SEAL - a progression of the basic skills

Child's Name: Date: Name /role of professional completing this assessment:

STARTING POINT - recognises and labels a range of feelings (comfortable and uncomfortable) using physical, verbal and situational cues

recognises and labels a range of feelings in others (comfortable and uncomfortable) using physical, verbal and situational cues

links feelings to triggers, predicting what certain feelings, situations and behaviour might elicit in others

knows that feelings vary in intensity from mild to very powerful

knows that feelings often affect behaviour

understands that our behaviour is influenced by our thoughts and feelings

links feelings to triggers, predicting what certain feelings and situations might elicit in their thoughts, body and behaviour

understands how if feels and how important it is to belong to a group (including thinking about which groups they belong to)

appreciates and celebrates differences and similiarities between themselves, including that they like different things and have different families etc.

knows that everyone can feel the same range of feelings, but that not everyone has the same feelings about the same situation

knows who they can tell if they are unhappy or feel unsafe

STARTING POINT - understands that there is a cycle of life, growth and death in all things

to learn about the difference between impulsive behaviour and thought out behaviour

STARTING POINT - can discuss who they are, what they are good at and what they like.

identifies a number of things that they could do at a younger age, can do now, and will be able to do in the future, including ways their behaviour might have changed.

expresses and shares their comfortable and uncomfortable feelings with familiar adults

recognises and label a range of feelings associated with loss and thinking something is unfair.

can view a simple situation from the point of view of more than one person

appreciates how people might feel when they are called names or left out, and thinks about this in terms of fairness

asks for help when there is a social problem

can discuss what we can change and what we can't, changes we choose, and changes that we can make happen.

has strategies for helping other people to feel good and for sharing people's good feelings

knows that some things stay the same in the face of change. Knows that uncomfortable feelings do not last for ever

understands that our behaviour influences the feelings and behaviour of other people

knows that sometimes we have to share people and things

knows that a situation might seem fair to one person but not another

explores with a familiar adult basic strategies for self management and calming themselves down, including relaxation strategies

STARTING POINT - knows what a goal or target is, and with support sets and achieves a very simple short term goal, and then evaluate it. Eg "I'm going to do a)". Does it, "I did it"

can talk about the impact their goals might have on other people

Can share, take turns and listen to others, responding to what has been said

Begins to consider the role of intentionality in deciding whether something is fair. Tries to make things fair where it is not

identifies, understands and uses strategies to tolerate and manage uncomfortable feelings

knows that succeeding in a goal takes hard work and depends on how hard you try

can give and accept compliments

can say how to look and sound friendly

understands the concept of persistence. Names a number of ways of overcoming frustration

knows that goals have to be broken down into smaller steps and can do so in a simple situation

knows that other people can help them

can say what makes a good friend in themselves and others

identifies and uses strategies for supporting other people and sharing with their feelings with them (see empathy skill for developing the ability to support others)

understands that impulsive /thought out behaviours are likely to affect the acheivement of goals (see also self awareness re understanding impulsive behaviour)

understands the idea of taking responsibility, for example through their work or through take care of their equipment/ possessions

knows that they can help other people achieve a goal

can talk why friends fall out and how to work well in a group

can think about making changes happen, including making a plan and identifying obstacles

can co-operate with other children and work in a group

to set goals within a problem solving framework

identifies and uses strategies to support other people in tolerating or managing their uncomfortable feelings

uses problem solving skills to generate solutions, decides on a course of action, to implements and reviews it

considers various ways of making up, and learn and practise the key stages of conflict resolution

END POINT - helps everyone get on and learn. Makes the environment welcoming. Understands rights and responsibilities

KEY:
Self Awareness
Self Regulation
Empathy
Motivation
Social Skills

Didcot Partnership of Schools
Charitable Organisation