**Emotion Development Questionnaire - Goal Setting**

 **Teacher Version**

**Directions**

The below table indicates the typical development of emotion skills. Early foundation skills, such as identifying that a person is experiencing an emotion, needs to be developed before one can self-manage their emotions. Use the table below to help to indicate what foundation skills your student might benefit most from developing. Once three items have a score of emerging (2) and/or yet to learn (1), stop completing the questionnaire and review your answers. Which of the skills that are emerging or not yet learnt might be most appropriate to focus on in the development of an IEP or development of an individual goal?

The development of the GAS is outlined on page 4.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Skill area** | Yet to learn | Emerging | Demonstrates | Mastery |
| **1** | Recognise when they are feeling pleasant feelings (happy, excited) | 1 [ ]  | 2 [ ]  | 3 [ ]  | 4 [ ]  |
| **2** | Recognise when they are feeling angry feelings *(Emerging rating if only able to recognize when very angry, mastery required ability to recognize when also a little angry)* | 1 [ ]  | 2 [ ]  | 3 [ ]  | 4 [ ]  |
| **3** | Recognise when they are feeling sad or worried*(Emerging rating if only able to recognize when very sad or worried, mastery required ability to recognize when also a little sad and worried)* | 1 [ ]  | 2 [ ]  | 3 [ ]  | 4 [ ]  |
| **4** | Communicate to others about how they feeling*(Emerging rating if only able to communicate one level of angry, sad or worried. mastery required ability to communicate a range of different feelings and intensity of feelings, including a little and very)* | 1 [ ]  | 2 [ ]  | 3 [ ]  | 4 [ ]  |
| **5** | Understands that they have different thoughts and feelings depending on the situation?*For example, See a dog, think I love dogs. Feel excited.* | 1 [ ]  | 2 [ ]  | 3 [ ]  | 4 [ ]  |
| **6** | Can identify who to talk to when feeling an unpleasant feeling or in an upsetting situation | 1 [ ]  | 2 [ ]  | 3 [ ]  | 4 [ ]  |
| **7** | Shares with teachers about why they are feeling pleasant feelings *For example, I feel happy because I’m visiting my friends.* | 1 [ ]  | 2 [ ]  | 3 [ ]  | 4 [ ]  |
| **8** | Shares with teachers about ***why*** they feel not so good feelings?*For example, I feel worried because I have a test.* | 1 [ ]  | 2 [ ]  | 3 [ ]  | 4 [ ]  |
| **9** | Understands that all feelings (pleasant and unpleasant) are a normal experience and okay | 1 [ ]  | 2 [ ]  | 3 [ ]  | 4 [ ]  |

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| **Skill area** | Yet to learn | Emerging | Demonstrates | Mastery |
| **10** | Reads body language to recognise when others are feeling pleasant feelings (happy, excited)  | 1 [ ]  | 2 [ ]  | 3 [ ]  | 4 [ ]  |
| **11** | Reads body language to recognise when others are feeling angry feelings *(Emerging rating if only able to recognize when very angry, mastery required ability to recognize when also a little angry)*  | 1 [ ]  | 2 [ ]  | 3 [ ]  | 4 [ ]  |
| **12** | Reads body language to recognise when others are feeling sad *(Emerging rating if only able to recognize when very sad, mastery required ability to recognize when also a little sad)* | 1 [ ]  | 2 [ ]  | 3 [ ]  | 4 [ ]  |
| **13** | Reads body language to recognise when others are feeling worried*(Emerging rating if only able to recognize when very worried, mastery required ability to recognize when also a little worried)* | 1 [ ]  | 2 [ ]  | 3 [ ]  | 4 [ ]  |
| **14** | Understand that other people can have a different perspective based on what they have seen, heard or experienced. | 1 [ ]  | 2 [ ]  | 3 [ ]  | 4 [ ]  |
| **15** | Understand that other people can have different thoughts and feelings to their own*For example, a dog approaches the student and their friend. Their friend might feel scared while the student might feel excited.* | 1 [ ]  | 2 [ ]  | 3 [ ]  | 4 [ ]  |
| **16** | Can see things from another person’s perspective. *For example, My friend is scared of dogs because they think it might bite them.* | 1 [ ]  | 2 [ ]  | 3 [ ]  | 4 [ ]  |
| **17** | Identify when a problem has occurred*For example, when they cannot complete their school work there is a problem.* | 1 [ ]  | 2 [ ]  | 3 [ ]  | 4 [ ]  |
| **18** | Identify how they feel when a problem has occurred*For example, they feel worried when they cannot complete their school work.* | 1 [ ]  | 2 [ ]  | 3 [ ]  | 4 [ ]  |
| **19** | Consider one problem might have solutions, rather than being fixated on one solution?*For example, If the student breaks a toy, they consider asking for help or try to fix it themselves, or play with another toy, rather than be fixated on trying to fix it.* | 1 [ ]  | 2 [ ]  | 3 [ ]  | 4 [ ]  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Skill area** | Yet to learn | Emerging | Demonstrates | Mastery |
| **20** | Generate different answers to a problem*For example, if they cannot complete their school work, ask for help, take a break and come back to their school work later.* | 1 [ ]  | 2 [ ]  | 3 [ ]  | 4 [ ]  |
| **21** | Predicts what will happen as a result of different answers to a problem?*For example, if they cannot complete their school work and ask for help, their friend might not know the answer. If they take a break and come back to their school work later, they might think of the answer when they feel better.* | 1 [ ]  | 2 [ ]  | 3 [ ]  | 4 [ ]  |
| **22** | Reflect on whether the solution to a problem was effective or not?*For example, if they cannot complete their school work, they can work out taking a break may be an effective solution to the problem.* | 1 [ ]  | 2 [ ]  | 3 [ ]  | 4 [ ]  |
| **23** | Asks for help to solve a problem | 1 [ ]  | 2 [ ]  | 3 [ ]  | 4 [ ]  |
| **24** | Accepts help to solve a problem | 1 [ ]  | 2 [ ]  | 3 [ ]  | 4 [ ]  |
| **25** | Choose an appropriate calming strategy when they are feeling intense or unpleasant feelings | 1 [ ]  | 2 [ ]  | 3 [ ]  | 4 [ ]  |
| **26** | Distract themselves in unpleasant situations*For example, the student thinks about something else or does something else when upset.* | 1 [ ]  | 2 [ ]  | 3 [ ]  | 4 [ ]   |
| **27** | Talk to someone else to help themselves feel better | 1 [ ]  | 2 [ ]  | 3 [ ]  | 4 [ ]  |
| **28** | Talk themselves out of being upset*For example, after not getting something they wanted, the student tells them-self that they didn't really want it.* | 1 [ ]  | 2 [ ]  | 3 [ ]  | 4 [ ]  |
| **29** | Bounces back after becoming upset or distressed | 1 [ ]  | 2 [ ]  | 3 [ ]  | 4 [ ]  |
| **30** | Uses strategies to help them relax, such as deep breathing, progressive muscle relaxation or mindfulness App? | 1 [ ]  | 2 [ ]  | 3 [ ]  | 4 [ ]  |
| **31** | Stays calm when there is a problem | 1 [ ]  | 2 [ ]  | 3 [ ]  | 4 [ ]  |
| **32** | ***Changes their behaviour***, to help another person to feel better*For example, a dog approaches the student and their friend. Their friend feels scared, while the student feels excited. The student does not call the dog over to play because their friend feels scared.* | 1 [ ]  | 2 [ ]  | 3 [ ]  | 4 [ ]  |



**Developing a GAS**

Reflecting on the answers in the EDQ – Goal Setting, select one goal to work on this year.

**Goal**:

Using the SMART goal format (specific, measureable, achievable, relevant, and time-bound) describe the student current level of ability and add it to the table under ‘Initial description of social emotional skill (-1).

Complete the table below, adding a behavior based statement of expected goal outcome at each rating level. (See next page for an example and further instructions). You may consider the frequency in which the skill is demonstrated (always when required, half the time, never), the level of support or prompting needed (independent, indirect prompt, verbal direct prompt), the places they are in (school, home, community) and the people they demonstrate the skill with (teacher, parent, other) and the type of communication used (verbal, AAC, pointing).

**Goal Attainment Scale Template**

|  |  |  |
| --- | --- | --- |
| **Level of expected outcome by the end of the program** | **Rating** | **Behaviour based statement of expected social-emotional outcomes – Goal 1** |
| Much more than expected improvement | +2 |       |
| Expected improvement | +1 |       |
| Small improvement but not as much as expected | 0 |       |
| Initial description of social emotional skill | -1 |       |
| Decline in demonstration of skill | -2 |       |

Date:

These individual goals have been identified for (student’s name):

They have been developed with the support of:
(list names of people & their relationship to the student / role at school)

Name:       Relationship:

Name:       Relationship:

Name:       Relationship:

Name:       Relationship:

**Example**

|  |  |  |
| --- | --- | --- |
| **Level of expected outcome by the end of the program** | **Rating** | **Behaviour based statement of expected social-emotional outcomes – Example** |
| Much more than expected improvement(If the student exceeds your expected outcome by half again, what might that look like) | +2 | By the end of the TFP-A, when communicating with school staff, the student is able to independently and accurately use the Feelings Strengths Bar or words to label the feeling and level of intensity of the feeling ‘happy’, ‘sad’, ‘angry’ and ‘worried’ over 80% of the time when in the situation. |
| Expected improvement(Where you expect the student to be at the end of the program) | +1 | By the end of the TFP-A, when communicating with teachers, the student is able to independently and accurately use the Feelings Strengths Bar or words to label ‘happy’ most of the time and ‘sad’, ‘angry’ and ‘worried’ over half of the time when in the situation. |
| Small improvement but not as much as expected (If the student shows some improvement, but less than half as expected, what might that look like) | 0 | By the end of the TFP-A, when communicating with teachers, the student is independently and accurately able to say ‘happy’ most of the time when feeling happy, and ‘sad’ over half of the time, but not able to identify other feelings in the situation. |
| Initial description of social emotional skill(Current level of ability) | -1 | By the end of the TFP-A, when communicating with the class teacher, the student is accurately able to say ‘happy’ most of the time, but not able to identify other feelings in the situation without direct verbal prompts. |
| Decline in demonstration of skill(If the skill level drops from the current level, what might that look like) | -2 | By the end of the TFP-A, student is only able to identify how they are feeling in the situation when direct verbal prompts from the teacher. |