

Interpersonal Development

Stage One

Students encounter activities and experiences. Participation is fully prompted. They may be passive or resistant. They may show simple reflex responses. Students show emerging awareness of activities and experiences. They may have periods when they appear alert and ready to focus their attention. They may give intermittent reactions.

Students:

- occasionally appear alert and ready to focus their attention on certain people
- rely on others to engage, hold and direct their attention
- passively tolerate familiar routine activities
- experience being soothed/calmed when fretful, angry, scared

Stage Two

Students begin to respond consistently to familiar people, events and objects. They react to new activities and experiences. They begin to show interest in people events and object. They accept and engage in coactive exploration. Students begin to be proactive in their interactions. They communicate consistent preferences and affective responses. They recognize familiar people, events and objects. They perform actions, often by trial and improvement, and they remember learned responses over short periods of time.

Students:

- show an interest and respond to familiar people
- respond positively to others who are caring
- show an intermittent response to supported activities
- respond well to/enjoy being noticed and valued

Stage Three

Students begin to communicate intentionally. They seek attention through eye contact, gesture or action. They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways. They remember learned responses over more extended periods. Students greet known people and may initiate interactions. They can remember learned response over increasing periods of time and may anticipate known events. They may respond to options and choices with actions and gestures. They actively explore objects and events for more extended periods. They apply potential solutions systematically to problems.

Students:

- develop relationships by seeking attention through eye contact, gesture or action
- be confident and comfortable making eye contact
- recognise certain people and associate them with particular events, e.g. helpers for swimming
- engage in solitary play but show some awareness of others

Stage Four

Students engage in parallel activity with others and begin to respond to the feelings of others.

Students:

- respond to feelings of others, e.g. another student crying, tone of voice
- respond to visual cues from others' faces, expressions, gestures, body posture
- identify class members and other significant people
- engage in parallel activity with several others

Stage Five

Students have a developing awareness of their own needs, views and feelings and begin to develop friendships.

Students:

- take part in work/play involving one or two others
- share toys/equipment during play
- cooperate on a specific single task
- maintain interactions and take turns in a small group with some support
- join in discussions by responding appropriately (vocalising, symbols, signing) to simple questions about familiar events or experiences
- initiate interactions and respond to others
- relate to and make attachments to members of their group

Stage Six

Students respond to others in group situations, playing and working cooperatively and show increasing confidence in their social interactions.

Students:

- show respect for the personal space of others when playing or working
- play and work cooperatively with others
- demonstrate understanding of basic good manners and use them with prompts
- show concern for others, offering comfort and sympathy
- seek out others to share experiences
- use appropriate social skills when joining pre existing groups
- interact with a small group of peers on an ongoing basis
- operate independently within familiar situations
- show confidence in seeking out others for support and guidance

Stage Seven

Students make purposeful relationships with others in group activities and begin to express their feelings and ideas.

Students:

- work and play cooperatively in a variety of settings, e.g. large and small groups, etc
- make purposeful relationships with familiar adults and peers
- show consideration of the needs and feelings of others
- use good manners on many occasions without prompting
- demonstrate an understanding of friendship

- communicate their feelings in simple phrases
- begin to negotiate with others in a variety of situations
- ask appropriately to join pre-existing games/activities

Stage Eight

Students are sensitive to the needs and feelings of others and show respect for themselves and others.

Students:

- work independently and/or cooperatively to solve problems
- belong to same and different gender groups
- support each other in behaving appropriately, e.g. greeting each other politely
- be sensitive to the feelings of others
- show respect, care and concern, with support
- identify feelings and emotions and express them in appropriate ways
- sustain a friendship over an increasing period of time
- talk to a trusted person about difficulties, fears and problems

Stage Nine

Students maintain and manage positive social relationships with a range of familiar people They learn how to act in socially responsible ways and to express their feelings appropriately.

Students:

- recognise their role, and others' roles in the group and can contribute appropriately in familiar situations
- attend to what others say or do and take part in an interchange of information, ideas and opinions
- be involved in a range of familiar tasks
- be aware of when to lead, follow and start the activity
- be aware of their feelings and thoughts about an activity and make choices based on these
- begin to reflect on own performance and contribution
- carry out routine activities with their friends
- begin to develop an understanding about different kinds of relationships, eg. family, girl/boyfriend
- know the difference between 'private' and 'not private' in a range of familiar situations
- begin to reflect on how their behaviour can impact on others
- know that family and friends should care for one another
- identify and respect the ways in which they are similar to and different from one another
- take responsibility for mistakes and realise they can learn from them
- express strong feelings in safe and acceptable ways

Stage Ten

Students develop and exhibit appropriate behaviours for maintaining positive social relationships. They identify the feelings and needs of others, when working in groups.

Students:

- work cooperatively in an unfamiliar group with support
- become more accepting of others' different ways of doing things

- express and manage a wide variety of emotions with sensitivity to others
- express affection, love, support, respect and gratitude in a range of friendships
- express their opinions on things that matter to them
- recognise and take pride in own success and celebrate others' achievements
- express uncomfortable feelings/feelings of vulnerability to a trusted adult