

# Passport for learning

## Overall stages

<b>Awareness</b> Blue	<b>Anticipation</b> Purple	<b>Intentional</b> Red	Imitation and first-then Brown	<b>Categorising</b> Orange	<b>Problem solving</b> Yellow	<b>Critical thinking</b> Green
<p>This student is:</p> <ul style="list-style-type: none"> <li>learning to become <b>aware</b> of and <b>attend</b> to people, objects and activities</li> <li><b>pre-intentional</b> with their communication, still learning that their messages can gain a response from others.</li> </ul>	<p>This student is:</p> <ul style="list-style-type: none"> <li>learning to <b>recognise</b> people, objects and activities</li> <li>learning to <b>predict</b> the next step during familiar routines</li> <li><b>sometimes requesting</b> an interesting activity or item within familiar routines.</li> </ul>	<p>This student is:</p> <ul style="list-style-type: none"> <li><b>intentional</b> with their communication, understanding that their actions can gain a response from others</li> <li>sometimes using <b>personalised signals</b> that only familiar people can recognise</li> <li>understanding <b>basic cause-effect</b>, that their actions can affect the object (for familiar objects).</li> </ul>	<p>This student is:</p> <ul style="list-style-type: none"> <li><b>imitating</b> the actions of other people with some level of understanding</li> <li>able to <b>observe and copy</b> others</li> <li>developing a <b>basic concept of time and order of events</b>, understanding the immediate event ('first') and one near future event ('then') (consistently follows 'first-then' schedules).</li> </ul>	<p>This student is:</p> <ul style="list-style-type: none"> <li>learning that items can be <b>grouped</b> based on their characteristics</li> <li><b>sorting</b> items into basic categories (for example, animals, plants, food)</li> <li>understanding <b>sequences of 3 events</b> (consistently follows 'first-next-then' schedules).</li> </ul>	<p>This student is:</p> <ul style="list-style-type: none"> <li><b>recognising simple problems</b> and asking others for help</li> <li>with support, <b>identifying some possible solutions</b> to a problem (basic problem solving and reasoning skills)</li> <li>able to <b>determine a simple reason</b> for how familiar items work or aspects of a situation</li> <li><b>predicting</b> what will happen next in a simple sequence of events.</li> </ul>	<p>This student is:</p> <ul style="list-style-type: none"> <li><b>managing problems</b> by <b>identifying causes and options</b>, in discussion with others (for example, sharing a preferred activity/equipment)</li> <li>able to <b>group items</b> based on more <b>abstract characteristics</b> (for example, animals into wild, pet or farm)</li> <li>understanding the <b>concept of days</b> and can follow a weekly visual schedule.</li> </ul>