

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