

# Connect

## Skills Check

Discoverer		
	General Descriptors	Examples of Actions
Beginner	<ul style="list-style-type: none"> <li>Dislikes getting things wrong</li> <li>Reluctant to try new things</li> <li>Repeats past mistakes</li> <li>Tends to engage in the same familiar activities repeatedly</li> </ul>	<ul style="list-style-type: none"> <li>When presented with a new puzzle, the child refuses to try it</li> <li>A friend asks for a turn with a toy and the child says “no”, even though their friend became upset when this happened last week</li> </ul>
Intermediate	<ul style="list-style-type: none"> <li>Willing to try new things, or try things in a different way</li> <li>Engages in trial and error problem solving</li> </ul>	<ul style="list-style-type: none"> <li>When playing football a friend wants to take a turn to be the goalkeeper, the child says ‘OK’</li> <li>Solves a puzzle by trying different pieces in a number of ways.</li> </ul>
Pro	<ul style="list-style-type: none"> <li>Willing to risk making mistakes</li> <li>Copes well with failure</li> <li>Tracks ‘workability’ of behaviour, (what worked well and what didn’t), and makes choices based on this</li> </ul>	<ul style="list-style-type: none"> <li>Tries a new way of counting, even if they find maths difficult</li> <li>After losing a game, says “well done, maybe I’ll win next time”</li> <li>Plans to play the game in a different way next time</li> </ul>

Noticer		
	General Descriptors	Examples of Actions
Beginner	<ul style="list-style-type: none"> <li>Unable to describe feelings or internal states</li> <li>Avoids unpleasant feelings and emotions</li> <li>Often lost in thought</li> <li>May act out emotions in unhelpful ways sometimes</li> </ul>	<ul style="list-style-type: none"> <li>Responds “I don’t know” when asked “how do you feel in your body?”</li> <li>Avoids difficult work tasks by being disruptive, e.g. throwing work on the floor</li> <li>Difficult to stay on-task for independent work</li> </ul>
Intermediate	<ul style="list-style-type: none"> <li>Can stay ‘in the moment’ without getting distracted</li> <li>Able to attend to and describe what is around them</li> <li>Can use name emotions and sensations</li> </ul>	<ul style="list-style-type: none"> <li>Engages in simple worksheets without getting distracted</li> <li>When asked “how does it feel in your body being tired?”, responds “my eyes feel heavy”.</li> </ul>
Pro	<ul style="list-style-type: none"> <li>Skilfully notices feelings and labels emotions</li> <li>Accepts unpleasant feelings without reacting</li> <li>Can name, describe and even attribute emotions and sensations</li> </ul>	<ul style="list-style-type: none"> <li>Spontaneously comments “I’m feeling sad, I have butterflies in my tummy”</li> <li>Asks for a hug because they are feeling sad.</li> </ul>

## Advisor

General Descriptors		Examples of Actions
<b>Beginner</b>	<ul style="list-style-type: none"> <li>Acts impulsively</li> <li>Overreacts compared to same-age peers</li> <li>Maintains negative self-views</li> <li>Follows rigid, unhelpful rules</li> <li>Sees their thoughts as always definitely true</li> </ul>	When someone accidentally knocks them, the child quickly pushes them back. Says "I'll never be able to do good writing".
<b>Intermediate</b>	<ul style="list-style-type: none"> <li>Begins to notice unpleasant thoughts and feelings before acting on them</li> <li>Can describe some of their thoughts (as thoughts)</li> </ul>	When someone accidentally knocks into them, the child steps back for a moment, while the other child says 'sorry'
<b>Pro</b>	<ul style="list-style-type: none"> <li>Can identify Advisor thoughts, as distinct from other thought processes</li> <li>Discriminates between helpful and unhelpful Advisor thoughts</li> <li>Can 'unhook' from unhelpful Advisor thoughts</li> </ul>	Says "I notice I'm having the thought that I'll never be good at writing - and I can still try my best"

## Values

General Descriptors		Examples of Actions
<b>Beginner</b>	<ul style="list-style-type: none"> <li>Finds it difficult to identify what is important to them</li> <li>Cannot yet attribute qualities (e.g. kindness) to specific actions</li> <li>Cannot see Values as being expressible through actions</li> </ul>	Does not respond when asked "what makes you happy?"
<b>Intermediate</b>	<ul style="list-style-type: none"> <li>Identifies some qualities of action, with examples</li> <li>Can identify examples of actions that demonstrate a particular Value, e.g. caring or determination</li> </ul>	When asked what is important to them, responds "Spending time with Daddy and playing with my fidget spinner"
<b>Pro</b>	<ul style="list-style-type: none"> <li>Can identify a wide range of valued qualities of action</li> <li>Can provide multiple examples of actions that demonstrate Values</li> <li>Can unhook from tricky thoughts and act in a way that is guided by a Value</li> </ul>	Decides to limit their time on video games, because spending time with Mummy means a lot to them, and that way they can spend more time with her

## Flexible Self-View

General Descriptors		Examples of Actions
<b>Beginner</b>	<ul style="list-style-type: none"> <li>Finds it difficult to identify own strengths and weaknesses</li> <li>Makes rigid self-statements</li> <li>Reluctant to show self-compassion</li> </ul>	"I'm not good enough", "I'm just not sporty" Does not respond when asked "what are some things you're good at?"
<b>Intermediate</b>	<ul style="list-style-type: none"> <li>Makes some self-statements about strengths and weaknesses</li> <li>Sometimes decides behaviour based on a 'growth mindset'</li> <li>Understands that with effort they can improve and develop</li> </ul>	Says "I'm good at reading, and I'm not so good at writing" when asked about strengths and weaknesses Says "I can try my best at writing, and I can get better"
<b>Pro</b>	<ul style="list-style-type: none"> <li>Talks flexibly about self-statements</li> <li>Holds negative self-views lightly</li> <li>Accepts wrongdoing or mistakes, and recommits to Values</li> </ul>	Says "I forgot to do my writing homework. I can try better next time and plan when to do my homework, because I want to get better"

# Flexible Social-View

	General Descriptors	Examples of Actions
<b>Beginner</b>	<ul style="list-style-type: none"> <li>Finds it difficult to make and keep friends</li> <li>Doesn't value social relationships</li> <li>Finds it hard to see another's point of view</li> <li>Holds rigid and broad judgements about others based on past experiences</li> <li>Blames others for disagreements etc.</li> </ul>	<ul style="list-style-type: none"> <li>Spends most free time alone</li> <li>When a friend asks for a turn with a toy they have had for a while, says "no"</li> <li>Says "I don't want to play with her, she's mean because she bumped into me yesterday"</li> </ul>
<b>Intermediate</b>	<ul style="list-style-type: none"> <li>Acknowledges importance of having friends and spending time with others</li> <li>Notices others' feelings and body language</li> <li>Accepts responsibility for actions</li> </ul>	<ul style="list-style-type: none"> <li>Seeks out others to play and spend time with</li> <li>When asked "how is Arthur feeling?", says "sad, because he's crying"</li> <li>Says "I'm sorry for not sharing, you can have a turn"</li> </ul>
<b>Pro</b>	<ul style="list-style-type: none"> <li>Engages in conflict resolution strategies, describing and acknowledging another's point of view</li> <li>Challenges negative Advisor evaluations of others, and engages in Discovery by interacting with the person</li> </ul>	<ul style="list-style-type: none"> <li>Describes how not sharing would make their friend feel</li> <li>Approaches and initiates a conversation with a peer, even though they bumped into them yesterday</li> </ul>

