



Roots for Learning

Root One: **Sensory Curriculum.**

communication,
physical,
life skills,
Sensory

Holistic sensory approach
Encounter activities and experiences
Security and basic needs
Adult interpretation.

Emerging awareness (fleeting awareness)

Root two.

**Sensory Curriculum. (communication,
physical, life skills, sensory)**

Holistic sensory approach
Encounter activities and experiences
Security and basic needs
Adult interpretation.

Focused attention and response
(focused attention)

Root three:

Pre formal curriculum model

(PMLD)(COMPLEX)

Communication and Functional Skills
Life Skills : Self care, PHSE .
Physical Skills:
Sensory skills: Exploration and Learning

Security and basic needs
Proactive Environment
Object permanence
Cause and effect
Shared attention
Early Problem Solving
Intentional Communication.

Intentional participation (participation)

Proactive Involvement (involvement)

Root four:

Pre-formal / Semi –formal curriculum model

**(COMPLEX – SLD bridging stage) Link into bSquared
assessment)**

Communication and Functional Skills
Life Skills : Self care, PHSE .
Physical Skills:
Sensory skills: Exploration and Learning

Security and Basic Needs
Proactive Environment

Exert autonomy in a variety of contexts.
Demonstrate understanding of up to 50 single words,
symbols, signs in familiar contexts
Follows 1 or 2 key word instructions in familiar contexts.
Show interest in the relationships between objects.

Gaining skills and understanding (pupil imitation)



- 1. Biological and Physiological needs - air, food, drink, shelter, warmth, sleep.
- 2. Safety needs - protection from elements, security, order, law, stability, freedom from fear.
- 3. Love and belongingness needs - friendship, intimacy, affection and love, - from work group, family, friends, romantic relationships.
- 4. Esteem needs - achievement, mastery, independence, status, dominance, prestige, self-respect, respect from others.
- 5. Self-Actualization needs - realizing personal potential, self-fulfillment, seeking personal growth and peak experiences

Communication:

Priority in all activities and experiences: Behaviour should be seen as having meaning, it is communicating something even if the child does not know what it is. See Maslow's hierarchy.

Proactive environment: offering choice and allowing student to take the lead, where possible and appropriate.

Need for structure. Students with ASD need support to access spoken language.

Routine.

Cues, songs, pictures, physical environment.

Cues allow for anticipation. Anticipation is needed for initiation and independence. Give time for students to respond to cue!