

PLANNING, RECORDING AND SHARING CHILDREN'S TARGETS

REASONS TO MAKE, USE AND SHARE RECORDS

One of the characteristics fundamental to the Portage model is keeping a shared record of the child's progress and other issues raised by the family. Therefore, any activity planned with the family is recorded and shared.

Further reasons for keeping and sharing records of planned activities include:



Updating and sharing information about the child is central to the partnership between the Portage Practitioner and the family. Such sharing enables adults to tune in and respond to very subtle changes in the child's response to a play activity.

GOOD PRACTICE WHEN PLANNING ACTIVITIES

When planning activities on a Portage Home Visit or in a setting, it is important to involve the parent and the child in the whole process. What does the child's play and response to other activities tell everyone about their preferences? What are the parent's views on how things are going and the best way forward?

Family members and other professionals working with the child will have important information to contribute. Their knowledge of the child's play is an important element of the planning. If all these elements are involved then the planned activity will not be seen as something the family is prescribed to do with their child.

Time is allocated during a Portage Home Visit to record any planned activities agreed by the parents and the Practitioner. In settings, time should be set aside to ensure discussions around planned activities take place regularly with parents.

TYPES OF ACTIVITY PLANS

Open ended activity plans

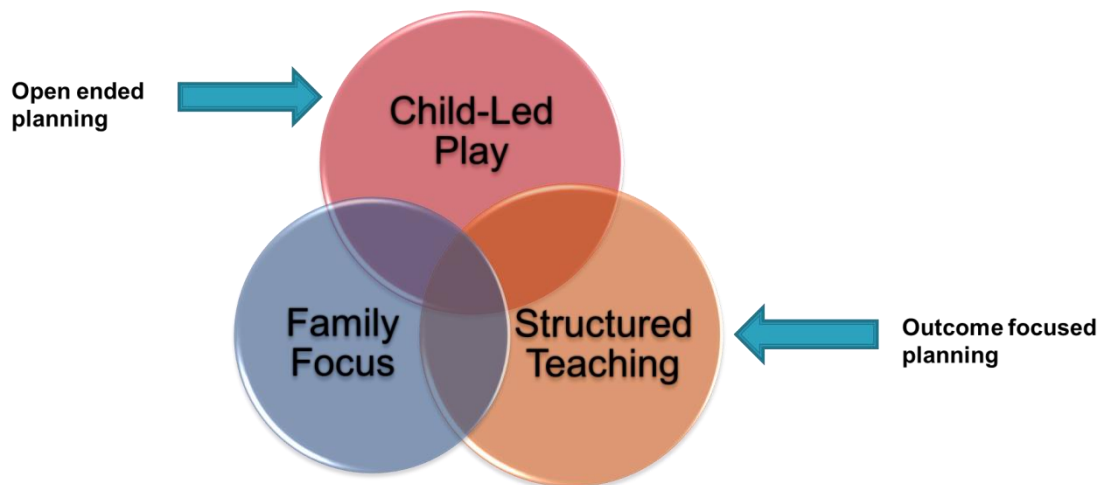
These cover observation of the child's play or daily routines, as well as trying out new play ideas. They are often based on an adult's response to **child led play** or the generalisation of a newly learned skill in other situations.

Outcome focused activity plans

These are specific activities planned as a teaching step towards a defined goal.

These are drawn from the **structured teaching** element of the Portage Model.

The Portage Model



OPEN ENDED ACTIVITY PLANS

An open ended activity involves planning ideas for the child's play without a specific planned outcome. An open ended activity plan is based on the family and child's general interests and priorities.

Open ended activity plans can be used to:

- observe a child's response in order to plan future activities
- detect factors that 'trigger' a child's interest
- generalise a newly learned skill into everyday routines

They are helpful because they are not prescriptive, they can easily be changed and they are easy to record and interpret.

EXAMPLES OF OPEN ENDED ACTIVITY PLANS

Early Years Settings and Portage Services use a variety of formats for planning open ended activities. An example of one such format is included.

PORTAGE OPEN ENDED ACTIVITY CHART

Name:

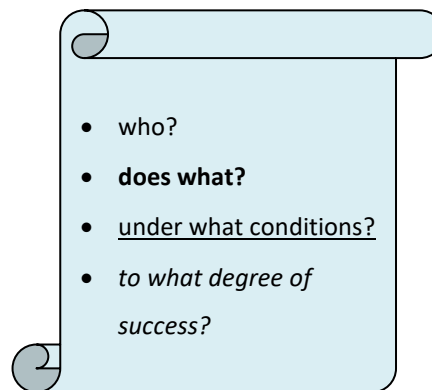
Activity: Jumping

A collection of eight empty circles arranged in a grid-like pattern. The circles are arranged in three rows: the top row has three circles, the middle row has three circles, and the bottom row has two circles. These circles are intended for recording activity data.

OUTCOME FOCUSED ACTIVITY PLANS

An outcome focused activity is a planned teaching task that aims to help the child work towards a defined goal. Activities of this nature form part of the structured teaching aspect of the Portage Model. The activity is planned to achieve a specific target, within a specific time, under specific conditions. The skills learnt in the 'Helping Children Learn' modules of this workshop are essential when planning this type of activity.

In Portage, outcome focused activity plans incorporate the four elements of a teaching target covered earlier:



USING OUTCOME FOCUSED ACTIVITY PLANS

Outcome focused activity plans are particularly useful when developing children's Individual Education Plans/targeted plans/EHC plans. They provide a structured approach that focuses on the next steps for learning and include clear, measurable outcomes for the child.

Outcome focused activity plans:

- ensure there is a clear focus on a planned teaching step
- highlight the goal that we are working towards
- include details of how the activity should be carried out (strategies, materials and prompts)
- allow for a consistent approach between different adults and family members working with the child
- indicate progress as the child's response to the activity are recorded

EXAMPLES OF OUTCOME FOCUSED ACTIVITY PLANS

Portage Outcome Focused Activity Charts

A Portage Outcome Focused Activity Chart is one model for planning and recording a structured teaching activity. It is a prescriptive chart that includes details of the teaching target, Long Term Goal, materials and equipment needed, what the adult should do and say, how to give the child extra help (if needed), and how to reward the child. In this way, it is clear to any adult working with the child how this activity should be carried out and what we are expecting the child to do. An example of a Portage Activity chart is included in this file.

Portage services and Early Years Settings in different parts of the country use a variety of formats for recording outcome focused activities. It is important that the most appropriate format for the service/setting and child/family is chosen so that the method of information-sharing is not a barrier to the structured teaching approach.

Other ways of recording include individual targeted plans, diary books, parent charts, visual records/star charts.

PORTAGE OUTCOME FOCUSED ACTIVITY CHART

Child's Name: *Lucas*Portage Practitioner: *Lorna*Chart No: *1*Date: *Wed 28th Feb*Curriculum Area: *Physical*

Long Term Goal: *Lucas will post a ball and a cube into a 3pc shape sorter without help*

WHAT DO WE NEED?

Cardboard tube (kitchen roll), ping pong ball

WHAT ARE WE EXPECTING *Lucas* TO DO?

Lucas will post a ball into a tube in imitation of an adult, when the adult holds the tube.

Degree of success: *3 out of 5 times*

Before Teaching	<i>Wed</i>	<i>Thurs</i>	<i>Fri</i>	<i>Sat</i>	<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	After Teaching
PHV P								PHV P
[✓]	✓	[✓]	[✓]	✓		✓	✓	✓
[✓]	✓	✓	✓	[✓]		[✓]	✓	✓
✓	[✓]	✓	[✓]	✓		✓	[✓]	[✓]
[✓]	[✓]	[✓]	✓	✓		[✓]	✓	[✓]
✓	[✓]	✓	✓	✓		✓	[✓]	✓

WHAT TO DO AND SAY

At the table, sitting opposite Lucas, hold the tube and ball in front of him and say 'Lucas, look'. Show Lucas how to post the ball through the tube. Pass Lucas the ball and hold the tube for him. Say 'Lucas do it'.

HOW MANY TIMES TO PRACTISE: *Once a day, 5 goes each time.*

How to reward success

Thumbs up

Record:

✓

How to give extra help

Hand over hand support

Record:

[✓]

Date of next visit: *Wednesday 7th March*

A FLEXIBLE APPROACH

The role of the Portage Practitioner is to respond to the child and the changing priorities of the family. Depending on what is most appropriate to the child and the family at the time, the practitioner may be helping to plan open ended or outcome focused activities.



There may be circumstances when it is not appropriate to plan an activity with the family. These can include:

- when we are just getting to know the child and family
- when the family are experiencing changes in routine (holidays, new baby, house move, etc.)
- illness in the family
- hospital appointments / demands from other professionals
- needing a break from the routine

The decision to use either open ended or outcome focused activity plans, and the nature of the recording format should be agreed in partnership between the practitioner and the family. The essence of Portage is about responding flexibly to the needs of the child and family.
