

SCIL (Social, Communication, Interaction and Learning) Team

Stages of Emotional Development	Age	Communication or Understanding of Emotions	Recommendations
1	Birth – 1 year	<p>Appearance of six primary emotions via facial expressions (anger, disgust, fear, joy, sadness, surprise)</p> <p>Brain stem and limbic systems dominant (survival systems)</p> <p>Instinctive behaviours that elicit care giving and bonding</p> <p>Cries to signal physical need</p> <p>Copies facial expressions of others</p> <p>Discriminates facial expressions</p> <p>Increasingly expressive responses (including stranger anxiety)</p> <p>Emotional development of trust or mistrust (Erikson 1964)</p> <p>Are my needs being met consistently and reliably? (Bowlby 1969)</p>	
2	1-2 years	<p>Now conscious of own emotional responses</p> <p>Shame, pride, coyness now extend the primary emotions</p> <p>Verbal expression of emotions</p> <p>Early signs of empathy now evident</p> <p>Egocentric and demands attention (very dependant still)</p> <p>Irritated by constraints</p> <p>Emotional outbursts, tantrums, impulsivity</p> <p>Single emotions communicate and understood</p> <p>Emotional development of pride and shame (Erikson 1964)</p> <p>Is a safe base established with an attuned carer (Bowlby 1969)</p>	<p>Emotion Coaching techniques</p> <p>Mirror work- looking at facial expressions</p> <p>Sharing books, talking about emotions and naming them</p> <p>Talking about emotions through play</p>

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<p>3</p>	<p>3-6 years</p>	<p>Can verbalise emotions Causes and consequences of emotions can be articulated Agency and action (pretend play, teasing, 'false' expressions can mislead others) Self-awareness emerging (personal moods) Regulation emerging (can respond to reason) Empathy emerging (following self-awareness) Multiple emotions communicated and understood Reliance on parent/carer to resolve emotional challenges Emotional development of 'I can' or 'I can't' (Erikson 1964) Is emotional co-regulation taking place with the significant other? What are the unconscious internal working models of myself and others that I carry with me into school? (Bowlby 1969)</p>	<p>My Happy mind Emotion Coaching techniques Mirror work- looking at facial expressions Sharing books, talking about emotions and naming them Talking about emotions through play Meet and Greet- colour monster Emotional check ins Zones of regulation and other interventions Building positive relationships with staff. Social stories Blob work</p>
<p>4</p>	<p>7-10 years</p>	<p>Multiple feelings and close friendships emerge Complex range of relationships and emotions Relationship management skills developing Increasing self-awareness and emotional self-regulation Emotional self-efficacy – taking responsibility for problem solving emotional challenges In control Decision making on emotions and responses to others In contact with social scripts (what you are meant to say in a given situation) In contact with social roles (how you are meant to act in a given situation)</p>	<p>My Happy mind Emotion Coaching techniques Meet and Greet Emotional check ins Zones of regulation and other interventions Building positive relationships with staff Social stories Lego group work Blob work Comic strip conversation Forest school</p>

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<p>5</p>	<p>10 – 13 years</p>	<p>Understanding that thoughts can control emotions Internalised strategies for self-regulation Increased empathy for strangers Awareness that expressed emotion may be 'fake' (in self and others) Discern between genuine emotions and managed displays (in self and others) Internalising social scripts (what you are meant to say in a given situation) Internalising social roles (how you are meant to act in a given situation) Emotions around identity, values and beliefs Emotional development of role identity: adaptation or confusion (Erikson 1964) How emotionally attuned am I? can I attune to others? Can I maintain relationships? Can I predict emotional temperatures accurately and adapt? (Gottman and Declaire 1997)</p>	
<p>6</p>	<p>13+ years</p>	<p>Secure attachments to peers and other adults (teachers and teaching assistants), to romantic partners, to institutions (school, clubs, workplaces) and the web of relationships associated with these institutions A consolidation and refinement of the five key areas of emotional competency (see Casel 2017; Goleman 1996; SEAL 2005):</p> <ol style="list-style-type: none"> 1. Self awareness 2. Self-regulation 3. Social awareness (empathy) 4. Relationship management 5. Responsible decision making <p>Emotional development around sharing, commitment, intimacy, giving back and contemplation (Erikson 1964)</p>	

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Table 1:1 Alludes to five key areas of emotional competence that have been linked to successful emotional development of children by a range of practitioners and authors (Casel 2017; Goleman 1996; SEAL 2005). At the risk of being pedantic it has been suggested in in table 1/1 that positive emotional development might comprise five key areas, namely:

1. Self-awareness
2. Self-regulation
3. Social awareness (empathy)
4. Relationship management
5. Responsible decision making

Extract taken from Attachment and Emotional Development in the Classroom: Theory and Practice. Edited by David Colley and Paul Cooper. Forward by Barry Carpenter (2017, p 23-25)

References

Bowlby J. (1969) Attachment and Loss Vol. 1. London. Hogarth Press and The Institute of Psychoanalysis

CASEL (Collaborative Academic Social and Emotional Learning) WWW.casel.org

Erikson E.H. (1964) Childhood and Society New York, Norton.