


Early Years Foundation Stage (EYFS) - Assessment Tool **Personal, Social and Emotional Development (PSED)** **Small Steps to: Managing Feelings and Behaviour**

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Personal, Social and Emotional Development: Managing Feelings and Behaviour

	Unique Child	Small Steps	Observation Reference
 <p>(Birth to 11 months)</p>	<p>Is comforted by touch and people's faces and voices</p> <p>Seeks physical and emotional comfort by snuggling in to trusted adults</p> <p>Calms from being upset when held, rocked, spoken or sung to with soothing voice</p> <p>Shows a range of emotions such as pleasure, fear and excitement</p> <p>Reacts emotionally to other people's emotions e.g. smiles when smiled at and becomes distressed if hears another child crying</p>	<p>Respond to attention by eye tracking, eye contact, smiles and spontaneous body movements.</p> <p>Reaches for familiar adult</p>	


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Personal, Social and Emotional Development: Managing Feelings and Behaviour

	Unique Child	Small Steps	Observation Reference
 (8 to 20 months)	<p>Uses familiar adult to share feelings such as excitement or pleasure, and for 'emotional refuelling' when feeling tired, stressed or frustrated</p> <p>Growing ability to soothe themselves, and may like to use a comfort object</p> <p>Co-operates with caregiving experiences e.g. dressing</p> <p>Beginning to understand 'yes', 'no' and some boundaries</p>	<p>Reaches for familiar adult. Pats and pulls at adult features</p> <p>Looks at own hands, often smiles and vocalises</p> <p>Reacts to sensory stimulation, repeating actions for comfort</p> <p>Makes sounds and movements to initiate social interaction</p>	


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Personal, Social and Emotional Development: Managing Feelings and Behaviour

	Unique Child	Small Steps	Observation Reference
 <p>(16 to 26 months)</p>	<p>Is aware of others' feelings, for example, looks concerned if hears crying or looks excited if hears a familiar happy voice</p> <p>Growing sense of will and determination may result in feelings of anger and frustrations which are difficult to handle e.g. may have tantrums</p> <p>Responds to a few appropriate boundaries, with encouragement and support</p> <p>Begins to learn that some things are theirs, some things are shared, and some things belong to other people</p>	<p>Seeking eye contact, moves to direction of vocal sound</p> <p>Makes deliberate change to body movements to direction of vocal sound. Reaches for preferred objects of interest</p> <p>Demonstrates preferences through body movement, gestures and vocalisations</p>	


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	Unique Child	Small Steps	Observation Reference
 <p>(22 to 36 months)</p>	<p>Seeks comfort from familiar adults when needed</p> <p>Can express their own feelings such as sad, happy, cross, scared, and worried</p> <p>Responds to the feelings and wishes of others. Aware that some actions can hurt or harm others</p> <p>Tries to help or give comfort when others are distressed</p> <p>Shows understanding and cooperates with some boundaries and routines</p> <p>Can inhibit own actions/behaviours e.g. stop themselves from doing something they shouldn't do</p> <p>Growing ability to distract self when upset e.g. by engaging in a new play activity</p>	<p>Anticipates familiar adult will meet their needs</p> <p>Imitates play e.g. you to me games and responding to rhymes</p> <p>Repeats actions that produce a response from a familiar adult when exploring boundaries</p>	


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	Unique Child	Small Steps	Observation Reference
 <p style="text-align: center; margin-top: 10px;">(30 to 50 months)</p>	<p>Aware of own feelings, and knows that some actions and words can hurt others' feelings</p> <p>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others</p> <p>Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met</p> <p>Can usually adapt behaviour to different events, social situations and changes in routine</p>	<p>Co-operative play with familiar adult and peer</p> <p>Dependant on adult to facilitate interactions with peers</p> <p>Needs clear instructions with expectations</p> <p>With guidance and preparation from adult with use of visual recourses and objects of reference</p>	

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	Unique Child	Small Steps	Observation Reference
 <p>(40 to 60+ months)</p>	<p>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them</p> <p>Aware of the boundaries set, and of behavioural expectations in the setting</p> <p>Beginning to be able to negotiate and solve problems without aggression e.g. when someone has taken their toy</p>	<p>Responds and shows understanding when being told "No"</p> <p>Following clear instructions and expectations with support of visual resources and objects of reference</p> <p>Beginning to share independently without adult support e.g. handing toy to peer when asked. Seek adult support in managing challenging situations</p>	

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Environment	Adult Led Activities & Experiences	Interaction & Engagement
<p>Do you have:</p> <p>Key Person or familiar adult</p> <p>Constant routines</p> <p>Quiet cosy areas away from high traffic and noisy activity areas</p> <p>Treasure baskets containing a variety of natural objects</p> <p>Space to allow movement</p> <p>Activities which encourage children to share space.</p>	<p>Have you tried:</p> <p>One to one time with key person, tummy time etc.</p> <p>Using routine times e.g. nappy time as an opportunity to build on experiences</p> <p>Floor cushions, fabrics, soft toys, rugs, voiles hanging from ceiling, different ways of sectioning off quiet areas</p> <p>Sensory, “touchy-feely”, soft and hard textures, bottles, containers, large and small objects</p> <p>Placement of objects slightly out of reach to encourage movement (crawling/reaching)</p> <p>Being aware of the commonality of children’s interests</p>	<p>Do you do:</p> <p>Face to face interactions with over emphasis on facial expressions and sounds to gain a response</p> <p>Whilst engaging in these routine times over emphasis and commentary on their actions</p> <p>Rhymes with anticipation face-to-face, and giving time to respond e.g. Round-and-Round-the Garden, Peek-a-boo games</p> <p>Play with sounds, repeat their sounds e.g. blowing raspberries and their babbles</p> <p>Adult plays games, hiding under scarf etc. Modelling and engaging exploratory play</p> <p>Adults observe and respond to all signals and reactions</p> <p>Adult to have an enthusiastic approach using facial expressions, gestures and body language to engage the child to make movement</p> <p>Adult to facilitate then draw back, making sensitive interventions to support forming relationships with peers</p>

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