**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 |