# Social and emotional

My name is:

My key person is:

My communication method:

My date of birth is:

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|  | Social skills | | Regulation | | Awareness of self | |
| Step 1 | Enjoys the company of others | Copies facial expressions and mouth shapes- for example sticking out tongue, opening mouth and widening eyes | Is comforted by touch | Is comforted by people's faces |  |  |
| E S I |
| Smiles at people |
| E S I | E S I |
| Holds eye contact briefly (5 seconds or more) | Looks at faces |
| E S I | E S I | E S I | E S I |
| Step 2 | Makes sounds and movements to initiate interaction with another person | Holds eye contact during interactions with a familiar person | Distinguishes between people, recognising the  look, sound and smell of their close carer. They will usually calm, smile or reduce crying when they hear their carers’/parent’s voice, or smell their clothing, for example | Gains physical and emotional comfort from ‘snuggling in’ | Learns about their physical self through exploratory play with their hands and feet and movement. (B-5) |  |
| E S I |
| Calms from being held, rocked, spoken or sung to with soothing voice |
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| Step 3 | Shows pleasure at being tickled and other physical games | Laughs and gurgles | Likes cuddles and being held – for example, calms snuggles in, smiles, gazes at carer's face and strokes carer's skin | Shows pleasure at return of familiar carer | Is becoming aware of self as they imitate sounds and expressions that are mirrored back to them by close adults. (B-5) |  |
| Reacts emotionally to other people’s emotions; smiling when smiled at and becoming distressed if they hear another child crying or see a blank unresponsive face.  [B-5] |
| E S I | E S I | E S I | E S I | E S I |
| Step 4 | Takes turns in interactions with others; quietens when other person speaks | Lifts arms in anticipation of being lifted up | Uses voice or gesture to refuse- for example by pushing object away, shaking head | Displays attachment behaviours such as wanting  to stay near to their close carers, checking where  they are and protesting when separated. [B-5] | Smiles at image of self in mirror; shows a developing understanding and awareness of themselves |  |
| E S I |
| Makes own sounds when talked to especially when a smiling face is used by parent |
| E S I | E S I | E S I | E S I | E S I |
| Step 5 | Seeks to gain attention in a variety of ways, drawing others into social interaction |  | Likes to be close to adult and may cry and try to follow (by looking, reaching or crawling) when familiar adult leaves the room. | Sits quietly to have a cuddle or snuggled in your lap for a few minutes | Is wary of strangers | Enjoys finding their nose, eyes or tummy as part of a naming game |
|  |
| E S I | E S I | E S I | E S I | E S I |
| Builds relationships with special people- e.g., by showing affection or holding your attention by vocalising. | Shares interest and attention by looking to where the adult is looking, pointing and using their gaze to direct the adult’s attention to something. [B-5] |  |  | Show's interest in the activities of others and responds differently to children and adults e.g. may be more interested in watching children than adult's, or more attentive when children they talk to them | Points to draw other people's attention to things of interest. |
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| Step 6 | Engages another person to help achieve a goal,  e.g. to get an object out of reach. [B-5] | Draws others into social interaction through calling, crying and babbling, smiling, laughing and moving their bodies and limbs (B-5) | Uses familiar adult for emotional 'refuelling' when tired, stressed or frustrated- for example, stops playing to have a cuddle or sits quietly snuggled in on your lap for a few minutes | Clings to special person and hides face when scared or overwhelmed | Looks to familiar adult to check if not sure about something- for example, looks at you to check your reaction if a stranger tries to pick them up |  |
| E S I |
| Gets distressed and anxious if left somewhere without their familiar adult.  Uses comfort toy or object to calm self. |
| E S I | E S I | E S I | E S I | E S I | E S I |
| Step 7 | Starts interaction with, and plays alongside, other children | Explores new toys and environments, but looks back to you regularly to 'check in' | Responds to small number of boundaries, with encouragement and support |  | Reacts to an audience- for example repeats an activity or action which is received positively by a smile, or which is laughed at, applauded or cheered | Shows empathy and concern for people who are  special to them by partially matching others’  feelings with their own, e.g. may offer a child a  toy they know they like. [B-5] |
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| Step 8 | Starts to share and give and take | Plays ball cooperatively with an adult- for example may kick or roll ball back and forth. | Expresses emotions and seeks reaction- for example may cry at minor injury and ask for help or comfort | Explores the environment, interacts with others and plays confidently while their parent/carer or key person is close by; using them as a secure base to return to for reassurance if anxious or in  unfamiliar situations. [B-5] | Can tolerate brief separations from special people | Helps with dressing- for example holds out arm for sleeve or foot for shoe |
| E S I | E S I | E S I | E S I | E S I | E S I |
| Comments |  |  |  |  |  |  |

E Emerging, S Supported and I Independent