**Social Skills - Objectives**

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|  | Entry 1 | Entry 2 | Entry 3 | Level 1 |
| Emotional Regulation | -[] accept the help offered by others-[] express a range of emotion (e g happiness, sadness, anger, fear)-[] ask for help when I am upset-[] re-join the group after a time out-[] leave class if asked to by an adult to calm down | **-[] learn how to control undesirable actions and behaviours**-[] attempt to manage my emotions using roots and fruits-[] remove myself from an undesirable place or activity -[] talk about my emotions | -[] take myself to a calm area if I feel likely to cause disruption-[] manage my emotions using roots and fruits -[] control undesirable actions and behaviours-[] understand and use a range of emotional language-[] attempt to manage the emotions of others by offering help | -[] update my roots and fruits as I grow and change-[] manage my emotions during new and challenging situations |
| Attention & Engagement | -[] show an interest in an activity -[] remain focused for 5 minutes on a directed task (e g sitting on a mat)-[] play independently for up to 10 minutes -[] leave an activity to go to another when requested to do so-[] look at an adult when they ask for attention-[] watch a short TV programme/video | -[] complete a simple task independently-[] remain focused for 10 minutes on a directed task-[] stay on task in a group situation-[] watch a demonstration of a task -[] keep my focus while other groups are working on different activities-[] respond to adult if required while working on an activity-[] remain in one place without wandering (a line/a chair)-[] be drawn in to an activity-[] play independently for up to 20 minutes | -[] allow others to work without disruption-[] listen carefully to what I have to do-[] remain focused for 30 minutes on a directed task-[] remember the purpose of given activity and know when it is achieved-[] stop an activity to listen to an adult-[] accept that some tasks must be completed in a specific time span-[] return to my task after an interruption-[] ignore the unrelated activities of others | **-[] maintain a good standard of work**-[] return to a piece of unfinished work until it is completed-[] remain focused for an hour on a task-[] work quietly at individual tasks -[] take pride in the presentation of a completed piece of work-[] think back to what was said or demonstrated when I have a problem-[] think about how I achieved a similar task-[] sequence my activities to achieve a task-[] remain on task even if talk is difficult-[] move from discussion to activity quietly and confidently |
| Independence & Organisation | -[] show an awareness of class routines (to go out to play, get ready for home)-[] accept the absence of a familiar adult-[] put personal things in the correct place (e g coat on my hook)-[] make a simple choice (e g blue or red?)-[] find my own possessions-[] select things to play with | -[] follow the class routines (e g to go out to play, get ready for home)-[] put things away in the correct place (e g books in the library)-[] make a selection from 2 or 3 choices-[] find resources available in the classroom (e g an apron, a ruler)-[] look after my personal belongings (e g P E kit)-[] find an appropriate work space-[] use a visual timetable | -[] work independently asking for help only when required-[] organise my own time -[] bring the correct equipment to school for that day’s activities-[] give reasons for the choices I make-[] ask for the equipment I need-[] discuss my next steps and progress-[] follow the whole school routines-[] use the Home/School diary to help me organise my week-[] organise my folders of work-[] follow whole school routines (fire drill, assembly)-[] complete tasks in an acceptable time | **-[] define what I must do and work independently to achieve it**-[] solve problems by myself (through reasoning/trial & error)-[] use a diary/calendar to help me plan and organise-[] be able to learn new routines -[] get the resources I need without help-[] list the equipment I will need to complete a task-[] be aware that my choices need to be balanced with those of others-[] tell my teacher what I am going to do to complete a task-[] manage my breaks and lunches at college-[] move to a place where work if being disturbed |
| Interacting & Working with Others | -[] accept directions from an adult-[] work with an adult to complete a simple task -[] try to copy modelled behaviour-[] play in a small group-[] work alongside another pupil (e g pass them an object)-[] accept peers playing in same area-[] respond to familiar adults appropriately (e g smile/say hello) -[] sit and play with a familiar person-[] join in an adult led group activity (e g sing a song/story time) | **-[] form a friendship** -[] take turns (e g not interrupt/put hand up)-[] work in a small group to complete simple tasks (e g put things away)-[]I am aware of another’s personal space-[] accept not always get what I want-[] follow a sequence of instructions (e g the rules of a game)-[] accept directions from a peer-[] wait quietly if an adult is busy-[] respond to familiar peers appropriately-[] share resources-[] accept others may join in my game or activity-[] speak to another person when in a small group | **-[] establish and maintain clear boundaries**-[] interact and communicate with members of the public appropriately-[] wait for my turn-[] ask for help when I do not understand-[] accept the directions of others-[] change my own actions to coincide with group members-[] listen to others and respond to their ideas-[] recognise that my behaviour can affect the results of the group -[] join a group activity and contribute appropriately -[] contribute in whole class lessons-[] show an awareness that others are working | -[] share my ideas and skills to achieve a common goal-[] work with unfamiliar people-[] appreciate the efforts of others -[] repair a breakdown in a relationship-[] ask for help when working with unfamiliar people-[] modify my preferences to the needs of the group -[] treat everyone in the group fairly -[] accept constructive suggestions from others-[] accept that my ideas are not always accepted -[] accept others’ ideas even if they are different to my own-[] lead a group (considering the feeling of others)-[] help others in the group to remain on task-[] invite others into a group being mindful of their needs |
| Adapting to Social Settings  | -[] travel sensibly when on a school trip-[] find my way to familiar rooms and the playground -[] sit appropriately in assembly-[] notice a change in a familiar environment-[] say please and thank you when reminded-[] say sorry when reminded-[] wait my turn when lining up-[] line up with my class-[] move round the classroom in a sensible manner | -[] accept rules of the classroom-[] find my way around school-[] come into the classroom and sit down ready for the lesson-[] adapt to the dining room (sit at a table, line up)-[] move round the school in a sensible manner-[] behave appropriately in assembly-[] accept that specific activities take place in specific places i e painting-[] use familiar objects conventionally in play | **-[] be aware when my behaviour is inappropriate**-[] speak to others in a considerate manner -[] accept a change in routine-[] respond positively to new experiences-[] show consideration for others when moving round school-[] follow the procedures the dining room (e g use the recycling bin/tray)-[]I understand that different places in the school have different rules-[] understand that some areas of the school are quiet areas | **-[] adapt my language to different social settings****-[] adapt my actions to different social settings**-[] learn the different rules in different environments through observation-[] have the right equipment for different activities |