

Name : _____

Essential Physical Skills for Learning & Life

LYING

Starting point : Pupil is dependent on an adult to change position in any way, i.e. unable to move into different positions once placed in supine lying (on back)

Next Steps :

Date Achieved

- | | |
|--|-------|
| a) Pupil attempts initiation of rolling to one side or the other from supine position | ..... |
| b) Pupil is able to roll to the left or right with adult initiating movement at the hips | ..... |
| c) Pupil takes over the roll once the adult has initiated movement at the hips | ..... |
| d) Pupil will roll to the left or right with a minimal physical prompt at the hips | ..... |

Functional End Point :

- | | |
|--|-------|
| e) Pupil is able to roll from back onto left or right side | |
|--|-------|

Functional Context : Pupil is able to assist during personal needs routines, e.g. when dressing/undressing; changing, positioning a hoist sling

i) SIT TO STAND ii) STAND TO SIT

Starting point : Pupil tolerates being in a sitting position with support & is able to achieve an upright position, i.e. standing with support

<u>Next Steps</u> :	<u>Date Achieved</u>	<u>Next Steps</u> :	<u>Date Achieved</u>
ia) Pupil will extend hips & knees & take weight when trunk is lifted	iiia) Pupil will flex hips & knees to sit down with adult supporting trunk	.....
ib) Pupil will extend hips & knees & take weight when holding adult's hands	iiib) Pupil will flex hips & knees to sit down holding hands with an adult	.....
ic) Pupil will lean forward & push through legs to take weight holding adult's hands	iiib) Pupil will begin to initiate sitting on feeling the chair behind their legs	.....
id) Pupil will turn around on the spot with adult support		

Functional End Point :

ie) Pupil will stand from wheelchair or ordinary chair with minimal physical prompt from an adult, & turn on the spot

.....

iiic) Pupil will sit from standing into wheelchair or ordinary chair with minimal physical prompt, e.g. feeling the chair behind their legs

.....

Functional Context : Pupil can participate in social activities e.g. church, cinema. Pupil can access public facilities, e.g. toilet cubicles, barber shop chair

SITTING

Starting point : Pupil requires full support to maintain a sitting position with flexion at the hips & knees, i.e. from an adult or adapted seating

Next Steps :

Date Achieved

- a) Pupil is able to lift head up in supported sitting
.....
- b) Pupil has head control whilst in supported sitting
.....
- c) Pupil is able to sit with less support, e.g. without chest harness,
without resting against the adult
.....
- d) Pupil is able to sit with support at the hips only & maintain posture, e.g. just with a
lap strap or with adult support at hips
.....
- e) Pupil is able to sit on an ordinary chair with adult support at hips & maintain posture & balance,
with hips & knees flexed
.....
- f) Pupil is able to sit on an ordinary chair for very short periods of time, with adult supervision
.....
- g) Pupil is able to sit on an ordinary chair throughout a short lesson, e.g. 15-30 minutes
.....
- h) Pupil is able to move within sitting to bring trunk forward into functional position to free
up arms & hands, i.e. shoulders in protracted position
.....

- j) Pupil is able to sit on a stool for 5 minutes with support at the hips
.....
- k) Pupil is able to sit on a stool for 5 minutes with minimal support
.....

Functional End Point :

- i) Pupil is able to sit on an ordinary chair for useful periods of time
.....

Functional Context :

Pupil is able to transfer to a chair in a coffee shop, on a train, in the theatre. Pupil is able to sit on a sofa for a short time. Pupil is able to sit on a chair during a dressing/undressing routine. Pupil is able to visit a hairdresser

- l) Pupil is able to maintain balance on a stool for 5 minutes
.....

Functional Context :

Pupil will be able to balance and maintain position on side of bed or bath when being assisted in/out

STANDING

Starting Point : Pupil is able to bear weight through legs for a very short time when fully supported by an adult at the hips, i.e. is capable of & tolerates being in an upright position

Next Steps :

Date Achieved

- a) Pupil is able to weight bear for 30-45 minutes using a standing frame
.....
- b) Pupil is able to push up through feet & extend hips & knees to stand when fully supported
.....
- c) Pupil is able to continue weight bearing through extended hips & knees with less support
.....
- d) Pupil is able to correct balance when adult reduces support
.....
- e) Pupil is able to pull to standing holding hands with an adult or using a ladderback or grab rail
.....
- f) Pupil is able to stand holding 1 or 2 hands with an adult or holding a ladderback or grab rail for up to 5 minutes
.....
- g) Pupil is able to stand & balance against a table, keeping arms free to use hands
.....

Functional End Point :

- h) Pupil is able to stand with support, or by supporting self on a surface/grab rail for more than 5 minutes
.....

Functional Context : Pupil is able to stand whilst being changed. Pupil is able to complete a standing transfer from wheelchair to a chair, car seat, etc. Pupil is able to stand when necessary during dressing/undressing routine. Pupil is able to use hands during personal care routine, e.g. washing hands, cleaning teeth

WALKING

Starting Point : Pupil tolerates being in a walking frame, & moves very short distances, i.e. a metre, with adult support to make reciprocal steps

Next Steps :

Date Achieved

- a) Pupil is able to extend hips & knees to stand
.....
- b) Pupil is able to take reciprocal steps over short distances, e.g. 5 metres when in a walker or supported by an adult, with prompts
.....
- c) Pupil is able to take reciprocal steps over short distances, e.g. 5 metres when in a walker or supported by an adult
.....
- d) Pupil is able to take reciprocal steps over short distances, e.g. 5 metres when an adult assists with weight transference
.....
- e) Pupil is able to walk, transferring weight, over short distances holding hands with an adult or in a walker
.....
- f) Pupil is able to walk 25-30 metres holding 1 or 2 hands with an adult, or using a walker
.....

Functional End Point :

- g) Pupil will walk up to 50 metres with an adult or using a frame
.....

Functional Context : *Pupil is able to access areas not accessible when using a wheelchair. Pupil is able to transfer between activities or areas quickly & easily without requiring wheelchair*

HAND FUNCTION

Starting Point : Pupil is fully prompted to reach and grasp, & will probably need hand over hand support to maintain grip on an object, tool or utensil

Next Steps :

Date Achieved

- a) Pupil tolerates an object placed in hand
- b) Pupil will attempt to grasp an object placed in hand
- c) Pupil is able to grasp an object placed in hand for a short time
- d) Pupil is able to grasp an object placed in hand for a useful amount of time
- e) Pupil is able to grasp & release objects or tools in a controlled way
- f) Pupil leans forward, moving arms into functional position, i.e. protracted shoulders, & attempts to reach for an object or tool
- g) Pupil is able to reach for & grasp or use an object or tool, e.g. activating a switch
- h) Pupil attempts to use object or tool appropriately, e.g. moving a paintbrush on paper
- i) Pupil accepts hand over hand support to use tool appropriately, e.g. lifting toothbrush to mouth
- j) Pupil is able to grasp objects for as long as is needed, & use them with a prompt at the elbow

Functional End Point :

- k) Pupil is able to maintain correct position for functional arms & hands, & use arms & hands purposefully & independently

Functional Context : *Pupil is able to hold a spoon to eat food independently. Pupil is able to activate a switch to participate in an activity, e.g. turning music on/off. Pupil is able to self propel a manual wheelchair. Pupil is able to occupy self with an activity, e.g. using a switch activated computer programme*

TOILETING

Starting Point : Pupil wears nappies/pads and all personal hygiene routines are fully supported by an adult

Next Steps :

Date Achieved

- | | |
|--|-------|
| a) Pupil is able to sit with hips and knees flexed | ..... |
| b) Pupil accepts sitting on an adapted toilet seat for up to 5 minutes | ..... |
| c) Pupil is able to maintain balance & posture on adapted toilet seat toilet with appropriate support, e.g. lap strap, chest harness | ..... |
| d) Pupil randomly uses the toilet to open bladder or bowels | ..... |
| e) Pupil opens bladder or bowels on the toilet more frequently, as part of a regular routine, but shows no pattern | ..... |
| f) Pupil opens bladder or bowels on the toilet at consistent times as part of a regular routine | ..... |
| g) Pupil begins to indicate the need to use the toilet | ..... |

Functional End Point :

- | | |
|--|-------|
| h) Pupil wears nappies/pads & is generally reliable in indicating need to, and successfully using an adapted toilet seat | |
|--|-------|

Functional Context : *As long as an appropriate toilet seat is available, the pupil is able to maintain quality of life & dignity as less direct adult support is required in the process of using the toilet*

DRESSING/UNDRESSING

Starting Point : Pupil is dressed/undressed in lying, being totally reliant on the adult to carry out all aspects of the process

Next Steps :

Date Achieved

- a) Pupil is able to shift weight to move body, arms or legs with a physical prompt during process of dressing/undressing
- b) Pupil will maintain position while clothes are slowly removed (first from arms & legs & then finally over the head)
- c) Pupil will maintain position while clothes are slowly put on
- d) Pupil is able to sit with support while clothes are removed
- e) Pupil is able to sit with support while clothes are put on
- f) Pupil is able to maintain balance while clothes are pulled up/over arms & legs
- g) Pupil is able to maintain balance while clothes are placed over head
- h) Pupil will assist in the process of removing/putting on clothing, e.g. pulling arms out of sleeves, lifting feet for socks
- i) Pupil is able to stand with support for clothes to be pulled up, e.g. trousers
- j) Pupil is able to transfer weight with prompt, & lift foot off the floor, e.g. to remove trouser leg

Functional End Point :

- k) Pupil will assist in the process of dressing/undressing whilst standing and/or sitting

Functional Context : *Standing with support the pupil will step into & out of trouser legs. Pupil can be assisted to dress/undress in a swimming pool changing room using a grab rail and/or benches for support & sitting*

EATING/DRINKING

Starting point : Pupil is able to consume food (consistency will vary from one individual to another), but is totally reliant on an adult putting the food in their mouth (using utensils appropriate to the individual)

Pupil is able to drink fluid (thickener may be used with individuals), but is totally reliant on an adult getting the fluid to their mouth (using a cup appropriate to the individual)

Next Steps :

Date Achieved

- a) Pupil is able to maintain posture & head control when being assisted to eat/drink (using appropriate supports, arm gaiters, grab bar, etc where necessary)
- b) Pupil is able to participate in the process of eating/drinking by opening mouth in response to the food/spoon/cup
- c) Pupil accepts hand over hand support to get finger food/spoon/cup to mouth
- d) Pupil is able to lift a loaded spoon/finger food/cup placed in their hand to their mouth
- e) Pupil is able to pick up finger food, a loaded spoon or a cup and take it to mouth, and then return to plate/table
- f) Pupil accepts hand over hand support to load a spoon, & then take it to mouth independently
- g) Pupil will hold a spoon & attempt to load it before lifting to mouth

Functional End Point :

h) Pupil is able to get food from the table to their mouth, both finger food & using utensils. When positioned at a table/tray & food is presented with appropriate utensils & positioned correctly, the pupil is able to eat their meal independently

i) Pupil is able to drink fluid (from adapted cup if necessary) with control over the speed & quantity of the fluid

Functional Context : *Pupil is able to eat a meal with their peers or family in a familiar environment & when out in a restaurant*

When presented with a drink in an appropriate cup the pupil is able to drink independently

DRIVING

Starting Point : Pupil is able to gain movement with the mobility platform on the track by randomly using a single switch

Next Steps :

Date Achieved

- a) Pupil will gain movement on the track by activating a single switch by trial & error
- b) Pupil gains movement on the track by intentionally activating a single switch
- c) Pupil is able to activate a single switch to travel longer distances on the track
- d) Pupil is able to travel the length of a track, stopping to look/listen before reactivating the switch to move off
- e) Pupil will randomly explore direction off the track with 2 switches - left and right
- f) Pupil will stop when circling to look/listen to motivating activity, e.g. musical toy, CD player
- g) Pupil is able to stop & go at will while using left & right switches to circle
- h) Pupil is able to intentionally change direction from left to right & vice versa
- i) Pupil will explore direction using 4 switches - left, right, forward & back
- j) Pupil will travel directly to a prescribed point using 4 switches
- k) Pupil is able to stop when approaching an obstacle
- l) Pupil is able to manoeuvre around an obstacle
- m) Pupil is able to follow a simple route with adult reminders of direction

Functional End Point : Pupil will navigate a simple familiar route using a joystick or switches, with adult 'shadow'

Functional Context : *The pupil will drive the mobility platform off the track & negotiate a route within school or the grounds; the pupil will drive a powered wheelchair & follow a familiar route to the letterbox or local shop*