

Social and emotional

My name is:

My key person is:

My communication method:

My date of birth is:

	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		
	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	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.
	E S I	E S I	E S I	E S I	E S I	E S I

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