

SELF AWARENESS – FOUNDATION LEVELS

Self-awareness enables students to have some understanding of themselves. They know how they learn, how they relate to others, what they are thinking and what they are feeling. They use this understanding to organise themselves and plan their learning.

Understanding My Feelings			Knowing Myself			
Skills	<ul style="list-style-type: none"> I can identify, recognize, label and express a range of feelings. I know that feelings, thoughts and behaviour are linked. I can recognise when I am becoming overwhelmed by my feelings. I understand why feelings sometimes 'take over' or get out of control and know what makes me angry or upset I know that it is OK to have any feeling, but not OK to behave in any way I feel like. I can recognize conflicting emotions and manage them in ways that are appropriate I can use my knowledge and experience of how I think, and respond to choose my own behaviour, plan my learning, and build positive relationships with others 		<ul style="list-style-type: none"> I know when and how I learn most effectively and I can take responsibility for my actions and learning. I feel good about the things I do well, and accept myself for who and what I am. I know that I am a unique individual, and I can think about myself on many different levels I recognise when I should feel pleased with, and proud of, myself and am able to accept praise from others I can identify what is important for me and what I expect from myself taking into account the beliefs and expectations that others have of me I can reflect on my actions and identify lessons to be learned from them I can make sense of what has happened to me in my life and understand that things that come from my own history can make me prone to being upset or angry for reasons that others may find difficult to understand 			
Sub Skills	Knowing what I feel and how to label my feelings	Understanding complex and uncomfortable feelings such as loss, unkindness, guilt and jealousy	I know my strengths and weaknesses as a learner	I value my strengths	I know myself in the relationships that are important to me	I know how change affects me
Step 3	I know a thought can affect how I feel I can use talk to organise my feelings I can tell you when I feel bad I can label one feeling	I can recognize when I am blaming others I can use talk to clarify and organize feelings and thinking I know that it is possible to have mixed feelings I know that it is possible to have two different feelings about the same thing	I can tell you if your language is going too fast for me to understand I can tell you if I can't understand something I can evaluate how well I have learnt something	I can tell you one strength about me I can tell you one quality about me I recognise that I am accepted for who I am I know I am ok	I know people want to see me even if my behaviour has hurt others I understand when someone cares about me I know others see worth in me I know that people think about me when I'm not there.	I can tell you one thing that has changed in me I can tell you something has changed in somebody else I can tell you how a pet or animal has changed over time
Step 2	I know what a feeling is I can use emotional vocabulary (any feeling word) I can tell you when sensory factors/distractions are affecting me I can express some needs in words I can pick out which words describe how I am feeling from a list	I can come back into school the day after an incident and know people want to see me I can tell you why somebody feels guilty or jealous in a book or story I can recognise when somebody else feels guilty or jealous in a book/story I can tell you why someone feels sad when they have lost someone in a book/story I can recognise when someone feels loss in a story/book	I can ask for help when I need it	I can see worth in myself I can tell you one thing this week that I did well I can tell you one thing in the past that I did well	I know that people think about me I can give many reasons why a particular person is important to me I can tell you who is important to me	I can remember a feeling when something changed for me I can tell you something that has not changed I can remember when something changed for me (eg a new school)
Step 1	I can tell you when I am tired, hungry, thirsty, hot or cold I can recognise when an animal is frightened or happy I can recognise the feelings of somebody else in a story I can tell you who is important to me in my life I know one feeling I have for an animal I can recognise feelings of pain, aches and discomfort I can tell you some feelings words I can tell you which words are 'feelings' out of a list of mixed up words	I can think about things away from the here and now I can recognize the point when I am, missing someone (eg significant caregiver or pet). I can recognize that I sometimes miss other people (eg significant caregiver/pet)	I can tell you some things I can do I can tell you some things I have learnt I know when I have become stuck with my work	I can understand the difference between fantasy and reality I can tell you one strength my parent/carer has I can tell you one thing my parent/carer does well I can give you an example of a strength	I can recognise I have a relationship with another person I know one feeling I have for another person I can give one reason why a particular person is important to me I can name one person who is important to me	I can tell you whether faces are 'the same' or 'different' on paper I can tell you whether things are 'the same' or 'different' on a picture

MANAGING FEELINGS – FOUNDATION LEVELS

In managing feelings, students use a range of strategies to recognise and accept their feelings. They can use this to regulate their learning and behaviour – for example managing anxiety or anger, or demonstrating resilience in the face of difficulty.

Managing the Way I Am Feeling				Managing How I Express My Feelings	
Skills	<ul style="list-style-type: none"> I can calm myself down when I choose to. I have a range of strategies for managing my worries and other uncomfortable feelings. I have a range of strategies to reduce, manage or change strong and uncomfortable feelings such as anger, anxiety, stress and jealousy. I understand that changing the way I think about people and events changes the way I feel about them. I can change the way I feel by reflecting on my experiences and reviewing the way I think about them. I know that I can seek support from other people when I feel angry, worried or sad. I know what makes me feel good and know how to enhance these comfortable feelings (eg to feel calm, elated, energized, focused, engaged, have fun etc) – in ways that are not damaging to myself and others I understand how health can be affected by emotions and know a range of ways to keep myself well and happy 			<ul style="list-style-type: none"> I can stop and think before acting. I can express a range of feelings in ways that do not hurt me or other people and in ways that are appropriate to the situation. I understand that the way I express my feelings can change the way other people feel. I can adapt the way I express my feelings to suit particular situations or people I understand that how I express my feelings can have a significant impact both on other people and on what happens to me I have a range of strategies for managing impulses and strong emotions so they do not leave me to behave in ways that would have negative consequences 	
Sub Skills	Reducing stress/ worry/ anxiety through relaxation and thinking	Managing 'hot' feelings (such as anger and frustration)	Managing low feelings (hurt, change, loss, inadequate)	Managing my expression of 'hot' feelings (e.g. anger, frustration, anxiety)	Managing my expression of low feelings (sadness, loss, inadequate)
Step 3	I know a scary thought can make me feel frightened I can recognize when I am frightened of looking bad in front of others I recognize that I have choices I can recognise when I'm frightened of being hurt	I know that thinking about how the other person feels will help me feel less angry I know that thinking about why the other person did what they did will help me feel less angry I can delay my time out until a break or lunch I am aware when I need a time out I recognize when I perceive things as an attack	I can tell you what it felt like when I lost something or someone I can tell you how I feel when other people are better at something than me I have one strategy to cope with change	I can say 'I feel angry because...' with support I can remember a time when I have stopped to think before I acted out of order I can use a time out strategy with support	I can tell you about times in the past when I have felt sad I can recognise when I am missing someone I recognize how I feel when I cannot do something I am able to use language to share feelings
Step 2	I know where I feel calm I can keep still when I'm sitting I recognize when I feel frightened of others I can recognize when I feel fear in a book or film	I can tell you signs of feeling angry I can recognise what made me angry I can recognise what happened before I got angry I recognize when I'm trying to control a situation I can recognize when I am making demands I can use language to let you know when I don't understand I recognise that I feel attacked I can calm down when someone else distracts me	I can recognise that I feel hurt I can recognise when someone else feels hurt I know that change makes us feel a lot of different things I know that loss makes us feel a lot of different things I can tell you how I feel when I have lost something	I can tell you what happened to me when I did not stop and think before I acted out of anger I remember a time when I have not stopped and thought and did act out of anger I can tell you some of the good things that might happen when anger is expressed well I can tell you some of the bad things that might happen when anger is expressed badly I can recognize that I can chose different ways to express my anger I can tell you when anger is expressed badly in a situation that has happened to me I can tell you when anger is expressed well in a situation I have been in myself	I can use language to indicate I have a problem here and now I can use feelings words to describe what it is like when I have lost something
Step 1	I can share a safe object for short periods with someone I trust I can use a safe object to keep myself calm I can understand that someone else can feel frightened in a book/TV/film I can see when an animal feels frightened	I can notice changes in my body I can recognise a boundary I am able to follow directions I can respond to my name, 'no' or 'stop' I can listen to 'instructions' I can listen for one sentence	I can tell you when I am not coping with a change I recognise when I feel let down I can say one way change effects me I can tell you about a time when I lost something or someone	I recognise an angry action I know what a consequence is I know what a reward is I can respond to a reward I can tell you when someone has expressed anger well/badly in a book or on TV I know that anger can be expressed well or badly I can pick out words that are connected with anger out of a list of feeling words	I can indicate what the problem is when I'm upset I can use language to indicate I have a problem away from the here and now I can recognize when someone is missing something/someone else in a book or on TV I can pick out words that are connected with loss or sadness out of a list of feelings words I can cry when I feel sad

MOTIVATION- FOUNDATION LEVELS

Motivation enables learners to take an active and enthusiastic part in learning. Intrinsically motivated learners recognise and derive pleasure from learning. Motivation enables learners to set themselves goals and work towards them, to focus and concentrate on learning, to persist when learning is difficult and to develop independence, resourcefulness and personal organization

Setting Goals and Planning To Meet Them		Persistence and Resilience		Evaluation and Review	
Skills	<ul style="list-style-type: none"> • I can set a challenge or goal, thinking ahead and considering the consequences for others and myself. • I can set goals and challenges for myself, set criteria for success and celebrate when I achieve them. • I can break a long-term goal into small, achievable steps. • I can anticipate and plan to work around or overcome potential obstacles. • I can monitor and evaluate my own performance. • I can look to long-term not short-term benefits and can delay gratification (for example working hard for a test or examination now to get a good job or go into further/higher education later). 		<ul style="list-style-type: none"> • I can choose when and where to direct my attention, concentrate and resist distractions for increasing periods of time. • I know and can overcome some barriers to my learning such as feelings of boredom and frustration and know when to keep trying or try something different. • I can bounce back after a disappointment or when I have made a mistake or been unsuccessful • I can identify barriers to achieving a goal and identify how I am going to overcome them, • I can choose when and where to direct my attention, resisting distractions, and can concentrate for increasing periods of time. 		<ul style="list-style-type: none"> • I know how to evaluate my learning and use this to improve future performance • I can use my experiences, including mistakes and setbacks, to make appropriate changes to my plans and behaviour. • I have a range of strategies for helping me to feel and remain optimistic, approaching new tasks in a positive frame of mind. • I can take responsibility for my life, believe that I can influence what happens to me and make wise choices.
Sub skills	Setting Goals	Planning to Meet Goal	Persistence	Making Choices	Evaluation and Review
Step 3	I can sequence events I can tell you what I want to other people to do for me I can tell you something I would like to learn about I can tell you about someone who has set themselves a goal I can tell you something I would like to become better at	I know what a goal is I can tell you about someone who has tried to reach a goal I can tell you why I want to learn something I can tell you something positive about learning new things	I know how to break down a problem with help I can shift the focus of my attention I can maintain concentration and attention during an activity I can tell you what a barrier or obstacle to meeting a goal is I can tell you the things that distract me I can tell you the things I don't like doing	I can pay attention to more than one thing I can resist distraction for 15 minutes I can pay attention to more than one thing I know what a barrier to a goal is I can change my focus of attention back to the activity I can make a positive choice without support	I can transfer the skills I have learnt I can tell you if the activity went well I can tell you about someone who has reached a goal (eg sport) I can tell you about someone who reached a goal and was happy I can tell you when I have learnt something
Step 2	I can tell you what I want to happen I can tell you something I would like to get better at When I look at someone else's goal, I can tell you which bits look helpful and good and which bits look bad When I look at someone else's goal, I can tell you which bits look useful and which do not I can tell you why I want to get better at something	I can see some things have taken me a long time to achieve I can look at someone else's plan and tell you which parts are good and which parts are bad I can tell you something I would like to learn	I can seek information I can tell you why it is important to work hard I can tell you about someone who has overcome obstacles I can tell you about someone who has wanted to do something for a long time and who has kept trying	I can tell you the main points of the lesson I have listened and I can resist distraction for 10 minutes I can tell you the main points of the lesson I can recognize when something distracts me I can recognize when I am not focused I can change my focus of attention back to the activity with support	I can tell you if I enjoyed the activity I can tell you something I could improve I can tell you when I have done a good job I can tell you when other people have done a good job I can tell you one thing that went well
Step 1	I can tell you what I would like to do at the weekend I can tell you what I would like to do after school tonight I can tell you what I like doing When I look at the goal I set, I can say which parts are helpful and useful and which parts are not	I can see some things have taken others a long time to achieve	I can focus on a short task I can work alone 5,10,15 minutes I can pay attention for 5,10,15 minutes I can tell you the things I try to avoid doing I can tell you what I do when I'm trying to avoid things I can tell you why I want to carry on to the end	I can make the right choice to be ready for my lesson I can make the right choice to be ready for my lesson I can resist distraction for 5 minutes I can make a choice with support I can recognise when I am not focused with support I can recognise when something distracts me with support	I can talk about past...yesterday, present.....today, Future...tomorrow I can use time related vocabulary correctly I can tell you whether I have completed a task badly, reasonably or well I can tell you three things that went well and something I could improve upon

EMPATHY – FOUNDATION LEVELS

Being able to empathise involves understanding others; anticipating and predicting their likely thoughts, feelings and perceptions. It involves seeing things from another's point of view and modifying one's own response, if appropriate, in the light of this understanding

Understanding the Feelings of Others			Valuing and Supporting Others	
Skills	<ul style="list-style-type: none"> I can recognise the feelings of others. I can work out how people are feeling through their words, body language, gestures and tone, and pay attention to them I can understand another person's point of view and understand how they might be feeling. I can see the world from other people's points of view, can feel the same emotion as they are feeling and take account of their intentions, preferences and beliefs I know that all people have feelings but understand that they might experience and show their feelings in different ways or in different circumstances. 		<ul style="list-style-type: none"> I value and respect the thoughts, feelings, beliefs and values of other people. I can be supportive to others and try to help them when they want it. I know that my actions affect other people and can make them feel better or worse I can listen empathetically to others, and have a range of strategies for responding effectively in ways that can help others feel better I can show respect for people of diverse cultures and backgrounds, and I am interested in, enjoy and celebrate differences I understand the impact of bullying, prejudice and discrimination on all those involved, am moved to want to make things better for them and can use appropriate strategies to do so I recognise and take account of my feelings of empathy and act on them by considering the needs and feelings of others 	
Sub Skills	Understanding others' feelings	Understanding others' actions	Seeing things from someone else's perspective	Understanding rights and responsibilities
Step 3	I can feel caring towards someone when I see they feel sad, lonely and left out I can look after an animal for a short while I can tell you what someone else might be thinking or feeling I can identify the signs that suggest how others might be feeling in a story I can tell you why someone in a book/story might be feeling loss, sadness, fear, disappointment, anger, guilt or jealousy I can explain why someone in a book/story might be feeling happy, relieved or excited	I know that others are not nice to me when they are feeling bad I can recognise when other people forgive me I know I'm not nice to people when I'm feeling bad I can tell you why someone else might have taken a particular action	I can listen to someone else's point of view in a discussion I can offer a friend support I recognize that other people have different beliefs from me I can listen to somebody else's side of an argument I can react appropriately to others in conversation I can compare two situations and say how both people would feel	I recognise that other people have a right to a point of view I recognise that other people often have a different point of view to mine I recognise that other people often have a different point of view from each other I understand social rules eg. Eye contact, personal space and manners I recognise how it feels when somebody interrupts when I'm trying to explain something
Step 2	I can tell you what someone else might be thinking and feeling with support I can recognise animals have feelings I can recognise animals have needs I can guess how others might be feeling I can see that someone else has feelings in a story I recognise one person's feelings (significant caregiver) I know that other people have thoughts I can recognise when other people feel loss, sadness, fear, disappointment, anger, guilt or jealousy in a story/book I can recognise when other people feel happy, relieved or excited in a story/book	I can recognize that sometimes others are kind I recognize that sometimes others aren't kind To respect boundaries I can accept 'No' as an answer I recognise that sometimes others hurt other people I can tell you why people act the way they do in a story I can recognise somebody acting hurtfully in a book or a story	I can show that I recognize I have upset someone I can see when someone else needs support I can talk about other people's interests I can understand someone else's feelings in a story I know that other people and animals have feelings that are different from mine	I know my voice and actions have an effect on others I can tell you a way in which I, or somebody I know, has been hurt by prejudice I understand how words can be used to show prejudice and that this can hurt others
Step 1	I know that people who are younger have feelings I know that people who are younger than me have needs I know that other people act differently to me I know that pet animals have feelings I understand other people have feelings. I understand other people exist	I can admire another person in a book or a film I can recognise people sometimes have to say/answer 'No' I can understand other peoples' actions in a story I can anticipate what somebody else might do next in a story	I know that other people matter I can recognize when someone is pleased or upset with me I can be quiet when someone else speaks I can read 3 facial expressions I am able to engage in 'pretend' activities (early stages of the ability to imagine something from another's point of view) I know that other people and animals have needs With support I can accept that other people have needs	I can tell you ways that prejudice can hurt others from a book or story I can tell you an incorrect assumption that has been made about somebody else in a book or story I understand that words can be used to hurt others I understand how words were used in a book/story to hurt others

SOCIAL SKILLS – FOUNDATION LEVELS

Social skills enable students children to relate to others, take an active part in a group, communicate with different audiences, negotiate, resolve differences and support the learning of others

Friendships and Other Relationships		Belonging in a Group/Community		Working with Others				
Skills	<ul style="list-style-type: none"> I know how to be friendly – I can look and sound friendly, be a good listener, give and receive compliments and do kind things for other people. I recognise 'put-downs' and know how they affect people, so I try not to use them. I can make, sustain and break friendships without hurting others. I can communicate effectively with others, listening to what others say as well as expressing my own thoughts and feelings. I can take other's thoughts and feelings into account in how I manage my relationships. I can assess risks and consider the issues involved before making decisions about my personal relationships. 		<ul style="list-style-type: none"> I feel that I belong to and am valued in my class, school and community. I understand and accept my rights and responsibilities in school, and know how I can take responsibility for making the school a safe and fair place for everyone. I understand my rights and responsibilities as an individual who belongs to many different social groups, such as my friendship group, school class, school, family and community. I can achieve an appropriate level of independence from others, following my own course while maintaining positive relationships with others. 		<ul style="list-style-type: none"> I can work and learn well in a group, taking on different roles, cooperating with others to achieve a joint outcome. I can solve problems by thinking of all the options, identifying advantages and disadvantages, choosing a solution and evaluating it later on. I can use a range of strategies to solve problems and know how to resolve conflicts with other people, such as mediation and conflict resolution and collaborative problem solving. I can monitor the effectiveness of different problem-solving strategies and use my experiences to help me choose my behaviour and make decisions. I have strategies for repairing damaged relationship. I can give and receive feedback and use it to improve my and other people's achievements. I can be assertive when appropriate. 			
Sub Skills	Social Skills	Friendship Skills	I know how it feels to be in a group and how to join	I know how to make others feel welcome	Working together	Resolving Conflict	Standing up for myself	Solving Problems
Step 3	<p>I can understand different types of humour</p> <p>I can show I am aware of the listener when I am speaking</p> <p>I am able to respond when I have listened with relevant comments or actions</p> <p>I am able to listen attentively</p> <p>I can talk to others about their interests and opinions</p> <p>I can allow the other person to speak taking turns</p>	<p>I can do a kind thing for a friend</p> <p>I have formed a friendship with a person my age</p> <p>I have formed a friendship with a person of a different age</p> <p>I know what I should keep private in a conversation</p> <p>I can get someone's attention in an appropriate way</p> <p>I can tell you why it is good to have a friend</p>	<p>I can start a conversation with people I know in context I am comfortable in</p> <p>I can join a conversation</p> <p>I can name some skills I see in people who are good at joining in a group</p> <p>I can laugh appropriately in group situations</p>	<p>I can tell you when I have felt welcome in a group</p> <p>I can tell you when I have not felt welcome in a group</p> <p>I can initiate a conversation with people who are new</p> <p>I can initiate a conversation</p> <p>I know other students in my class have a right to be there</p> <p>I know others in my class have a right to feel they belong</p>	<p>I can find something good to say about someone else's idea even when I have had a different idea myself</p> <p>I can find something good to say about someone else's work or ideas</p> <p>I can stick to the task when I'm working with others (not distract them)</p>	<p>I can see why another person might be upset with my actions</p> <p>I can listen to the other person when we have fallen out</p> <p>I can use language to apologise</p> <p>I can recognise when it is appropriate to use the word 'sorry'</p> <p>I can say how I feel when I have been hurt using the 'I' message with support</p>	<p>I understand that, if I say what I need clearly, people are more likely to listen and help me</p> <p>I understand why I need to stand up for myself</p>	<p>With support I can work with another person and choose a solution</p> <p>I can think of an option that might help me solve the problem on my own</p>
Step 2	<p>I can understand humour and jokes</p> <p>I can make requests appropriately 'Can I', 'May I'</p> <p>I can use intonation and expressions to make meaning clear to others</p> <p>I can understand what tone and volume to use in a conversation</p> <p>I can keep an appropriate distance in a conversation</p> <p>I can talk about my home and community</p> <p>I can listen to others in small groups when the conversation interests me</p> <p>I can listen to others on a 1:1 basis when the conversation interests me</p>	<p>I can talk to someone about an interest we both have</p> <p>I enjoy talking to and being with other people</p> <p>I can maintain appropriate body language during a conversation</p> <p>I can talk to familiar people in some situations</p>	<p>I can join a conversation with support</p> <p>I am interested in others' activities and will join in if appropriate</p> <p>I can ask someone how they are</p> <p>I can tell you what a group of other students are doing and suggest ways that I can join in</p> <p>I can tell you all the groups I belong to</p>	<p>I can look pleased to see people</p> <p>I can respond to social greetings</p> <p>I can give appropriate social greetings to new people</p> <p>I can smile and use welcoming non-verbal communication to greet people</p>	<p>I can talk about my work and my ideas with another student</p> <p>I can share my work with another student</p> <p>I understand that others can support me and help me feel more confident</p>	<p>I can change my behaviour to show that I am sorry</p> <p>I understand why I need to apologise</p> <p>I can say how I feel when I have argued with someone</p> <p>I can say how the conflict made me feel</p> <p>I can say what the other person did using careful language with support</p>	<p>I can see that the person in a book/story did not get what they needed when they did not speak out</p> <p>I understand that I don't get what I need when I am too pushy, aggressive or demanding</p> <p>I can tell you a time when it was suitable to stand up for myself</p>	<p>I can say which things might work and which things may not work with support</p> <p>I can think of options that would solve the problem with support</p> <p>I can listen to other people's ideas about what might help to solve the problem</p>
Step 1	<p>I can speak to somebody older than me about my interests and opinions</p> <p>I can use voice gestures, eye contact or facial expressions to make contact with others</p> <p>I am able to look at the speaker's eyes</p> <p>I am able to look at the speaker's face</p> <p>I am able to look in the speaker's direction</p> <p>I am able to turn towards the speaker</p> <p>I can show an interest in the world by asking how and why questions</p>	<p>I can respond when someone speaks to me</p> <p>I like being with familiar people</p> <p>I can seek out and enjoy company</p> <p>I can find a joke funny</p> <p>I can understand a joke</p> <p>I can show an interest in other people (including on TV, in films/cartoons and in books)</p>	<p>I can accept people in my space</p> <p>I can accept people approaching me</p> <p>I can sit next to/opposite peers or teachers</p> <p>I can follow a social story about a group</p> <p>I can tell you reasons why it is good to be part of a group</p>	<p>I know I sometimes feel happy to see people</p> <p>I can greet people appropriately</p> <p>I can greet people</p> <p>I can smile at people</p>	<p>I can talk about my work and my ideas with an adult</p> <p>I can share my work with an adult</p> <p>I understand that others can teach me and help me</p> <p>I understand some reasons why it is important to be able to work with others</p> <p>I can work on a table with others</p> <p>I can leave others to work with support</p>	<p>I can say the word 'sorry' when asked to</p> <p>I can tell you a time when someone has said sorry to me</p> <p>I can say what the other person did that made me angry</p> <p>I can tell you why I feel it is unfair from my side</p>	<p>I can see that the person in a book/story did not get what they wanted when they were pushy or aggressive</p> <p>I can tell you about a time when someone should have said sorry to me</p> <p>I can tell you how I feel when something somebody has done feels unfair</p> <p>I can tell you when something feels unfair</p>	<p>I can tell a person I have a problem with what is wrong without support</p> <p>I can tell the person I have a problem with what is wrong with support</p> <p>I can tell an adult what the problem is</p>