

<p>Motivation and Self-efficacy</p> <ul style="list-style-type: none"> <li>Show responses to external stimuli within their environment (lights, sound, people, touch, movement)</li> <li>Developing understanding of cause and effect through chance encounters (shaking an instrument and observing the sound).</li> <li>Demonstrates a basic level of curiosity.</li> </ul> <p>Self-control</p> <ul style="list-style-type: none"> <li>Demonstrates Primitive reflexes (adaptive, automatic responses to stimuli).</li> <li>Social referencing (looking to caregiver for modelling) used in unfamiliar situations.</li> <li>Reliance on caregiver regulation of emotions and soothing.</li> <li>Seeks immediate gratification.</li> </ul> <p>Coping</p> <ul style="list-style-type: none"> <li>Reliant on the caregiver to regulate internal and external environment.</li> <li>Reflexes begin to develop into linked behaviour (e.g.crying results in attention, so will cry when in need).</li> </ul>	<p>Motivation and Self-efficacy</p> <ul style="list-style-type: none"> <li>Recognises that their actions can have an impact on objects and their environment (e.g. shaking a tambourine to hear the sound)</li> <li>Recognises that people will respond to their actions (eg. Pointing)</li> <li>Begins to make things happen deliberately</li> <li>Begin to observe and copy the actions of others to achieve desired results.</li> <li>Shows positive emotions when they complete a task</li> <li>Shows negative emotions in response to unsuccessful task.</li> <li>Interest levels begin to relate to performance (spend longer on things they are good at).</li> </ul> <p>Self-control</p> <ul style="list-style-type: none"> <li>Intentional communication emerges (e.g vocalisation to get attention/ pointing/ screaming to indicate desires).</li> <li>Effortful control emerges (may occasionally give a toy to an adult when requested).</li> <li>May self-soothe using comfort object.</li> <li>Behaviour is driven by own motivations and can conflict with obeying demands (resulting in tantrums/ non-compliance).</li> </ul> <p>Coping</p> <ul style="list-style-type: none"> <li>May develop some self-soothing behaviours (thumb sucking, stroking, self-pinching).</li> <li>May choose and perform coping behaviours, selecting from choices presented by caregiver.</li> <li>Behavioural withdrawal such as moving away from situation or covering ears if there is loud noise.</li> <li>May accept distraction in stressful situation.</li> </ul>	<p>Motivation and Self-efficacy</p> <ul style="list-style-type: none"> <li>Demonstrates preferences for tasks they find interesting.</li> <li>Shows greater motivation for things they are good at.</li> <li>Motivated to try what others are doing.</li> <li>Starts to compare their own and peer abilities.</li> <li>Understands that effort can compensate for lack of ability.</li> <li>Motivation influenced by the motivation of peers.</li> <li>Understands that learning new techniques can enhance performance.</li> <li>Accepts support to learn new skills and try new experiences.</li> <li>Independent when doing familiar tasks.</li> </ul> <p>Self-control</p> <ul style="list-style-type: none"> <li>Growing awareness of social and behavioural expectations and can sometimes initiate or terminate behaviours in accordance with them (inc. following rules/ cooperating with adult instructions).</li> <li>Demonstrates committed compliance (e.g. not playing with a toy that teacher has asked them not to, even when teacher is not present).</li> <li>Responds to adults' requests to moderate behaviours/ tone of voice/ volume.</li> <li>Shares items with others.</li> <li>Starting to take turns.</li> <li>Understands that sometimes it is necessary to wait for what they want.</li> <li>Beginning to inhibit their own attachment behaviours to respect personal space.</li> <li>Starting to use negotiation to solve problems instead of aggression.</li> <li>Starting to manage emotions and regulate their demonstrative behaviours.</li> </ul> <p>Coping</p> <ul style="list-style-type: none"> <li>Begin to choose actions to self-regulate, without need for choices from caregiver.</li> <li>Cognitive distraction used with adult support- thinking pleasant thoughts or being encouraged to self-reassure.</li> <li>Able to think positively about new challenges.</li> <li>Seeks support from range of sources (inc. peers, teachers, family friends etc.)</li> <li>May seek information from adults to help them deal with stressful situation.</li> </ul>	<p>Motivation and Self-efficacy</p> <ul style="list-style-type: none"> <li>Demonstrates more independence by initiating new learning/ engaging in new activities.</li> <li>Values tasks based on interests and personal goals.</li> <li>Shows an understanding of the usefulness of activities (therefore, may be motivated to do a task that they don't find enjoyable but see as useful).</li> <li>Engages with self-evaluation (I'm better at running this year than I was last year)</li> <li>Can set goals for themselves.</li> <li>Can engage with adult led strategies when faced with challenges.</li> <li>Demonstrates ability to self-regulate.</li> </ul> <p>Self-control</p> <ul style="list-style-type: none"> <li>Regulates their emotional impulses.</li> <li>Fewer angry outbursts when frustrated.</li> <li>Can control temper when criticised.</li> <li>Accepts unfavourable decisions made by adults</li> <li>Understands that actions have short term consequences and uses this to make simple choices.</li> <li>Considers the effects of their actions on others.</li> </ul> <p>Coping</p> <ul style="list-style-type: none"> <li>Selects a coping strategy without trying them all out.</li> <li>Demonstrates a range of coping strategies in different contexts.</li> <li>Uses past experience when selecting a course of action.</li> <li>Less reliance on others for emotional support.</li> <li>Learns from others' experiences and uses this to inform their own coping response.</li> </ul>	<p>Motivation and Self-efficacy</p> <ul style="list-style-type: none"> <li>Can reflect on their choices and alter their behaviours/ actions as a result.</li> <li>Can engage with decision making by balancing personal goals and interests with what is in their best interest (considering 'important to me' and 'important for me' when deciding actions).</li> <li>Perseveres when faced with challenging tasks.</li> </ul> <p>Self-control</p> <ul style="list-style-type: none"> <li>on past experiences.</li> <li>Imagines possible behaviours and their outcomes.</li> <li>Considers long term and emotional consequences of actions.</li> <li>Integrates different perspectives and pathways to develop the best course of action.</li> <li>Demonstrates greater resilience to peer pressure.</li> </ul> <p>Coping</p> <ul style="list-style-type: none"> <li>Increased self-reliance and resilience (see resilience framework).</li> <li>Reflects on their own cognitive processes, emotions and actions when selecting a coping strategy.</li> <li>Can choose a coping strategy that has positive outcomes for themselves and others e.g one that will reduce their own and their family's stress)</li> <li>More sophisticated problem solving.</li> </ul>