

Passport for learning: Bloom Blue-Red Assessment Tool



Do you know your student's Cognitive, Receptive, Expressive and Social skills (CRES)?

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About the Bloom Blue-Red assessment and general tips

The Bloom Blue-Red assessment was developed to ensure students who are working towards becoming more intentional with their interactions and responses are consistently supported with their learning. Each question has a description of how a student responds separated into the categories of Awareness (Blue), Anticipation (Purple) and Intentional (Red). If a student consistently scores in Intentional (Red) category, please assess them using the Bloom Red-Green assessment.

Assessing a student and determining their Passport colour group for each question should be based on the descriptions of the colours in the questions. Some questions also contain tips with examples of students' responses. These examples, when read in combination with the descriptions and questions, help provide a more complete depiction of a student in each colour group. However, these examples may not apply to all students in a particular colour group and should not replace the descriptions as the main basis for assessing a student.

When using the Bloom Blue-Red assessment, educators will have to take into consideration:

- sensory and physical challenges of a student: understand a student's visual, auditory, tactile and other sensory abilities, as well as their mobility, before undertaking this assessment
- time a student needs to process information: know a student's response time and consider it when assessing a student and developing learning programs targeted to their needs.

This ensures informed decisions are made about how to best support a student's understanding of information as well as enabling relevant ways to express themselves.

Domains and questions in each domain don't have to be completed in a sequential order. It is recommended that:

- you get to know the question, descriptions and tips
- you start with the domain you know the most about your student
- you try starting with Social and leave Cognitive to last
- if you are unable to answer a question, keep going with the remaining questions
- for any unanswered questions, you may need to make further observation of how your student responds
- you use the Passport poster assessment data as a starting point for the Bloom assessment. For example, if a student is assessed at the Categorising (orange) group, then start to read the responses in the orange group for each question. If the response doesn't describe your student, read the responses from the 2 adjacent groups and so on

Cognitive	Awareness Blue	Anticipation Purple	Intentional Red
C1 Visual, auditory and tactile stimuli			
C1a Does the student indicate an awareness of visual stimuli provided by an item or person?	Sometimes: when the item or person is right in front of the student, within familiar routines and activities.	Most of the time: when the item or person is close by, within familiar routines and activities.	All the time.
	***General tip C1a: If a student is unaware of visual stimuli, further information may be required to understand if they have a vision impairment and/or an issue processing visual information. Using a variety of engaging items can support students to detect, orient and attend to different stimuli. Be aware of any sensitivities to visual, auditory and tactile stimuli.		
C1b Does the student indicate an awareness of auditory stimuli provided by an item or person?	Sometimes: when the item or person is right in front or right beside the student, within familiar routines and activities.	Most of the time: when the item or person is close by, within familiar routines and activities.	All the time.
	***General tip C1b: If a student is unaware of auditory stimuli, further information may be required to understand if they have a hearing impairment and/or an issue processing auditory information. Using a variety of engaging items can support students to detect, orient and attend to different stimuli. Be aware of any sensitivities to visual, auditory and tactile stimuli.		
C1c Does the student indicate an awareness of tactile stimuli provided by an item or person?	Sometimes.	Most of the time.	All the time.
	Tip: For example, Lara will become still and listen, when her name is called with an exaggerated intonation ("Laaaara"). Lau explores a tactile object, when placed in his hand.	Tip: For example, Sam looks at his dad for a few seconds when he is front of him. During music, Kara will turn to look in the direction of the musical bells.	Tip: For example, Marti explores a tactile box with different textures. When the sound-making switch equipment is taken out of the cupboard, Li walks towards it.
	***General tip C1c: If a student is unaware of tactile stimuli, further information may be required to understand their physical challenges and the impact of this on their learning programs. Using a variety of engaging items can support students to detect, orient and attend to different stimuli. Be aware of any sensitivities to visual, auditory and tactile stimuli.		

Cognitive	Awareness Blue	Anticipation Purple	Intentional Red
C2 Focus and tracking			
C2a Does the student focus on an item or person?	Rarely / not yet: focuses on 1–2 highly motivating items or an animated person right in front of the student.	Sometimes: focuses if the item or person is engaging and close by.	Most of the time: focuses on an item or person and gets involved.
C2b Does the student track the item or person (visually and/or auditorily follow the item or person as they move?)	Rarely / not yet. Tip: This student may track one to 2 items or people for a very short time. ***General tip C2b: Take into consideration a student’s physical challenges when assessing them, in particular their ability to move their eyes and head.	Sometimes. Tip: This student may track up to 6 items and/or people. For example, Amara is blind and she will listen and turn her head in the direction of the musical instrument as it is placed in front of her.	Most of the time. Tip: For example, Jay is deaf and will look at his carer. He then watches his carer as she walks towards him.
C3 Searching for an item or person (object permanence)			
C3a Does the student respond by searching for an item or person when they disappear?	Rarely / not yet: searches for one to 2 highly motivating items or an animated person right in front of the student. Tip: For example, when Jim’s dad hides his face behind a blanket, Jim will move his upper body towards the blanket in search of his dad.	Sometimes: searches for an item or person, if motivating. Tip: For example, when Jodie’s mum puts her favourite equipment in front of her, Jodie will look down from her wheelchair searching for it.	Most of the time: actively searches for the item or person. Tip: For example, Jill likes to play the piano keyboard and will search for it in the room if it is not in its usual spot.
C4 Recognition of familiar objects and appropriate use of objects			
C4a Does the student indicate recognition of familiar objects?	Rarely / not yet: has to be very familiar objects. Tip: This student is still learning to detect, orient and attend to different objects. Using the same object within routine activities and subject areas supports this student to become familiar with specific objects.	Sometimes: up to 5 objects within familiar routines. Tip: For example, when Jodie’s mum puts her favourite equipment in front of her, Jodie will look down from her wheelchair searching for it the feeling of wind on her face and smiles when she sees the switch-activated fan.	Most of the time: up to 15 familiar objects within familiar routines. Tip: This student most of the time indicates a recognition of familiar objects (up to 15) within familiar routines. For example, when Taylor sees the toothbrush, he will push it away and vocalise loudly. He doesn’t like having his teeth brushed.
C4b Can the student use items appropriately (in other words, use items functionally)?	Limited / not yet. Tip: This student is still learning to detect, orient and attend to different objects. ***General tip C4b: Take into consideration a student’s physical challenges when assessing them, in particular their fine and gross motor skills when using different objects. Consider which objects a student could use given their current level of fine and gross motor skills and ways to help them improve these skills, so that they can use a wider range of objects.	Emerging: attempts appropriate use of at least 2 to 5 objects. Tip: This student is learning to appropriately use different objects. They need to become familiar with objects and be shown how to use them within familiar routines.	Appropriate use of 6-15 items (approximately). Tip: This student knows how to use familiar objects that are a part of key routines (for example, spoon = eat). Students who are at the late stages of this group will be able to use up to 15 objects appropriately and are starting to move into the next group in the Bloom Red-Green assessment. They may explore objects by banging, mouthing and/or throwing them. This student needs to be shown how to use new items.
C5 Staying on-task			
C5a Can the student stay on-task for activities (motivating, engaging and/or self-chosen activities)?	Rarely / not yet: less than 20 seconds (approximately). Tip: This student needs an adult to sustain attention by using exaggerated intonation, an animated manner, use of highly motivating objects and equipment and so on.	Can sustain attention: around 30 seconds (approximately). Tip: This student continues to require adults to sustain their attention using exaggerated intonation and so on. For example, when a familiar adult initiates an interaction, Joy shows interest by smiling and laughing.	Can sustain attention: between 30–60 seconds (approximately). Tip: This student continues to require adults to sustain their attention. For example, Cody shows enjoyment by vocalising and moving his body towards a drum, held by his main teacher. He bangs on the drum himself for a short while.

Cognitive	Awareness Blue	Anticipation Purple	Intentional Red
C6 Anticipate the next step			
C6a Does the student anticipate (predict) the next step in a familiar routine?	Rarely / not yet: one very familiar routine.	Sometimes: less than 3 routines.	Most of the time: in familiar routines.
	Tip: This student requires opportunities to participate in highly motivating routines often.	Tip: For example, when Alka sees the chinese fan moving towards her and her mum says “1, 2, 3 ...”, she vocalises excitedly and closes her eyes.	Tip: For example, each morning when bags are unpacked, Jake locates the table to put his bag down.
	<p>***General tip C6a: A routine is a series of steps completed in a specific order. An activity like unpacking a bag can be considered a routine. Every Monday morning, completing a painting, activating a switch-blender and looking at a book can also be considered a routine, set of routines or set of activities. An engineered social interaction like the example in Purple can also be considered a routine.</p> <p>Students who are working towards being more intentional with their interactions and responses benefit from clearly planned routines with engineered pauses to allow them to initiate. It is important to observe the signals and behaviours of these students and consistently respond to them. For this student it is particularly important for all communication partners be consistent.</p>		
C7 Object cause-effect			
C7a Can the student understand cause-effect?	Rarely / not yet: for object cause-effect is starting to know one very familiar object.	Sometimes knows with some familiar objects.	Often knows with a variety of objects that certain actions with objects will have specific results (for example, banging 2 blocks together makes a sound, throwing an object on the floor to hear the noise it makes).
	Tip: For example, Adib moves his hands to get the music maker to jingle.	Tip: For example, Jake is learning that when he pulls on the string the car will move.	Tip: For example, Mara knows that pushing the switch turns on the milkshake maker.
	<p>***General tip C7a: An example of basic and direct cause-effect is object cause-effect. Object cause-effect means that a student knows that when they do something it will make the object do something or something will happen. Basic and direct cause-effect also includes interactions with people, for example Susie makes rocking movements to get the teacher to continue the rocking game. Or Asher clapping his hands and looking at the teacher to continue the clapping game.</p> <p>***General tip C1–C7: For a student to be on the pathway towards developing their mathematical understanding, they need to build an understanding of the world around them, allowing them to translate concrete representations of different aspects of their life and environment into more abstract concepts of numbers, patterns and other mathematical concepts. The Passport supports this by building a student’s:</p> <ul style="list-style-type: none"> • awareness of different types of information, in other words be able to detect and orient to information • sustained attention to information long enough to process and make sense of it • engagement with themselves, objects and others in the environment to access information, participate and communicate • recognition and comprehension of objects, anticipation and cause-effect. <p>Cognitive questions 1–7 assess a student’s overall awareness, attention, engagement, recognition and comprehension to ensure that students are working towards understanding mathematical knowledge and skills. These core skills are also required for the development of literacy skills.</p> <p>The Flow document for literacy and numeracy identifies the Bloom Blue-Red questions that need to be targeted to support a student to build their early numeracy and literacy skills.</p>		
C8 Attention to books			
C8a Does the student show enjoyment from books?	Rarely / not yet: no or low interest.	Sometimes: with a favourite book, especially when singing is incorporated.	Most of the time: with familiar books.
	Tip: For a student to show enjoyment from books, they require opportunities to detect, orient and attend to highly engaging books.	Tip: For example, Julie gets excited when the teacher gets her favourite book.	Tip: For example, Max shows enjoyment by smiling when his mum reads a book with him. Jake holds the book and is starting to turn the pages of a book. Some students benefit from books with thicker pages.

Receptive	Awareness Blue	Anticipation Purple	Intentional Red
R1 Different intonations			
R1a Can the student respond to a variety of different intonations?	Rarely / not yet: with a familiar word or phrase (for example, 'hello', 'stop') from an adult right in front of the student.	Sometimes: with a few familiar words or phrases (for example, 'hello', 'stop').	Most of the time: with familiar people and events.
<p>***General tip R1a: Use an animated voice to convey different messages (for example, a warning voice, jovial voice, firm voice) to see how a student responds. If a student is unaware of different intonations, further information may be required to understand if they have a hearing impairment and/or an issue processing auditory information.</p>			
R2 Facial expressions and gestures			
R2a Can the student respond to a variety of different facial expressions and gestures?	Rarely / not yet: with a few familiar expressions and gestures.	Sometimes: with a few familiar words or phrases (for example, 'hello', 'stop').	Most of the time: with familiar people and events.
<p>***General tip R2a: Use an exaggerated manner with facial expressions and gestures within a familiar context to see how a student responds. If a student is unaware of different facial expressions and gestures, further information may be required to understand if they have a vision impairment and/or an issue processing visual information.</p>			
R3 Understand words and messages			
R3a Can the student understand spoken words or messages? (Messages include, but are not limited to, vocalisations, gestures, touch cues, sign language, objects, pictures and so on).	No words, one to 2 gestures.	One to 10 words or messages.	Can understand up to 30 spoken words or messages (in context – within familiar routines, activities, environments and with familiar people).
<p>Tip: This student learns to recognise spoken words within real contexts using real objects presented consistently and often. They learn words by the action of others (for example, tone of voice, gestures, body posture and so on). Although, it is important to emphasise keywords, most students learn spoken language by hearing the intonation patterns and these are easier to hear in phrases (for example, 'doggy, look doggy', 'woof, doggy says woof'.) Note that word 'doggy' has 2 syllables, it is easier to hear than 'dog', which is why so many early words have 2 syllables. Consistently and regularly name common objects, familiar people, action words, locations and so on using intonation, gestures, objects, touch cues and so on.</p>			
<p>Tip: Initially, this student may use sounds (vocalisations) rather than words, repeat their associated sounds as well as emphasising the corresponding spoken word/phrase (for example, car – 'brm'; doggy – 'woof'; cow – 'moo'). Using words like 'uh-oh', when something goes wrong are easier to learn especially when directly linked to the event (for example, spilling something).</p>			
<p>Tip: This student understands words/messages like 'finished, more, give, stop, look'. Once a student has learned a word/message, for example, 'dog' they can learn other words associated with it – pat (dog), good (dog), big (dog) and walk (dog). It is useful to develop photo memory books so that students are provided with the ability to learn this type of language scaffolding.</p>			
<p>***General tip R3a: For a student to understand spoken words or non-verbal messages and use them effectively, they require repetition of the word or message within real contexts and combined with consistent cues to support their understanding.</p>			

Expressive	Awareness Blue	Anticipation Purple	Intentional Red
E1 Requesting			
E1a Can the student request something (items, activities or interactions)?	Rarely / not yet: with potentially one item or activity using body movements, facial expressions and/or vocalisations.	Some of the time: at least 4 items or activities within familiar routines, using body movements, facial expressions and/or vocalisations.	Most of the time can request something (items, activities or interactions) using non-verbal forms (body movements, eyegaze, facial expressions, gestures and so on).
	Tip: This student is still learning to be aware of activities and interactions from others.	Tip: Using engaging items and activities supports this student to make requests. For example, during music, Joe rocks backwards and forwards while vocalising to request 'Row, row, row your boat.'	Tip: This student is able to intentionally request something most of the time. For example, when Susie wants to go outside, she takes an adult's hand and walks to the door. Ali enjoys listening to music. He will ask for music by vocalising and looking at the compact disc player.
***General tip E1: Students who are intentional in their communication know that their actions can get a response from those around them. These students can initiate and indicate that they want someone to do something for them (for example, look at or point to an interactive whiteboard and then back to the teacher to indicate that they want a video/song). They have a range of messages that they use to gain attention, make requests, rejections and so on. For example: throwing an item on the ground to get attention; pointing or looking at what they want then at a person to get it for them. Some of these messages or signals are not always obvious and are easy to miss. Observing and knowing your students' signals and messages is important for building and extending the different ways students communicate. For some students, the way they receive information (for example, objects, touch cues) can be different to the way they express themselves (for example, body movements, facial expressions). Students with higher physical challenges will most likely use vocalising to get attention rather than pointing or looking at an item.			
E1b Can the student request 'more' of an item, activity or interaction?	Not yet.	Some of the time: at least 4 items or activities within familiar routines, using body movement, facial expressions and/or vocalisations.	Most of the time: using body movements, facial expressions and/or vocalisations.
	Tip: This student benefits from engaging items, activities or interactions being paused and asked 'more?' Some students will require time to process this request.	Tip: For example, Neha enjoys social interactive games and indicates more by laughing and making eye-contact with the person.	Tip: This student may use a message (for example, facial expression, vocalisations, gestures, and body movements, word approximations and so on) to indicate 'more'. For example, Joe says an approximation for 'more' to ask for more juice during cooking.
E2 Rejecting items, activities and interactions			
E2a Can the student reject something (items, activities or interactions)?	Rarely / not yet.	Some of the time.	Can reject something (items, activities or interactions) using non-verbal forms.
	Tip: This student is pre-intentional with their actions or sounds, which means they are still learning that their actions can elicit a response from others. They react to internal signals (for example, hunger, thirst, tiredness, discomfort) through vocalisations, body movements, facial expressions and so on. It is important for main communication partners to respond consistently to a student's signals to help a student understand that their signal can gain a response from others.	Tip: For this student, intentionality is emerging within familiar routines. They are starting to learn that their actions can get a response from those around them.	Tip: This student intentionally pushes items/people away, turns their body away or refuses to open their mouth. They are able to intentionally express their rejection of items, activities or interactions they do not want.
***General tip E2a: The ability to reject an item, activity or interaction is not dependent on someone asking 'do you want ... ?' questions. Rejecting or protesting are some of the early reasons a student communicates. Opportunities to reject, protest, gain attention, request allows a progression towards more complex reasons to communicate (for example, clarifying why they don't want something, questioning and so on).			

Expressive	Awareness Blue	Anticipation Purple	Intentional Red
E3 Responding to simple ‘do you want ... ?’ questions			
E3a When asked simple ‘do you want ... ?’ questions with an item(s) in view, does the student request or reject the item? (This student is working towards using a clear ‘yes/no’ response).	Not yet.	Some of the time: with at least 6 familiar items, activities or interactions.	Most of the time: using pointing, eye-gaze, body movement and so on.
	Tip: This student should be provided with opportunities to reject and request often.	Tip: This student will typically use body movement, facial expressions and/or vocalisations to reject or request.	Tip: For example, when asked ‘Do you want iPad?’ and item is in view, Ali will lift his hand to indicate ‘I want it’ (yes). This student is using non-verbal ways to request or reject. They will search for an item that has disappeared (object permanence).
	***General tip E3a: Students will be using body movements, facial expressions and/ or vocalisations to respond to this question. The progression for this question is to eventually be able to use ‘yes’ and ‘no’ to answer “Do you want ... ?” questions and factually more complex questions.		
E4 Using a repertoire of messages			
E4a Can the student use a range of spoken words or messages consistently?	No messages or spoken words <ul style="list-style-type: none"> • Messages include but are not limited to vocalisations, body movement, body posture and facial expressions. 	Use up to 5 messages or spoken words within familiar routines, activities, people and environments <ul style="list-style-type: none"> • Messages include but are not limited to personalised signals, vocalisations, body movement, body posture, facial expressions, eye-gaze, gestures and objects. 	Up to 15 messages or spoken words within familiar routines, activities, environments and with familiar people <ul style="list-style-type: none"> • Messages include but are not limited to personalised signals, body movements, body posture, facial expressions, eye gaze, gestures, pointing, vocalisations, word approximations, objects, object symbols and personalised photographs.
	Tip: This student may vocalise, move their body and make facial expressions when reacting to internal signals for hunger, thirst, tiredness, discomfort and so on. However, these actions are usually unintentional. They require their communication partners to respond consistently to their signals, so that they can learn that their signals can elicit a response from others.	Tip: This student typically uses body movement and facial expressions to get basic messages across. They require their main communication partners to understand and know their main messages. For example, Sarah smiles when a person tickles her. Zac gestures to the sky when he hears a plane. Peter leans towards an item he wants.	Tip: This student uses up to 15 messages or spoken words to indicate ‘more’, label, request and reject within familiar contexts (for example, within familiar routines, with familiar people, using familiar objects). They are more intentional with their expressive communication.
	***General tip E4a: Some students may have a delay in initiating a message (sometimes up to 10 seconds or even longer). Be mindful of your student’s response time. To be able to use a word or message in a meaningful way, first a student needs to understand the word or message. They need to learn the cognitive and social contexts before being able to produce it themselves. Gestures, such as pointing, is one of the first gestures that a student may use to refer to different items. For students to be able to use different ways to express themselves, they require extensive modelling of these by their main communication partners.		
E5 Choice making			
E5a Can the student intentionally express a choice?	Not yet: reacts to internal signals for hunger, thirst, tiredness, discomfort and so on.	Not yet: responds when presented with one preferred item, most of the time.	When asked and presented with 2 objects (preferred item and a distractor), can express a simple choice all the time.
***General tip E5a: Students who are still learning to clearly express a choice benefit from being presented with an engaging item and from their educators giving them time to respond. They require many opportunities to respond to engaging items, interactions or activities and from their educators closely observing any messages this student expresses.			

Social	Awareness Blue	Anticipation Purple	Intentional Red
S1 Awareness of others			
S1a Is the student aware of other people in their environment?	Rarely / not yet: the familiar person is doing something highly motivating within close proximity.	Sometimes: the familiar person is doing something motivating at a reasonable range.	Always: with a range of people and distances.
S2 Recognise familiar others			
S2a Does the student recognise familiar communication partners?	Rarely / not yet. Tip: This student, very occasionally, recognises very familiar people (for example, mum, main teacher).	Sometimes: with a few very familiar people. Tip: This student may show recognition of a familiar person, for example, by vocalising excitedly when their main teacher approaches them in an animated manner.	Most of the time: with a range of familiar people. Tip: This student may show recognition of a range of familiar peers, teachers and family, for example, by smiling and reaching for their class teacher.
S3 Interact with others			
S3a Does the student interact with another person?	Rarely / not yet: not aware of attempts by others to interact. Tip: For example, when greeted by a new teacher, there is no apparent response from Jenny. She continues to look ahead, despite the animated voice and manner the new teacher uses. ***General tip S3a: It is important to understand how your student engages and interacts with other people in their environment. Are they more responsive to communication partners compared to other people? Observe how far away a person is before a student responds. Does the student only respond when a person is up close and more animated when interacting with them? For some students with autism, it is important to understand their individual preferences and how this impacts social situations and interactions. For example, some students may require more personal space as they get to know a new educator.	Sometimes: responds to familiar people's attempts to interact. Tip: For example, Jake is very vocal when interacting with his main teacher. However, he becomes very quiet when interacting with Louise, who has just started working in his class.	Most of the time: responds to others' attempts to interact. Tip: For example, Julie likes to tap her wheelchair tray. She stops and checks whether her teacher starts to tap her tray in unison with Julie. Julie smiles and continues tapping in response.
S4 Respond to social conventions			
S4a Does the student respond to their name?	Rarely / not yet. Tip: This student benefits from being provided with a number of opportunities to respond to their name within routine/non-routine activities and being given time to respond.	Sometimes: with very familiar people at a reasonable range. Tip: This student responds using eye-gaze, gestures and/or body movement. For example, when a familiar teacher stands close by, calls 'Alice' and gives her time to respond, Alice vocalises and smiles in response.	Most of the time: with familiar people and contexts. Tip: For example, when Chris's main class teacher calls his name, standing approximately 5m away, Chris immediately turns and smiles at his teacher.
S4b Can the student use social conventions (greetings, manners and polite forms of behaviour)?	Not yet, student rarely responds to greetings. ***General tip S4b: Greetings are an important part of learning social conventions. By responding to greetings, the student is learning to pay attention to another person in a socially acceptable way. This is a part of the long process that moves a student towards understanding that things they say or do can affect another person.	Student sometimes responds to greetings with very familiar people at a reasonable range.	Uses some greetings in familiar contexts (for example, smiling for thank you, saying "ta", waving goodbye),

Social	Awareness Blue	Anticipation Purple	Intentional Red
S5 Precursor to imitation			
S5a Does the student show awareness of another person copying their own (the student's) actions/sounds (precursor to imitation)?	Not yet.	Sometimes: shows awareness of a teacher copying their (student's) actions or sounds.	Most of the time: with familiar actions and sounds.
	Tip: This student benefits from being provided with a number of opportunities to detect, orient and attend to people, activities and events that are engaging.	Tip: Care should be taken when selecting which actions or sounds of a student are going to be copied by an adult.	Tip: This student is starting to copy an adult's actions and sounds.
	***General tip S5a: The ability to understand another person's actions relies on a number of brain regions collectively known as the mirror neuron system. This system is activated when a student observes another person acting. The student's neurons 'mirror' the behaviour of someone else, as though they themselves are acting. Awareness of another person and observing their actions/sounds precedes imitation.		
S6 Taking turns			
S6a Can the student take turns?	Not yet.	Rarely: this student is fleetingly aware that they should wait, within very motivating, simple turn-taking activities at close range.	Can wait, some of the time, very briefly while another person has a turn during very motivating, simple turn-taking activities which are closely supervised by an adult.
S7 Social cause-effect			
S7a Does the student use messages to get a response (action or reply) from others (social cause-effect)?	Not yet.	Sometimes: has a few (about 3) messages that they use to get a response from others.	Most of the time: has a range of intentional messages that are understood by others.
	Tip: This student is pre-intentional in their behaviours. They are still learning that their actions and sounds can affect those around them. For example, Sana does not know how to tell her father that she is hungry. She starts to cry because she is hungry. Her crying is not intentional, rather it is a reaction to being hungry.	Tip: This student is still learning to be more intentional with their actions and sounds. They require many opportunities to practice this. For example, Hans licks his lips and then looks at his teacher to show that he is hungry. The teacher responds by offering him his lunch immediately. Jed enjoys social interactive games and will indicate 'more' by laughing and making eye-contact with the person. His carer responds by continuing with the game.	Tip: This student actively seeks out or gains the attention of their main communication partner to request something from them. For example, Luke will take an adult's hand and lead them to the toaster, as a way of requesting toast. Jodie enjoys going for a drive. She looks at the car keys and then looks at her mum to make the request.
***General tip S7a: Students who are working towards being intentional with their expressive communication are still learning that their messages (their actions, sounds and so on) can elicit a response from others. They require their main communication partners to know their main messages and respond consistently to them.			