

How to Use the Initial Framework of Reference

In order to identify a behaviour or difficulty, practitioners should have observed the child consistently over time. Following your observations of the child and discussions with other staff members and parents, you tick the behaviours and/or difficulties you have observed. These could be in one or more areas of development. You need to consider which behaviour is the main barrier to the child fulfilling their potential.

An Example of an Initial Framework of Reference

Physical Development

MOVING and HANDLING

Movement is a fundamental activity of life and balance and coordination are essential for successful learning. Limited early movement experiences or an inborn condition such as Developmental Coordination Disorder can cause delay in physical movement. Therefore early identification and intervention is vital to support children who enter nursery below age related expectations.

| MOVING AND HANDLING | Observed Behaviour | Intervention Cards |
|--|--------------------|--------------------|
| • Walks awkwardly or frequently trips. | ✓ | Green - 1, 2, 3 |

The practitioner observes that the child 'walks awkwardly,' so a tick is placed in the observed behaviour box. The intervention programme to support the observed behaviour begins with intervention card Green Card 1. The child progresses through the cards in numerical order.

The Intervention Cards

The intervention cards provide the practitioner with activities and strategies that will support and extend learning. They focus on developing specific skills and provide assessment advice.

Most of the suggested activities and strategies can take place in the indoor or outdoor environment. It is recognised that some children prefer working in the outdoors. It provides different experiences and, in some cases, triggers differences in children's behaviour. The intervention cards will support practitioners to deliver personalised learning to help children get the best start in life.

An Example of an Intervention Card

Physical Development

Moving and Handling

| | | | | | |
|--|--|--|--------------|---|--|
| <p>The activities below are graded according to difficulty. Begin with the activity described in step 1. Move on to the next step only when the child shows confidence and success. You may find that the child progresses through the first steps quickly. It is important to provide opportunities for the child to practice the activities daily. This will maximise their development and secure the memory of specific movements.</p> | Card 1 | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; background-color: #d9ead3; color: #555;">Observed Behaviour</td> <td>• Walks awkwardly or frequently trips. • Prefers to run rather than walk.</td> </tr> <tr> <td style="background-color: #d9ead3; color: #555;">Focus</td> <td>• To improve balance and stability. • To slow gross movements.</td> </tr> </table> | Observed Behaviour | • Walks awkwardly or frequently trips. • Prefers to run rather than walk. | Focus | • To improve balance and stability. • To slow gross movements. | |
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