there anyone else who can give me advice and help on this?

Whatever the answers to these questions and whatever you decide to do, it is important to remember that you cannot get rid of a behaviour without substituting something else. So, it is still important to think about focusing on the 'can do' rather than the 'don't do' and on supporting your child to develop a new behaviour rather than simply getting rid of one that is unwanted.



Using the Journal with other people – one set of materials for everyone to use

The Journal is most useful when you talk about it with other people, for example family members and practitioners. The material is particularly useful when many different people are trying to help with different aspects of a child's development, as it provides one set of information that can be shared and used by everyone involved. The Journal is best used as a core part of regular, on-going relationships between you and the people you meet with most often, like the practitioner providing your key working, to discuss how best to help your child. It can also be particularly helpful to practitioners and yourself when reports have to be written.

Communication is important, and particularly so when lots of different people are involved, and families sometimes say they find the words used by practitioners working for different services confusing. The Journal encourages everyone involved with your child to use the same language. It also promotes partnership working, by valuing what everyone knows about a child, and keeps you at the heart of discussion and decision-making about your child.

The Journal can also help when you have many appointments to attend and children have many assessment procedures to undergo. The fact that everything is written down and to hand can reduce stress and help everyone to understand what your child can do. This may be particularly important at first meetings with new people when you have been waiting a long time for an appointment or when talking about your child's situation is difficult.

How to Use the Developmental Journal for Children and Young People with Multiple Needs

The Journal provides information that informs, supplements and enriches the results of more formal assessments undertaken by practitioners in clinical, early years or classroom settings. If you have concerns about the results of assessments or how they match up with what you know your child can do, the Journal can help everyone to have a clearer picture of your child's capabilities in everyday life.

The Journal helps anyone new to your child to understand what they can already do, what they find difficult and how best to help. This is particularly useful at times of transition – for example, when your child starts a new school, culturally important developments, when you move house to a different area or when a different practitioner becomes involved in supporting your child.

The Journal can inform early discussions about what will be needed to include your child in learning settings and how best to encourage development and participation. The Journal can be used to support observation of your child in learning settings and as an integral part of planning appropriate play and learning based on your child's interest, culture and needs.



How the materials link to other progress tools

Early Support Developmental Journals

The Developmental Journal for Children and Young People with Multiple Needs is one of a number of Journals that have been produced through Early Support to help parents of babies, children and young people who have special educational needs and/or disabilities. Each of the Journals produced by Early Support is different, but they have a common purpose to help parents to track, record, support and celebrate the development and progress of their children. The Early Years Developmental Journal relates to children whose rate and pattern of development may or may not be that of a typically developing child, whether or not a particular factor or condition has been identified. There are also three 'specialist' Developmental Journals:

- Monitoring Protocol for deaf children
- Developmental Journal for babies and children with Down syndrome
- Developmental Journal for babies and children with visual impairment

It is possible to change from using one Journal to another and to transfer information between Journals as described in Example 11 below. You may wish to use one of the other 'specialist' Journals alongside this Journal if your child has Down syndrome, a visual impairment or a hearing impairment as part of their profile. If your child has 'achieved' most of the Can Do Cards in this Journal, you may find it useful to transfer to the Early Years Developmental Journal – you could do this just for one Area of Learning and Development or for more than one. It also may be that you have been using one of the other Developmental Journals and now would prefer something more detailed. If you are unsure which Journal(s) to use, then it may be

How to Use the Developmental Journal for Children and Young People with Multiple Needs

helpful to speak to a practitioner who is working closely with your child, for example the practitioner providing your keyworking support.

Example 11

Aisha was born with a visual impairment and her parents started to use the Developmental Journal for babies and children with visual impairment. As time went on, they found that they needed a more in-depth approach in order to measure the progress that Aisha was making. So they changed to using the Developmental Journal for Children and Young People with Multiple Needs. However they still used some aspects of the Developmental Journal for babies and children with visual impairment as it provides a great deal of detailed information they found helpful in relation to Aisha's vision and use of alternative senses.

The Early Years Developmental Journal

The Developmental Journal for Children and Young People with Multiple Needs uses the EYFS framework, but takes a more detailed approach to development. The three 'prime' Areas of Learning and Development in the EYFS are included in this Journal (Personal, Social and Emotional, Communication, Physical), along with the additional category of Thinking. The Early Years Developmental Journal uses the same four Areas and has a 14 step approach to development, covering the period from birth to 60+ months. However, you should bear in mind that there is a great deal of variation in the rate of development, even in children who develop typically.

Some of the behaviours described in this Developmental Journal for Children and Young People with Multiple Needs are also included in the Early Years Developmental Journal. These are shown on the Item Index. The Key Indicators in this Journal are also Key Indicators in the Early Years Developmental Journal Steps 1-6. This aims to make it easier to transfer between the Developmental Journal for Children and Young People with Multiple Needs and the Early Years Developmental Journal, if you choose to.



You may also choose to use the Early Years Developmental Journal as a source of more material - for example, 'Explores hands and fingers' is in the Physical Area of the Journal for Children and Young People with Multiple Needs and is also in the Early Years Developmental Journal as the Key Indicator in Step 2. If you are working on this Can Do Card, you may find it useful to take a look at the other items in Step 2 of the Physical Area in the Early Years Developmental Journal.

Although you may find it useful to have information about typical development, such as that provided in the Early Years Developmental Journal, the Developmental Journal for Children and Young People with Multiple Needs does not use the step approach as the basis for recording progress. This is because the pace and nature of development of your child will be uniquely influenced by their pattern of needs. It is most important to find out what your child *can* do.

Links with the EYFS Profile

The Developmental Journal for Children and Young People with Multiple Needs follows the structure of the Early Years Foundation Stage (EYFS), the material used by people working with children under five in early years settings. If your child is in an early years setting, the Journal can support partnership working between you and the practitioners working with your child because the material contained in the Journal can enrich discussion about how things are going and what is likely to happen next. It enables the delivery of 'personalised learning', which is a key component of the EYFS. It also supports the principles that underpin the EYFS, with the recognition that every child is unique and that they are competent learners from birth. If you would like to know more about the EYFS, visit

<http://www.education.gov.uk/schools/teachingandlearning/curriculum/a0068102/early-years-foundation-stage-eyfs>

You may have heard practitioners working in early years settings talking about 'the EYFS Profile'. This profile is a way of summing up

How to Use the Developmental Journal for Children and Young People with Multiple Needs

each child's attainment at the end of the EYFS, i.e. at the end of the school year in which a child turns 5 years old. It is based on on-going assessment and observation in each of the EYFS Areas of Learning and Development. At the end of the EYFS each child's level of development is recorded against the Early Learning Goals. This will be done by a practitioner in an early years setting. The profile provides Year 1 teachers in Primary Schools with information about each child's level of development.

For some children, including those who have multiple needs, the EYFS used may not be sufficiently detailed to register all the progress that has taken place. In these cases alternative means of assessment and recording progress have to be used to reflect the child's attainment. This Journal contains the three prime areas of the EYFS: Personal, Social and Emotional Development, Communication and Physical Development. By using this Journal you and the practitioners working with you will have this appropriate means of assessing and recording your child's progress. This may be supplemented by the use of other assessment tools, processes and frameworks.

Links with P Scales

Once your child is of statutory school age, sooner or later you may start to hear teachers and others talking about the stage your child has reached using the 'P' (Performance) Scales of the National Curriculum. The P Scales relate to the National Curriculum. They are a tool for assessing and tracking children's progress before a child is operating at Level 1 of the National Curriculum. They relate to learning resulting from teaching that is developed within the National Curriculum framework.

If your child attends school and follows the National Curriculum, you may find it helpful to use the records that you keep as part of this Journal as a basis for discussion with teachers and other professionals. It will be especially useful for you to give details of the evidence that you have collected of the ongoing development of your child's skills and abilities.



Remember that:

- all recording of development and progress will contribute to knowledge about what your child can do, and
- all development will be interlinked and will help to further your child's progress

How all the frameworks fit together: A summary

- Early Support has published other Developmental Journals and you may also use these at some point in your child's development.
- The Journal for Children and Young People with Multiple Needs provides a more detailed approach to learning and development.
- The Early Years Foundation Stage applies to babies and children from birth to the age of 5 years. It comprises 3 inter-related prime Areas of Learning and Development.
- A child's development is recorded in the EYFS profile in the school year in which they have their fifth birthday. The materials in the Developmental Journals, including this one for children with multiple needs, provide additional information that will be of use in monitoring progress and development. This can be used in the EYFS profile.
- Children over 5 years of age follow the National Curriculum. Progress in the National Curriculum is assessed according to the levels a child has reached. Where a child does not reach Level 1, progress is assessed according to the P (Performance) Scales.

Top tips

The final section of the Journal summarises some key messages. They apply to:

- how you can use the Journal, and
- doing activities with your child.

Five top tips for using this Journal

Make your Journal special and a celebration of your child's achievements

Personalise it by adding photographs to illustrate a point you are making or add a drawing or decoration by a family member so they know their contributions are valued.

Use the Journal flexibly

Although this 'How to Use' guide tells you how to use the different sections, how you do this is really up to you. There is no right or wrong way of using it. For example, you may find that you want to print the Can Do Cards that you are using and stick them on the fridge. If it works for you - it's fine!

Don't be frightened of asking for help and advice

There will be times when you won't be sure what to do, or whether what you have decided to do is the right thing. If this is the case, ask one of the practitioners who knows you, your child and the Journal to help – like the practitioner providing your key working support. You are partners in this.

Take your Journal with you to meetings

By doing this you will be able to provide documentary evidence for what you are saying. You will be able to refer to it and jog your memory about what, when, where and with whom your child has been doing things.



Remember to date all your entries

This is really important as it is so easy to forget when your child first did something new or changed their behaviour in some way.

Top tips for supporting your child

Make the most of routine activities

Use everyday activities like bathing and mealtimes as quality times for play and interaction with your child.

Build on the positive

Concentrate on what your child 'can do'. Don't get worried about what they 'can't do' in comparison with other children of the same age.

Put aside time to play

Choose a time to play when your child is content, comfortable and alert. Learning is most likely to occur if your child is not stressed or anxious...and when you are calm and free from stress!

Use simple language

Talk to your child by using language that is simple, clear, brief and descriptive. It should relate to what you and your child are doing together.

Go at your child's pace

Give your child time to initiate, respond and react to activities. Your child may need what seems like a long time to do these things, but that's fine.

Use lots of repetition

Repeat the same activity many times as this will help your child to use new skills with confidence.

Praise every effort and achievement

Make praise and other forms of reward really effective by giving your positive response really quickly. Research has shown that giving a response in less than a second is best!

How to Use the Developmental Journal for Children and Young People with Multiple Needs

Be sensitive to your child's reactions

Some children may find that being touched and held reminds them too much of their experiences in hospital. If this is the case, don't think that your child 'doesn't like you'. Try to think of alternative ways of approach and showing affection that are likely to be less threatening.

Think creatively about what progress means

For your child, progress might be about using an existing skill in a different place, with a different person, at a different time or with different materials.

Take time to observe and record

You need to become an accurate observer and recorder of exactly what your child is doing. This is equally important when your child is playing alone or with other people.

Relax, enjoy and have fun together

This is the most important aspect of all!



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Louise Jackson

Julie Jennings

Sue Lewis

Jackie Logue

Jane Marriott

Surrey County Council

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National Autistic Society

Speech and Language Therapist

Consultant in Special Education

Director of Early Support

SENSE

SCOPE

Leicester Council

Early Support

Include Me Too

Early Support

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Early Support

National Autistic Society

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Medway Council

**How to Use the Developmental Journal
for Children and Young People with Multiple Needs**

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