

Southampton Inclusion Partnership

Engagement Model Case Study

Pupil X

This is a case study of an Outreach Intervention for a pupil working at Engagement Model level in a mainstream Southampton School. This pupil received an Initial Visit (including an observation and target setting meeting) and Engagement Model training from an Outreach Teacher followed by 6 visits by an Outreach SSA to support the team with provision to achieve the targets set.

Section A: Engagement Model Profile

These statements are based on observations of the learner in relation to the 5 areas of engagement. For the definitions of the terms please see guidance sheets.

Section B: Strengths and Needs

This section identifies the pupil's strengths and needs in relation to the four broad areas of need. The underlined statements became the foundations for target setting alongside the Engagement Model Profile.

Section C: Targets and Recommendations

The Targets were decided by using the pupil's EHCP outcomes, Engagement Model Profile and identified main areas of need. Recommendations were then outlined that could support Pupil X to achieve these targets.

Section D: Weekly Visit Record

This table shows the activities demonstrated by the Outreach SSA and the progress that was made against each of the targets each week.

Section E: Updated Engagement Model Profile

The blue updates on this profile show the progress this pupil has made under the 5 areas of engagement.

Southampton Inclusion Partnership would like to thank the mainstream Southampton Primary School (who cannot be named due to confidentiality) that agreed to share their Engagement Model journey to support others.

Section A: Engagement Model Profile

Name: X

Date:

Realisation:

- When listening to '5 currant buns', adult takes X's hand and pretends to take money. For the last 2 verses, X does this independently.
- X takes the water out of the water tray and fills up cups to give to adults.
- X will show excitement by smiling and sometimes teeth grinding. When X is offered something that he does not want he will say 'no' and push it away.
- Realises that he can use play dough to make different things (break it into bits).

Persistence:

- X will keep going with a posting activity until all items have been posted.
- Will try to balance dinosaurs on their feet and will persist until all the dinosaurs are standing up.
- Will persist for 3-4 minutes on an adult directed task that is based on dinosaurs, bubbles, cold resources.
- Will attend to an adult reading a book until it is finished.

Anticipation:

- When X hears the goodbye song, he realises it is time to line up for home.
- Nappy PECS card used to indicate changing time. Will walk to the toilet independently.
- X knows lunch time comes after a nappy change so when he returns to the room he finds his lunchbox and stands by the door.
- When X hurts an adult, he will say 'sorry, its ok'.
- X will go into wigwam and peek through the top waiting for an adult to say "boo."
- X can remember favourite parts of stories and will do the actions before it is read. He will show excitement in anticipating these parts through movements.

Initiation:

- X will pick up his water bottle and tap the adult when he wants it open. On a few occasions he has requested 'drink'.
- X verbally requests an adult to draw different animals on the board. He requests details in the drawing, e.g. 'cow-black, white.'
- X will choose a favourite book, verbally request it and ask an adult to read it to him by saying 'read' and giving them the book.
- X will take anything he can't open or work to an adult and will say 'fix it'.
- When X does not want adult interaction, he will say 'goodbye' repeatedly.

Section A: Engagement Model Profile

Exploration:

- Enjoys exploring dinosaurs by feeling them and rubbing them against his face. Enjoys lining them up. Will do this until he says 'finished'.
- Explores ice by feeling, dropping, licking and using a variety of tools to hit, push and pull (up to 20 mins).
- Shows curiosity when sensory resources are used with dinosaurs (shaving foam).
- Will copy the actions of adults when exploring.
- Likes to explore through touching to his face but does not like to get sensory materials on his face.
- Explores bubbles by chasing them. When adult says 'Bubbles', X will say 'bubble-pop'.
- Dislikes anything that is messy or sticky such as paint, gloop and glue.
- Will tolerate paint in plastic bags so that his hands can make marks without mess. X will attempt to copy adult patterns and shapes initially using hand over hand support.

Section B: Strengths & Needs

Relevant Information
<p>Strengths and interests:</p> <ul style="list-style-type: none"> • Can select some toys of interest and play with them. • Can complete some tasks hand over hand. • Is beginning to complete a simple TEACCH task with an adult next to him. • Starting to respond to some verbal cues. • Can read some words on sight. • Is becoming more smiley and interactive with familiar adults. • Showing some signs of understanding a basic routine for lunchtime. • Has some vocabulary (animals). • Likes to listen to a story (sometimes more than one story in the same session). • Can count up to 20 and label some objects. • Will say 'goodbye' when he wants to be left alone. • Responds well to verbal cues.
Areas of Need
<p>Cognition and Learning:</p> <ul style="list-style-type: none"> • Is working at a level significantly lower than his peers. • <u>Likes observing his TA complete a simple task but often does not want to engage with it himself.</u> • Can find it difficult to follow a routine even with visuals. • <u>Struggles to complete adult directed tasks not based on his interests.</u> • Can have very fixed attention and has a need to finish something before moving on. • Can read words and count but has very limited understanding of what they mean. • Will not participate in any whole class or group sessions. • <u>Attention can flit quickly between activities and resources (every 20-30 seconds at times).</u>
<p>Communication and Interaction:</p> <ul style="list-style-type: none"> • Very rarely makes eye contact. • <u>Will take someone's hand and lead them somewhere rather than requesting.</u> • Does not use verbal communication to express his wants and needs. • Does not respond to his name being called. • <u>Is starting to understand simple words such as 'nappy' and 'apple' but will not communicate them himself.</u> • <u>Plays alone and struggles when an adult tries to join his play. He will tell them 'no'.</u>

Section B: Strengths & Needs

Sensory and Physical:

- Is in nappies and is unaware of when he needs changing.
- Needs help with dressing and undressing.
- Uses ear defenders when it is too noisy and likes adults to hold the ear defenders on his ears.
- Can become very distressed in response to loud noises and the playground.
- Is reluctant to engage in any sensory activities as he can be very sensory adverse.
- Grinds his teeth when anxious.
- Fails to recognise when his mouth is full which means he is at risk of choking.
- Doesn't like wet or sticky textures.
- Has no awareness of danger making him vulnerable.
- When upset he can squeeze hair and get very close to others.
- Staff singing songs can be a trigger for behaviour.

Social, Emotional and Mental Health:

- Will seek a place away from other children to play.
- Doesn't like others to touch things that he sees as his.
- Can find getting into school and separating from mum difficult. He is often late to school due to his sleep difficulties and emotional needs.
- Does not recognise emotions.
- Can scream and become very unsettled. It can take a long time for him to calm.
- Can run away and throw things.
- Can lash out at other children when overwhelmed and heightened especially if they are in his space.
- Can become distressed moving around the school.
- Finds it difficult to cope when something doesn't work as it should.
- Can't cope when something stops in the middle and doesn't finish.

Section C: Target & Recommendations

The following targets need to be shared with the pupil using appropriate language.

Target 1:

To initiate a picture exchange for a preferred item (from a choice of 2) with 2 different adults in the base (Links to outcome 1 on his EHCP)

Recommendations for provision:

X would benefit from picture exchange principles in order to enhance his communication (as specified in his EHCP). Ensure that X has a PECs book in place (as recommended by Speech and Language) that contains pictures of the items he will be allowed if he requests them. It is important that exchanges happen frequently in order for him to grasp the concept. Once this is established with his 1:1 TA, this then needs to be cascaded to another person in the base, ideally the class teacher. This is so he can transfer his skills and realise that he can have his needs and wants met by more than one person.

Requesting food items:

- Use snack and lunchtimes as a time for X to request.
- This will need to be done hand over hand at first so that X learns that he can give a symbol to receive something in return. This can then develop into an open-handed gesture.
- As X needs food broken into smaller pieces, this is an ideal time to promote communication and to exchange.

Requesting engaging toys:

- Photograph the engaging and motivating toys that X can have at school and make these into requesting symbols.
- Encourage X to request the toys he wants. This will initially need to be done hand over hand.
- Plan in structured times in the break out space to do this direct teaching first, before it is transferred to other areas such as the main classroom.

Making a choice:

Develop X's ability to make a choice by offering him two things that he can have. Include one preferred item and one non-preferred item to start the process.

Makaton:

Makaton may be useful to back up verbal communications especially as X prefers verbal cues to pictorial ones. This may be effective for requests such as 'help' and 'more'. These could be done hand over hand at first so that he begins to see the connection.

X can find it difficult when songs are sung but simple nursery rhymes that are spoken may be a way for him to begin to engage with songs. Try introducing choice activities with nursery rhymes that have props to engage him and encourage communication.

Section C: Target & Recommendations

Target 2:

To persist with an adult led activity for 1-2 minutes with support on most occasions (Links to Outcome 2 on his EHCP).

Recommendations for provision

Intensive interaction:

Intensive interaction helps with early interaction, prompting enjoyment from being around other people. It teaches and develops the fundamentals of communication including acknowledgement, facial expressions, vocalisations and turn taking.

- Adjust your voice, posture or body language to become less threatening and more interesting.
- Take the pupil's lead by responding to/copying what they do.
- This could be responding to their actions, joining in with them, playfully imitating them, etc.
- By doing this we do not put our demands onto the pupil, we simply enable them to see being around other people as a pleasant experience.
- Try to tune in to the possible intentions of their actions. What do they do that may mean 'stop', 'I want more', etc.

It is important that these sessions are carried out when there is the least distraction and when there is no need to rush off. Be flexible when you engage in these sessions, as they may crop up by chance when X is ready.

Other interventions that may provide structure to X's day:

- Getting started, which focuses on early communication skills and exploration.
- Attention Autism.
- Waldon, which focuses on developing 'Learning to Learn' skills. These sessions involve the adult guiding X through tasks that in turn enable core understanding therefore, creating meaning through movement.

Play schemas:

X potentially has a rotational play schema which could be catered for by some of the following activities:

- Dropping different resources that float down and watching them fall.
- Blowing feathers and tissue paper and watching it fall.
- Making paper planes to throw outside.
- Blowing bubbles.
- Making paper lanterns to hang outside.

Section C: Target & Recommendations

Engagement Model:

The school will receive support on how to create an Engagement Profile for X. Targets and activities can then be taken from the profile, alongside EHCP outcomes.

Examples of how to use engagement to teach new skills:

- X likes to remove things from the wall that are attached with blue tac, therefore use Velcro and blue tac in different activities to attach symbols, pictures, letters to the table or wall in certain orders. Velcro, blue tac and possibly Sellotape could be used in matching tasks so that he can repeatedly take them on and off.
- X likes to hide and likes the TA to say 'boo' when she can see him. He shows good anticipation skills, therefore activities where these anticipation skills can be transferred to other scenarios would be a progression, e.g. 'ready, steady, go' activities.
- X likes to trace his finger over letters but is reluctant to explore sensory materials. Using letters in sensory materials that progress in texture over time would enable him to become more tolerant. Start by using tools to place them in and out before encouraging him to use his hands.
- X likes naming animals and shows a good knowledge of animals. Therefore, use animals to develop his initiation skills by him requesting which animals the TA should draw through Makaton and verbal communication. Using animals to develop his exploration of some resources he is less familiar with would also be beneficial.
- X shows good interest and attention when being read a story and can initiate when he wants an adult to read a particular story. Therefore, use stories he likes and requests frequently to learn new skills such as persisting with an activity, e.g. ask him to order pictures from a preferred story he has heard many times or make lolly stick puppets with key characters.
- X likes to run and shuffle along the floor, therefore create an adult led simple obstacle course to develop his compliance at following direction and gross motor movements.

Section C: Target & Recommendations

Target 3:

To explore a sensory activity for 1-2 minutes with hand over hand support where needed (Links to outcome 3 on his EHCP).

Recommendations for provision:

X can be reluctant to explore sensory resources. Try to encourage him to engage with different types of resources through something he already engages with well.

Sensory stories:

Sensory stories are where a simple story is adapted to incorporate different sensory items to enhance the story and can include some or all of the senses at different points throughout the story. As X engages well with books and remembers words and phrases from familiar books, this may be a suitable activity. Once X is comfortable with a sensory story, 1 or 2 other children could participate alongside him.

Tolerance of sensory resources:

X cannot tolerate messy play, therefore try giving him tools to use in messier sensory resources so that he can begin to explore them. Start by using the tools in sensory materials which he can tolerate so that he learns how to use the tools to explore in a safe, low risk way for him. He can then be introduced to using them with non-preferred sensory resources.

Playing alongside others:

X can explore resources alongside other children at times, but can easily become overwhelmed by noise or the unpredictable nature of other small children. Therefore, introduce some structured sessions whereby X can play alongside other children for short periods of time in highly engaging activities. Inviting other children into the safe space in the room off the main classroom, may bridge the gap in a more structured but relaxed way.

During these times focus activities on exploring books, animals and other highly engaging items that X likes. A social story for children coming into the area may help X with this. The children who enter the room need to be chosen carefully and only one at a time at first. X can then use his tent or area surrounding the tent as his safe space if it becomes overwhelming.

Section D: Weekly Visit Record

Pupil: X
<p>The following table shows the recommendations made during a 6-week intervention in relation to the Engagement Model. It also shows the progress the pupil has made.</p> <p>Target 1: To initiate a picture exchange for a preferred item (from a choice of 2) with 2 different adults in the base (Initiation).</p> <p>Target 2: To persist with an adult led activity for 1-2 minutes with support on most occasions (Persistence and exploration).</p> <p>Target 3: To explore a sensory activity for 1-2 minutes with hand over hand support where needed (Exploration).</p>

Visit	Recommendations	Progress
1	<p>Photograph preferred items (dinosaur, wind up dinosaur).</p> <p>TEACCH/Independent tasks based on posting, placing and sorting (using dried pasta). Tasks based on interest of dinosaurs (big and little activity).</p> <p>Dinosaur sensory tray using green rice, plastic eggs and dinosaurs.</p>	<p>X could exchange a card for the wind-up dinosaur with hand over hand support. After lots of exchanges X selected a card for the coloured squeeze dinosaur independently. Selected the dinosaur card from a choice of 3.</p> <p>Explored the pasta with his mouth and took pasta shapes out of the pit to look at the pasta. Engaged well in the big and little dinosaur task as he likes opposites (engaged for 1 minute) and then requested it again verbally. Can place big and little dinosaurs correctly.</p> <p>X realised that he could fit some of his dinosaurs inside the plastic eggs (realisation). Explored by placing his hands in the rice. Engaged for 5 minutes.</p>

Section D: Weekly Visit Record

Visit	Recommendations	Progress
2	<p>PECS – activities based on interest on his rotation schema (wind-up toy, spinning top)</p> <p>Rotation schema activities – dropping feathers from height and balls down a tube.</p> <p>Big/small pompom posting task</p> <p>Dyed salt and feathers and cotton buds – mark making.</p> <p>Sensory story – Incey Wincey Spider</p> <p>** Adults to give time and space to explore new activities silently. When exploring new activities, pupil's engagement ends when adults attempt to interact.</p>	<p>Acknowledged items when modelled, by fleetingly looking at them. Communicated wanting the activity to finish by saying "goodbye, goodbye".</p> <p>Watched adult modelling activities, when adult moved away he picked up a ball and squeezed it then gave to adult to squeeze.</p> <p>Explored pompoms by rubbing against face, closing eyes and rolling against a surface. Then persisted with activity for up to 2 minutes. Selected a feather and touched the salt with it for a second. Tolerated story by sitting on adult's lap, covering his ears and pulling adult's arms around him in order to feel held and therefore able to cope with new experiences.</p>
3	<p>PECS activity – (based on interests) water bowl, whisk, fish and sea creatures.</p> <p>PECS activity – (based on love of songs) song choose board and interactive laminate song board.</p> <p>Adult led activities – number 1-5 lolly stick task, money sorting box.</p>	<p>Repeatedly requested items and exchanged PECS card for fish/shark/seahorse.</p> <p>Requested from a choice of 3.</p> <p>Beginning to verbally request familiar items.</p> <p>Can exchange card multiple times for a piece of preferred snack (apple).</p> <p>Persisted with PECS water & fish activity (introduced at Visit 2) to touch the fish.</p> <p>Initiated and requested activity later in the day by saying, "fish".</p> <p>Engaged with activities for 1 – 10 minutes.</p>

Section D: Weekly Visit Record

Visit	Recommendations	Progress
4	<p>Roll the dice animal activity</p> <p>Getting Started programme – Heuristic tin, silver balls, silver chain in closed container.</p> <p>Play sand, dinosaurs, eggs, bucket and spade. In his safe space.</p> <p>Ice Play</p>	<p>Engaged in adult led way for 5 minutes. Named the animals and verbalised their sounds. Matched animal pictures to corresponding toy animal. Showed curiosity by turning to the sound of the items. Eventually opened containers to explore. Interacted with resources by deliberately taking to tent to explore independently. Explored for 3 minutes.</p> <p>Initially explored sand independently. Peer came into the space and pupil selected an egg and moved away but sat next to peer. Glanced fleetingly at how peer was using the resources.</p> <p>Pupil persisted with attempting to hide plastic dinosaur in the egg even though egg was difficult to click closed. Eventually initiated requesting help from adult by saying “help”.</p> <p>After being introduced many times on many occasions to ice play, using tools (lolly sticks, paintbrush, cotton buds) pupil engaged with activity in the classroom alongside peers for 20 minutes independently.</p> <p>Pupil tolerated mark making in rice for 60 seconds.</p>

Section D: Weekly Visit Record

Visit	Recommendations	Progress
5	<p>PECS activities – selecting sea creatures from an “I see” board - selecting coloured dinosaurs.</p> <p>Now/next board for routine</p> <p>Waldon Therapy</p> <p>What's in the box activity</p>	<p>Can select picture from “I see” board and point to corresponding sea creature. Independently explored the sea creatures. Can now select coloured dinosaur from a card or verbally. Can complete an adult led activity on arrival at school for 2 minutes.</p> <p>Will now predict when something is ending by saying “next”.</p> <p>Engaged with activities for 5 minutes with adult support, adult sitting behind him to guide him with hand over hand action</p> <p>Initially took turns with an adult and progressed to playing again with peer and adult support. Anticipated when to put his hand in the box by listening to the words of the song. Will now play with water and is showing an interest in the tap and hand washing (after many exposures to water play based on his interests).</p>

Section D: Weekly Visit Record

Visit	Recommendations	Progress
6	<p>PECS Songs choice of 2 with a different adult</p> <p>Dinosaur pasta and playdough activity Number formation using shaving foam and cotton bud</p> <p>Mini marble run</p> <p>Chinese New Year noodles</p>	<p>Verbally chose preferred song.</p> <p>Will now tolerate touching and playing with playdough and will touch shaving foam after frequent exposure to these. Likes to wash hands immediately after contact with the foam.</p> <p>When exploring marble run realised the dinosaur pasta fitted down the marble run tube.</p> <p>Initially refused to acknowledge noodles in a tray. Reintroduced in an opaque cup and left near him on floor. Adult engaged with noodles within his sight. Noodles placed on floor near where he was playing. When adult began a conversation with class teacher he went to the noodles and put a finger in the cup. He repeated this numerous times and then lifted a noodle out of the cup to explore. This was over a period of a day.</p>

Section E: Updated Engagement Model Profile

Name: X

Date:

Realisation:

- When listening to '5 currant buns', adult takes X's hand and pretends to take money. For the last 2 verses, X does this independently. *Now initiates this action from the start.*
- X takes the water out of the water tray and fills up cups to give to adults.
- X will show excitement by smiling and sometimes teeth grinding. *Is now laughing at times when he finds something funny.*
- When X is offered something that he does not want he will say 'no' and push it away.
- Realises that he can use play dough to make different things (break it into bits).
- *Is beginning to realise he can use other items in the marble run (dinosaur pasta).*

Persistence:

- X will keep going with a posting activity until all items have been posted. *Now will persist with hiding items in containers even when it is tricky to open and close them.*
- Will try to balance dinosaurs on their feet and will persist until all the dinosaurs are standing up.
- Will persist for 3-4 minutes on an adult directed task that is based on dinosaurs, bubbles, cold resources. *Adult can now move away slightly encouraging independence.*
- Will attend to an adult reading a book until it is finished.
- *will now persist with a water-based activity for 2 minutes using fish.*

Section E: Updated Engagement Model Profile

Anticipation:

- When X hears the goodbye song, he realises it is time to line up for home. *Can now predict when something is ending and will say 'next'*.
- Nappy PECS card used to indicate changing time. Will walk to the toilet independently.
- X knows lunch time comes after a nappy change so when he returns to the room he finds his lunchbox and stands by the door.
- When X hurts an adult, he will say 'sorry, its ok'.
- X will go into wigwam and peek through the top waiting for an adult to say "boo." *Is starting to do this in the outdoor area too with the play equipment.*
- X can remember favourite parts of stories and will do the actions before it is read. He will show excitement in anticipating these parts through movements.

Initiation:

- X will pick up his water bottle and tap the adult when he wants it open. On a few occasions he has requested 'drink'. *Consistently requests 'drink'*
- X verbally requests an adult to draw different animals on the board. He requests details in the drawing, e.g. 'cow-black, white.' *Uses PECs to request different animals from a choice of 3. Now using PECs with an 'I see...' board for sea creatures.*
- X will choose a favourite book, verbally request it and ask an adult to read it to him by saying 'read' and giving them the book. *Will now say the opening line repeatedly until the adult starts reading.*
- X will take anything he can't open or work to an adult and will say 'fix it'.
- When X does not want adult interaction, he will say 'goodbye' repeatedly.

Section E: Updated Engagement Model Profile

Exploration:

- Enjoys exploring dinosaurs by feeling them and rubbing them against his face. Enjoys lining them up. Will do this until he says 'finished'.
- Explores ice by feeling, dropping, licking and using a variety of tools to hit, push and pull (up to 20 mins). *Will now explore ice play alongside peers showing some curiosity and awareness of what they are doing.*
- Shows curiosity when sensory resources are used with dinosaurs (shaving foam).
- Will copy the actions of adults when exploring.
- Likes to explore through touching to his face but does not like to get sensory materials on his face.
- Explores bubbles by chasing them. When adult says 'Bubbles', X will say 'bubble-pop'.
- Dislikes anything that is messy or sticky such as paint, gloop and glue. Dislikes water play. *Will now play with water and shows an interest in hand washing. Will tolerate some messy play with tools.*
- Will tolerate paint in plastic bags so that his hands can make marks without mess. X will attempt to copy adult patterns and shapes initially using hand over hand support.
- *Will now explore an adult led activity for 5 minutes based on animals.*
- *Will take items into his tent to explore them.*
- *Will now explore new resources when they are placed next to him and staff allow him to explore them in his own time.*

