



# Early Childhood ORS Application Form Fact Sheet

The following ORS application form headings contain indicators about the type of information the verifiers require when considering applications. Please note the following:

- When **choosing which criterion** best reflects the child's needs **please carefully refer to the ORS Guidelines** for guidance.
- The criterion you apply under will determine which headings you should provide more in-depth information under. **You do not necessarily need to comment on every indicator**; some criteria require only brief explanation under certain headings and under others much more detailed information and examples are required.
- It is important to describe what the child can do in ways that **captures their overall developmental profile** in combination with **more detail about their specific specialist support needs in relation to the criterion or criteria** you have selected.
- Once you have written the application, ask a colleague to peer review it to ensure you do **not have unnecessary repetition**, information is **not contradictory or ambiguous** and that you have **not relied on general statements** that lack sufficient detail

## Belonging

*Please refer to the Early Childhood Guidelines for further information on which sections apply to the criterion you have chosen*

**Remember, you do not have to comment on every indicator**

**Understanding and willingness to follow routines** – How does the child show they anticipate regular routines; what cues/triggers their responses; what assistance is required to manage/follow/complete routines (please provide brief examples)

**Involvement in the environment** – How does the child show they notice what is happening around them; do they watch others; are they reactive to changes; do they follow peers or others; do they show an interest in stimulating or new things; what attracts their interest in their usual settings

**Boundaries of acceptable behaviour** – How does the child show they understand expectations; are they aware of the impact of their actions on others; do they modify their behaviour after a consequence; can they comply with 'rules'; do they put themselves or others at risk

## Wellbeing

*Please refer to the Early Childhood Guidelines for further information on which sections apply to the criterion you have chosen*

**Remember, you do not have to comment on every indicator**

**Personal cares** – Describe how independent the child is, in regard to eating and drinking; toileting independence or continence needs; ability to assist/cooperate with bathing, hair care and teeth brushing; dressing and undressing

**Making choices, seeking help, and maintaining concentration** – How does the child show their preferences and make choices; seek attention or assistance; how long can they focus on an activity (comment on responses to preferred/non-preferred play/activities and if concentration extends with support)

**Self-responsibility** - How does the child show they recognise personal belongings; to what extent do they put items away in correct places; retrieve items from their usual place

## Exploration

*Please refer to the Early Childhood Guidelines for further information on which sections apply to the criterion you have chosen*

- Please note when seeking information on **Understanding of Early Concepts** and **Early Literacy/Numeracy Skills** in particular, this must not be sought by direct testing or discrete questioning as it is unlikely to elicit accurate responses in young children. This information needs to be gained through an ecological approach.

**Remember, you do not have to comment on every indicator**

**Understanding of early concepts** – Matching or identifying colours; size (e.g., big/small); spatial prepositions (e.g. in/out/on/under/between); qualitative (e.g. hot/cold, soft/hard); quantitative (i.e., more/all gone/empty/full/all/some); categorisation (i.e. same/different, sorting one or more characteristic features)

**Early Literacy /Numeracy Skills** – Labelling alphabet letters; identifying numerals; name recognition; recognise common community symbols (i.e. M for McDonald's); their response to books and being read to; rote counting; counting with one-to-one correspondence; 'give' 1,2 or 3 on request

**Imitation and generalisation** - Does the child copy any actions, sounds or language; have they generalised any skills across settings or between activities

**Problem-solving and persisting** - What is the child's response to a difficulty; do they use any strategies (i.e. trial/error); how long do they continue trying; do they apply any prior learning; can they cooperate and work with another to reach a solution; how long will they stay at a preferred task

**Play** – Does the child use objects and toys for the intended purpose; participate in any pretend/imaginary play; do they involve themselves with any construction materials (e.g. blocks, Lego, Duplo, Mobilo); do they attempt to complete puzzles (i.e. type and number of pieces)

**Fine motor** – Explain the child's use of crayons, chalk, pens, felts, paintbrushes, pencils, scissors, glue sticks. Describe how they hold these items and what degree of skill and control they demonstrate using them (i.e. scribbling, following a model to form circles/lines, representational drawing); also describe their ability to unscrew lids, open packets, manipulate small objects, unpeel, turn on taps and so on

**Gross Motor** - How does the child move around, do they crawl, walk, run, climb, hop, skip and jump independently - if assisted, what level of support do they need; do they ride tricycles, balance bikes, bicycles or scooters; can they catch/throw/kick a ball; can they use typical playground equipment and, if they have significant mobility needs, what assistance do they need to access this; can they sit unsupported during play; do they need support to transfer on and off the floor

## Communication

*Please refer to the Early Childhood Guidelines for further information on which sections apply to the criterion you have chosen*

**Remember, you do not have to comment on every indicator**

**Understanding and responding to all languages** – Describe the child's expressive language (include examples of words and phrases, frequency); receptive language (what they appear to understand, their response to instructions); the first language used in the home (include information from any bi-lingual assessments); any contrast between the amount of language the child uses in the home and in the early childhood setting; ability to communicate meaningfully (describe how they request, protest, comment, greet, label, question); their ability to have a two way conversation

**Motivation to communicate and engage with others** – Does the child persist to get their message across; do they communicate with peers/siblings/adults; do they use gesture (i.e., pointing, waving, beckoning, arms up, clapping); do they nod for 'yes'/shake their head for 'no'; are they attempting to convey a message through facial expressions or body language

**Intelligibility and use of augmentative communication** – If intelligibility is an issue to what degree does it impact; does it relate to other medical conditions; what augmentative communication strategies have been introduced, for example core boards, sign, visuals, PECS, PODD, how long they have been in place and how these may have benefitted the child

## Contribution

*Please refer to the Early Childhood Guidelines for further information on which sections apply to the criterion you have chosen*

**Remember, you do not have to comment on every indicator**

**Relationships with others** – Tell us about how the child engages with peers, parents, familiar adults and siblings at home and at the early childhood centre; describe their behaviours with new people and when in new settings

**Social Interactions** – Does the child attempt to join peers in activities; can they turn take/share/wait; do they express empathy/show an understanding of the needs of others; can they be present in a group and, if so, describe with who and what support they need

## Interventions

Summarise the specific programmes or interventions the child has received, from whom and give their job title

Length of intervention e.g., hours per week, number of weeks

Please note that when summarising the specific programs for interventions the student has received **give a brief description only of the interventions.**

Other Information not included in this application

Include where relevant:

- early childhood services -history of involvement
- specialised equipment /technology currently used
- immigrant children-length of time in NZ and history of education prior to arrival in NZ
- diagnosis, date made and specialist designation
- current audiograms/s showing both aided and unaided hearing

current ophthalmologist's report

- When applying under the hearing criteria a current audiogram showing both unaided and aided hearing thresholds and a recent audiologist's report must be included
- When applying under the vision criteria, an ophthalmologist's or optometrist report showing best corrected vision must be included
- The application cannot be considered without this information.