

The Continuum of the Skill Development



Encounter (N)		Engaged (E)			Gaining (U)			Mastered (M)	
1	2	3	4	5	6	7	8	9	10
<p>The learner is provided with support throughout the task. Support may be in the form of physical, gestural or spoken help.</p>		<p>Support is still provided but there is a reduction in the level or frequency of prompting given.</p>			<p>The task is completed with minimal prompting. The learner performs independently but this needs consolidation in order to become consistent.</p>			<p>The learner completes the task independently. Encouragement may be given but no prompting relates directly to the task.</p>	
<p>The skill is approximate and the learner's behaviour needs considerable shaping in order to accomplish the task.</p>		<p>The learner's performance is increasingly purposeful and co-ordinated, but it is not yet sufficiently accurate to effectively accomplish the task.</p>			<p>The skill is sufficiently accurate to meet the requirements of the task but may need refinement. The learner starts and completes the task with little faltering or hesitation.</p>			<p>The skill is smooth, swift and accurate. No further refinement is needed.</p>	
<p>The skill has been observed on a single occasion only.</p>		<p>The skill is observed on more than one occasion but only intermittently.</p>			<p>The skill is reliably repeated but may need refreshing after a break.</p>			<p>The skill is consolidated and maintained over time. It is remembered after a break.</p>	
<p>The skill is demonstrated in a single setting or context, with limited stimuli or materials and with the same staff.</p>		<p>The skill is repeated but with some variation in setting, context, materials or staff.</p>			<p>The skill is frequently, but not yet consistently, demonstrated in different settings or contexts, with different stimuli or materials or with different staff.</p>			<p>Skills are reliable demonstrated in different settings or contexts, with different stimuli or materials and with different staff.</p>	