

## My Care & Independence

Pre-Formal [P1-3]

### Learning Intentions

MAPP PLIs- PSD

Pupils will develop an awareness of routines and familiar places and people to support their care routines i.e. key workers, class team, hygiene rooms, dining areas. Objects of reference and Tassels will support the routines and pupils will have emerging preferences for people and places. Pupils will tolerate and increasingly participate in care routines i.e. lifting bottom for pad change, turning to spoon and opening mouth, taking weight to stand to sink to wash hands, holding cup and taking to mouth with HUH. Pupils will develop increasing control and independence in their environments via communication and choice making/cognition and switch control [\* see schemes of work]. Pupils will develop positive relationships with key people who support them: can be reassured and settle when upset or uncomfortable; can turn to listen or still or actively gain eye contact/smile with familiar and preferred adult; will approach and 'choose' an adult they wish to be with; will share attention with an adult when engaging in an activity- looking from activity to adult and back. Pupils will have an increasing awareness of their peers- solitary play/activity.

Semi-Formal [P4-8]

MAPP PLIs- PSD

Pupils will independently access the immediate environment following routines with support- verbal/sign/symbol. Pupils will have an awareness of changes in their environment. Pupils can increasingly prepare to access activities/environment: moving to the activity; collecting resources in readiness; choosing the correct utensils; tidying up. Pupils can confidently access off site learning opportunities and respond to new experiences by pointing out new, different aspects or identify familiar aspects of the environment i.e. sign 'house', alight the bus with supervision only. Pupils will begin to develop relationships with peers observing and playing alongside in parallel play/activity and begin to initiate and include shared opportunities in their play/activity. Pupils can begin to actively turn take and wait. Pupils will make choices about who they want to work/play with and inform adults when they are finished or want more. Pupils can begin to follow and initiate personal care routines and with support complete elements of the routines i.e. give symbol to adult to request a drink/fruit, collect coat at home time and orientate to push arm through, pull trousers down at toilet time, empty plate into waste at mealtimes.

### Suggested Teaching & Learning Activities [small group 1:1] and Tool Kits

Health care plans, Moving and Handling plans, MOVE programme, Behaviour support plans and Eating/Drinking plans will all provide a personalised approach to planning for this area of the curriculum.

Personal care routines:

**Toileting-** changing bed participating in: supine position; rolling; bottom lift; stillness; accessing specialist toilet seating; toileting charts- function awareness, routine/habit and control; pulling trousers/pants up and down; using toilet paper; flushing the loo.

**Washing:** Tolerating and anticipating having hands/face wiped; Hand washing; using the sink; knowing what equipment is needed; operating the tap/plug; knowing when to wash hands and why. Community visits looking at changing places, different washing room facilities and hand dryers. Keeping safe in public areas- closing the loo door etc.

**Teeth Brushing:** Establishing post lunch time routines; oral stimulation and awareness to develop tolerance and facial/body awareness; mirror work; flavoured tooth pastes; vibration rods for cheeks/lips; electric tooth brushes, finger tooth brushes and regular tooth brushes. Knowing where our mouth/lips/teeth are- actively holding brush and loading with tooth paste; to follow a brushing routine using symbol strip guide. Dentist role play corner and visit from community dental team.

**Hair Brushing:** Tolerating head being touched- hats, scarves, body patting, Tac Pac, brushes- tangle teaser, roll brush, hedgehog bush, combs. Hairdryer- switch control, blowing onto hands, face and other body parts building up to head/hair. Mirror work. Identifying key utensils and equipment, using with increasing independence and safety. Set up a hairdressing salon area or regular personal care area- revamp with mirrors, images, symbols, mobiles etc.

**Undressing/Dressing:** Tolerance moving towards anticipation and participation- arms up for jumper, pushing head through neck hole of t-shirt, orientating clothing, sequencing clothing. Undressing and dressing using backward or forward chaining techniques [OT support]. Clothing fasteners- Velcro, zips, poppers, buttons.

**Eating/Drinking:** SALT support and programmes, HCP for gastro care; oral sensitivity and tasting programmes; recognising and supporting taste and texture choices and preferences; food exploration for food phobia or extreme preferences; OT support for using utensils and functional skills for cutlery- adapted or regular- loading, scooping, stabbing, two handed co-ordination for two pieces of cutlery.

**Accessing the immediate environment and community:** Routines and awareness of classroom and school areas both inside and out. Off-site learning opportunities- awareness of changes in environment- wary, anxious or curious. Can prepare for off-site learning routines- bus, bag etc. Begin to note aspects of new environments- point out, identify, interact/engage, confident. 'Suitcase for Life' opportunities **Tell Me a Story**, professional Story Teller; Library visit; bedtime story routine.

**Massage and Tac Pac:** Support body awareness, stillness and communication/pupil voice, trust. Building up positive relationships with key people.

**Preparing snacks/meals, food technology sessions:** **Tell Me a Story** developing non-fiction awareness, making recipe books of class favourites, following symbol/text recipes.

