

Phase	Attention	Activity & Movement	Understanding of tool use	Expressions & Emotions	Interaction & Communication	STAGE
8 Expert	<p>Attention well established and sustained</p> <p>Relaxed, active, not tense</p>	<p>Occupation, composed of two or more activities Fluid, smooth, precise movements and approaches. Acts more effortless and automatic. Tool use is a means for doing other activities in multiple settings. Intuitively organizes and understands the task they are encountering. Knows how to perform based on mature and practiced tool use understanding.</p>	<p>Integrated Tool Use Consciousness is focused on the other parts of the occupation. Tool use is more or less subconscious. Consistent precision control of the tool use activity. Consciously deliberates a situation and performs their own judgment of how to resolve the situation. Takes care of others while using the tool.</p>	<p>Dependent on the doing of “other” activities</p>	<p>Multi-level Integrated interaction Is able to interact with the tool, interact with the environment and interact with social partners.</p>	<p>Explore performance Extrovert stage –focus body, tool/s environment & occupation</p>
7 Proficient	<p>Multi-channeled attention</p> <p>Generally focused</p>	<p>Occupation for its own sake Refinement of graded, timed movements and approaches. Doing the tool use activity for the sheer pleasure of doing. Performs and executes tool use within the physical and social space.</p>	<p>Fluent Precise Use of Tool. Aware of consequences and conscious of how to control tool use in a well-known situation. Refines achieved skills and tool use understanding into easy, fluent tool use. Takes care of themselves within tool use situation and/or environment.</p>	<p>Happiness Satisfaction</p>	<p>Concurrent Interactions Openness to multi-level interactions - displays readiness to interact at more than one level. No longer easily interrupted by occurrences. Interacts with the tool in a playful, facile way. Contrives interactions within the physical and social space.</p>	
6 Competent	<p>Multi-channeled attention but easily disrupted</p> <p>Focused on using the tool goal directed</p>	<p>Activity Controlled but unrefined movements and approaches. Able to coarsely use the tool to achieve a desired goal. Concentrating on using the tool to reach their or others goals, often ignores the environment and people around them.</p>	<p>Competent Use of Tool Conscious of the need for sequencing of the actions in a certain order to reach a desired goal. Controlled but coarse use of the tool. Able to use the tool as it is meant to be used most of the time. At times regression to use patterns of body movements instead of using the tool.</p>	<p>Serious Content Laughs Excited</p>	<p>Consecutive Interactions One level interactions occur one after the other: interaction with the tool has to stop due to disruptive occurrences</p>	

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5 Sophisticated beginner	Two-channeled attention Active, concentrated	Sequences of chains of acts Intentional more eager, forceful or intense movements or approaches. Exploring the tool as an integrated whole. Experimenting with composing chains of tool use actions in different patterns/sequences. Experimenting to find the best pattern of how to use the tool. Begins to control direction and calibration of force, or power At times uses the tool as it is meant to be used.	Idea of Competent Use is Born Conscious of the ability to cause many different effects, outcomes. Searching for working patterns for goal-directed tool use. Aware of the need to compose and re-compose patterns to find what works with functional abilities and desired goals. Understands the idea of how to competently use the tool. Begins to recognize what can be achieved if the tool is used in the intended manner.	Eager Smiles Serious Frustration Periods of frustration. Knowing possibilities but not achieving desired tool use goals. Periods of blocking intertwined with short peaks of success.	Reciprocated interaction Directs attention by eye gazing, pointing, or uttering to convey a message that requires the social partner to respond Triadic Interaction Interaction or communication with a social partner on a third part – a person, an object or something else in the environment	Explore sequencing Difficult transition – focus body, tool/s & environment
4 Advanced beginner	Single channeled attention but able to shift spontaneously Attentive	Chain of acts Intentional but cautious, careful movements or approaches. Exploring details of the tool. Exploration of different effects, outcomes. Testing out different ways to manage using the tool; uses appropriate part of body/abilities for operation, application of tool. Begins to combine acts in chains to use, operate, apply the tool. Able to control exerting and releasing force or power	Exploration of Extended Use Conscious of more than one effect. Wariness of sudden unexpected new effects or outcomes. Exploring the consequences of using, managing the tool. Increasing understanding that variation of combinations of acts (order, timing) or approach can cause more effects, changes or outcomes.	Serious Smiles Sometimes Laughs Exhibits a desire to explore relationships in the wider environment, beyond the close vicinity Shift focus between near and far	Mutual interaction Requests the attention of the social partner by pointing at objects or events in their close vicinity	

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3 Beginner	Single channeled attention but able to shift attention Alert	Act Distinct targeted movements or approaches. Uses, manages tool to repeatedly get the effect. Applying force or power. Able to use part of body to press and coarsely manipulate the tool.	Basic Use Conscious of how one act can cause one effect. Established insight into how to act to achieve the tool's basic use. At times regression to using body movements to achieve the tool's basic effect, outcome.	Serious Contented Smiles	Initiates interaction Keeps or responds to eye-contact Facial signaling	Explore functions Introvert stage – focus body & tool/s
2 Curious novice	Single channeled At times more alert Passive	Pre-act Diffuse vague multi-directed movements or approaches. Uses different parts of body/abilities to explore different parts, aspects of the tool. Experimenting with exerting a force or power. In between stops activity and stays still.	Idea of Basic Use is Born Pre-conscious of how a self-initiated tool use act/action can cause an effect, an outcome.	Contented Curious Anxious Angry	Responds to interaction Gets in eye-contact Physical contact Behavioral mirroring Joint focusing on activity	
1 Novice	Extreme distractibility No response to interaction (focus on the novel tool or novel situation) Passive or anxious	Excited Interested in looking at and actively exploring the tool Non-Act No specific intentional movements. May accidentally act on/with the tool. Is still for long periods. Protective body language and withdrawal. Observes others actions. Rejection Displays stereotyped or rejecting behaviors, wanting to get out of the tool use situation.	No or Vague Idea of Use No or very limited consciousness of how own acts/activity can cause an effect or outcome.	Open Shows joy in experiencing supported use of tool. Neutral Displays minimal facial expressions Whole body displays motionlessness Anxiety Worry, fear, annoyance, crying	No response May be aware of others attention. Perceptive Physical proximity – close in, draw back Avoidance Avoidance of touch or utterances from social partner. No wish for interaction Wants to get rid of the social partner	