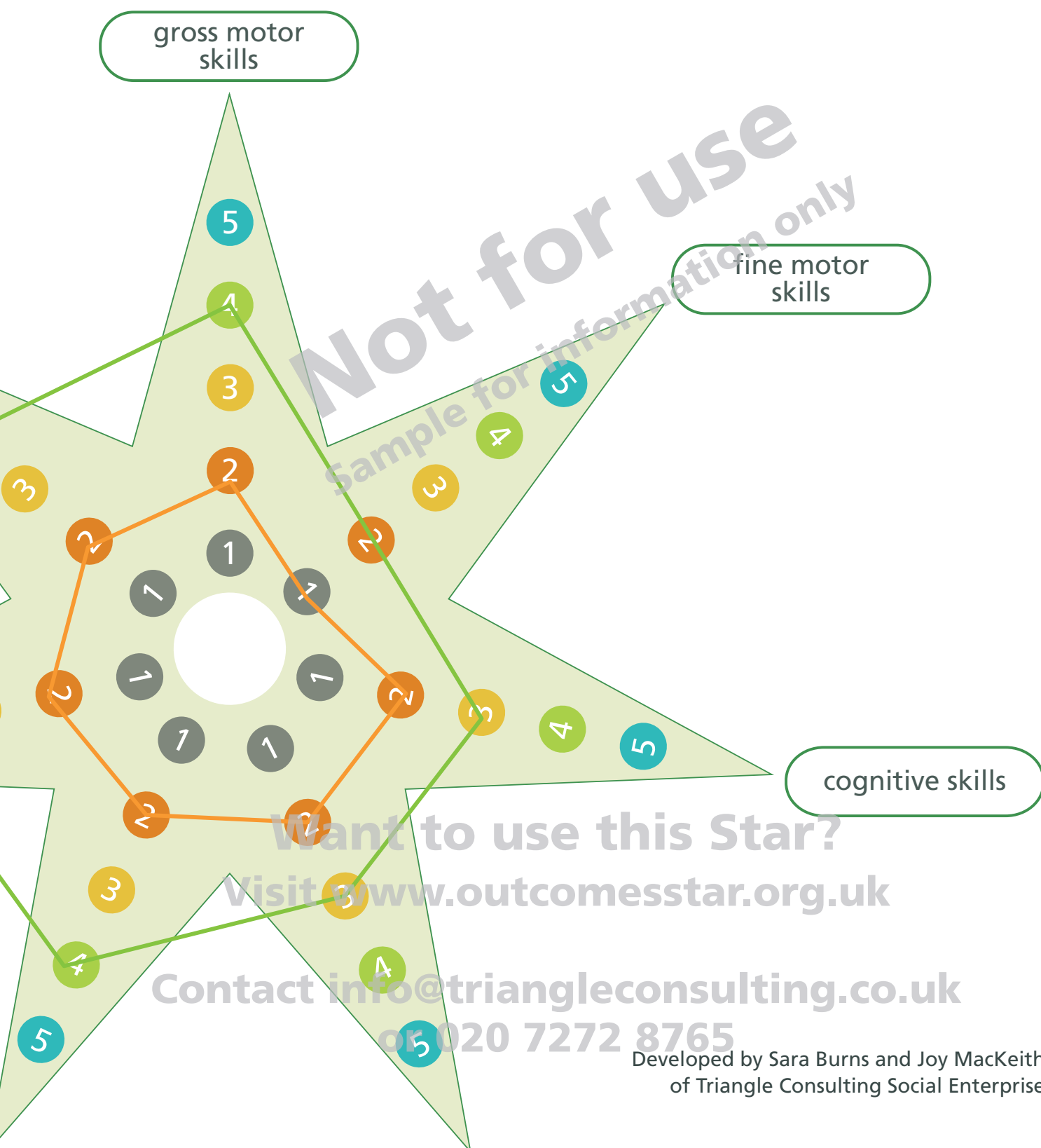




Little Star™

The Outcomes Star for children with motor impairments



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Please contact info@triangleconsulting.co.uk to enquire about buying a licence and training.

Licences are also available for those wishing to translate the document into other languages.

The Outcomes Star™

This Star is part of a family of Outcomes Star tools. Each tool includes a Star Chart, User Guide and Guidance for Workers and some have visual and other resources. For other versions of the Outcomes Star, good practice and further information see www.outcomesstar.org.uk.

Acknowledgements

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We would particularly like to thank the conductors, therapists and all those at Dame Vera Lynn Children's Charity for collaborating in the development of this version of the Star.

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Introduction to Little Star™

The Little Star has been developed to support children with motor impairments who are receiving Conductive Education and/or other therapies. It is designed to be completed by a worker who is offering professional support to the child, together with the child's parent(s) or primary carer(s).

The Star supports approaches that work holistically across gross and fine movement, perception, cognition, social skills, emotional development, speech, language and communication, based on the understanding that development in these areas is mutually reinforcing. The aim is to help children move towards as much independence as is possible for their age, condition and ability. Some children will move on to mainstream schools, with support, but many will continue to require a lot of specialist help.

It is a version of the Outcomes Star, a suite of tools for supporting and measuring change when working with people.

The Little Star looks at seven key areas of life for children with motor impairments and there is a scale for each:

1. Gross motor skills
2. Fine motor skills
3. Cognitive skills
4. Communication
5. Social skills
6. Self-care skills
7. Emotional well-being

The Journey of Change

The focus of the Journey of Change is building the ability to learn and develop. Getting to the top of each scale is about being able to progress well and to maximise movement, communication and ability to do things independently as things change. It is not about how much a child can do, as this is dependent on their age and condition, and for some children the aim will be to stabilise in terms of range of movement and mobility as they grow.

The Little Star is built on a five-stage Journey of Change:

1. Not yet settling (grey)
2. Settling (orange)
3. Responding (yellow)
4. Actively exploring (green)
5. Progressing well (blue)

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Journey of Change (detailed)

1 Not yet settling (grey)

At the beginning of the journey children are **not yet settling** or paying attention, so they are not ready to learn or develop through play or other ways. They may appear to be distracted, distressed, frustrated or impassive. They may not be able to cope with aspects of the sessions, for example, not tolerating noises or touch because of hypersensitivity, or they may seek stimulation in ways that make it difficult to settle and pay attention.

2 Settling (orange)

At this stage children are **settling** in the sessions and are now able to start paying attention. They may be relaxing and becoming calmer. They begin to show an interest in things (for example, a particular sound). How this manifests will depend on their condition, but is likely to include following with their eyes. If the child was hypersensitive or constantly seeking stimulation, this is being managed well enough for them to start settling. However they are not yet responding actively, such as copying a movement.

3 Responding (yellow)

At this stage, children are **responding** to music, visuals, sounds, toys, words, songs, touch or gestures, including by copying them, responding to simple instructions or in other ways. This allows those supporting them to be able to use simple routines and motivate them through rewards or encouragement. Children may appear to recognise cause and effect (for example, when someone bangs a drum it makes a certain sound). If they were hypersensitive to touch or noise, or if seeking stimulation was getting in the way of their learning, this is being managed well enough for them to start **responding**.

4 Actively exploring (green)

At this stage children are **actively exploring** their world and are able to play in some ways – to express their curiosity by trying things out, exploring sensory experiences and experimenting with actions such as moving, if this is physically possible for them. They may be responding to a wider range of instructions or learning new skills such as taking off clothes or talking. They may start to be purposeful, show more control over what they do, demonstrate preferences and choices and initiate activities. Perhaps they are gaining in confidence and able to enjoy the satisfaction of achieving small goals. Those supporting them may be able to reduce the amount they are doing for the child, but there is still more to do to ensure the child is learning and developing as well as possible.

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5 Progressing well (blue)

At this stage, children are as engaged as possible, and are learning and **progressing well** for their age, condition and ability. They are using the movement, skills and muscle strength they have and these are improving or being maintained as much as possible. They are confident in initiating things where they can, and may appear motivated or to enjoy learning. Perhaps they have the resilience and support needed to persevere when things don't go well or when it takes time to master something new. Being at 5 signals to professionals and parents that things are going well for now and the task is to keep going.

These stages are colour-coded as well as numbered.

Not for use
Sample for information only

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1 Gross motor skills

Larger movement of limbs, travelling, balance and coordination, transitions

5 Progressing well

Learning to use their limbs as well as possible

4 Actively exploring

Actively exploring moving their limbs

3 Responding

Responding to help with moving their limbs

2 Settling

Settling enough to allow help with moving their limbs

1 Not yet settling

Not yet ready to engage with moving their limbs or to develop gross motor skills

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1 Gross motor skills (detail)

This scale is about movements that require core muscle strength – the larger movements of the arms, legs, feet or entire body. Depending on the child's age, condition and ability, these may include sitting upright, standing, crawling and walking, eye-hand coordination skills such as throwing or catching, and balancing skills. Gross motor skills can also include transitions such as moving from sitting to standing.

5 Progressing well

Learning to use their limbs as well as possible

- The child is fully engaged in moving their limbs and is progressing well with gross motor skills
- They are improving or maintaining their muscle strength and fitness
- They are confident about initiating movements for themselves where they can
- Professionals or others supporting the child have established effective ways to help them reach their current potential in this area

4 Finding what works

Actively exploring moving their limbs

- The child is starting to explore movement of the limbs actively for themselves and finding out about the range of possibilities open to them
- They may be using active movements such as stretching or straightening limbs or reaching towards something
- They may be starting to explore more complex movements such as crawling, rolling, walking, balancing, crossing the midline or manipulating assistive technology with their limbs
- Those supporting them don't need to provide as much help to move their limbs and can introduce a wider range of activities, but there is more to do to ensure the child is learning and developing as well as possible

3 Responding

Responding to help with moving their limbs

- The child is responding to help with movement of their limbs, for example by straightening a limb when invited to do so or by reacting to music, visuals, sounds, toys, words, songs, touch, gestures or a learned routine. They may be copying or repeating movements
- They can focus on the support they are receiving but do not yet initiate exploration for themselves
- Those supporting them are able to use simple routines and motivate them through rewards such as a satisfying sensory effect when moving their limbs

2 Settling

Settling enough to allow help with moving their limbs

- The child is settled enough to allow their limbs to be moved for them
- They may be following this with their eyes
- Those supporting them are able to introduce helpful gross movement but the child does not yet respond actively

1 Not yet settling

Not yet ready to engage with moving their limbs or to develop gross motor skills

- The child is not yet ready to learn gross motor skills such as sitting upright, standing, crawling or walking
- Perhaps their limbs are tight, they experience uncontrolled movements in them, fall over frequently or are floppy
- Professionals or others supporting them may be experimenting with movement of the limbs but the child is not yet settled or able to pay attention. They may resist attempts to move their limbs, get distressed or distracted or don't engage for other reasons

2 Fine motor skills

Gripping, grasping, holding, picking up, letting go, rotating objects, dexterity

5 Progressing well

Learning to use their hands as well as possible

4 Actively exploring

Actively exploring picking things up, gripping and other skills using their hands

3 Responding

Responding to help with using their hands

2 Settling

Settling enough to allow help with using their hands

1 Not yet settling

Not yet ready to engage with using their hands or to develop fine motor skills

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2 Fine motor skills (detail)

This scale is about movement and coordination of the smaller muscles of the hands, fingers, wrists, feet and toes. Depending on the child's age, condition and ability, this may include grabbing and gripping, holding, picking up, releasing and rotating objects. This scale refers to hands throughout but may also apply to feet.

5 Progressing well

Learning to use their hands as well as possible

- The child is fully engaged in using their hands and is progressing well with fine motor skills
- They are improving or maintaining their manual dexterity and coordination
- They are confident about initiating movements for themselves where they can
- Professionals or others supporting the child have established effective ways to help them reach their current potential in this area

4 Actively exploring

Actively exploring picking things up, gripping and other skills using their hands

- The child is starting to explore movement of the hands actively for themselves and finding out about the range of possibilities open to them
- They may be using and strengthening active movements such as picking up and releasing an object
- They may be starting to explore more complex movements such as building a tower with blocks, making marks, playing with balls or manipulating assistive technology or small objects
- Those supporting them don't need to provide as much help to move their hands and can introduce a wider range of activities, but there is more to do to ensure the child is learning and developing as well as possible

3 Responding

Responding to help with using their hands

- The child is responding to help with fine motor skills, for example by gripping an object when invited to do so or by reacting to music, visuals, sounds, toys, words, songs, touch, gestures or a learned routine. They may be copying or repeating movements
- They can focus on the support they are receiving but do not yet initiate exploration for themselves
- Those supporting them are able to use simple routines and motivate them through rewards such as a satisfying sensory effect when moving their hands

2 Settling

Settling enough to allow help with using their hands

- The child is settled enough to hold, pick up and move objects when their hands or fingers are moved for them
- They may be following this with their eyes
- Those supporting them are able to introduce helpful fine movement, such as forming a grip strong enough to pick something up, but the child does not yet respond actively

1 Not yet settling

Not yet ready to engage with using their hands or to develop fine motor skills

- The child is not yet ready to learn fine motor skills such as gripping, holding or picking up objects, building towers from blocks or making marks
- Perhaps they can't regulate muscle tone, have weakness in their hands, or experience uncontrolled movements in them
- Professionals or others supporting them may be experimenting with movement of the hands but the child is not yet settled or able to pay attention. They may resist attempts to move their hands, get distressed or distracted or don't engage for other reasons

3 Cognitive skills

Numbers, colours, shapes, stories, reading, imagination, understanding the world

5 Progressing well

Developing cognitive skills as well as possible

4 Actively exploring

Actively exploring cognitive skills

3 Responding

Responding to help with cognitive skills

2 Settling

Settling enough to allow help with cognitive skills

1 Not yet settling

Not yet ready to engage with cognitive skills

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