

## Social and emotional

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My key person is:

My communication method:

My date of birth is:

	Socia	al skills	Regula	ation	Awareness of self			
Step 1	Enjoys the company of others  E S I Smiles at people  E S I Holds eye contact briefly (5 seconds or	Copies facial expressions and mouth shapes- for example sticking out tongue, opening mouth and widening eyes  E S I  Looks at faces	Is comforted by touch	Is comforted by people's faces				
	more) 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'  E S I Calms from being held, rocked, spoken or sung to with soothing voice	Learns about their physical self through exploratory play with their hands and feet and movement. (B-5)			
	E S I	E S I	E S I	E S I	E S I			

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 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]	Is becoming aware of self as they imitate sounds and expressions that are mirrored back to them by close adults. (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 E S I Makes own sounds when talked to especially when a smiling face is used by parent	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	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
	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.
	E S I	E S I	E S I	E S I	E S I	E S

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  E S I  Gets distressed and anxious if left somewhere without their familiar adult.  Uses comfort toy or object to calm self.	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	E S I	E S I	E S I	E S I	E S
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]
	E S I	E S I	E S I	E S I	E S I	E S

Step 8	Starts to share an give and take	nd	coop with for e may roll b	s ball perati an ac examp kick o pall ba forth.	vely dult- ole or ack	em see rea exa cry inju for	ks ction mple at mi	s and - for may nor d ask	inte other play con whill pare or ker is clusir as a base returned if an in	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.			toler f aratio n spec ple	ns	for exa hole arm slee	mpleds out for eve o	e ut
									unfamiliar situations. [B-5]								
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