

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	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)
	E S I			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 another person speaks	Lifts arms in anticipation of being lifted	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	E S I

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.		
				E S I		
				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]
Step 8	Starts to share and give and take	Plays ball cooperatively with an adult- for example	Expresses emotions and seeks reaction- for example	Explores the environment, interacts with others and	Can tolerate brief separations	Helps with dressing- for

		may kick or roll ball back and forth.	may cry at minor injury and ask for help or comfort	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.	from special people	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