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| **Area of Need** | **My Desired Outcomes**  no more than 5 | **My Small Step Target(s)** may include up to 3 small steps to be achieved in the length of the plan | **Strategies & Interventions** | **Review** |
| **Communication and**  **Interaction** | **I have strategies to help me start a task independently** | 1. I can check my understanding of a task prior to starting it by repeating back the task requirements.   Success = 5 separate occasions   1. I can begin a task independently before seeking support to check that I am on track.   Success = 5 separate occasions   1. I can complete an example independently and then seek support to check that I am on track.   Success = 5 separate occasions | **In class:**   * Teacher to demonstrate how to rehearse steps orally; to act as cues when on task. * Teacher to review steps involved in task with pupil 1:1 as opposed to sharing with the class. * Provide visual steps for pupil to refer back to during tasks. * Provide pupil with a sand timer to indicate a period of time in which to have a go independently, which teacher can see without pupil having to put hand up. * Pupil and teacher to develop a non-verbal cue that indicates when an example has been completed independently, or when pupil requires further support.   **At home:**   * Create steps for day-to-day tasks at home, to enable pupil to develop strategies for breaking things into steps. By focussing on the step/s in-between, she can develop links that initiate the next stage when she may otherwise have forgotten what comes next. * Play games such as ‘Go find…’ provide pupil with an oral list of items to collect around the house. Increase difficulty by providing a collection order, number, or setting a time. |  |