

PIVATS PERFORMANCE INDICATORS:					PIVATS MILESTONE EARLY STAGE ONE:
Culture	Communication	Self-Awareness	Safety	Choices	PIVATS MILESTONE EARLY STAGE ONE
Pupil reacts to different voices.	Pupil can blink/pupils dilate in response to familiar sound.	Pupil turns head to a touch on cheek.	Pupil can blink/pupils dilate in response to loud sound.	Pupil demonstrates left/right sided movements, e.g. kicks right leg more than left.	
	Pupil stills in response to familiar voice.	Pupil responds to a physical touch.	Pupil startles in response to sudden loud noise.	Pupil coos/gurgles when happy and content.	
	Pupil responds to familiar sound.	Pupil stills to a physical touch.	Pupil cries to express need.	Pupil shows discomfort through discontented sounds.	
	Pupil is comforted by being fed. Cuddled.			Pupil shows feelings and expressions through smiles and frowns.	

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PIVATS PERFORMANCE INDICATORS:					PIVATS MILESTONE EARLY STAGE TWO:
Culture	Communication	Self-Awareness	Safety	Choices	PIVATS MILESTONE EARLY STAGE TWO
Pupil smiles at familiar people. Strong reaction to strangers and clings to parent or carer.	Pupil babbles to sounds/music.	Pupil stills in response to their own name when in one to one, quiet environment.	Pupil demonstrates consistent response to hot and cold.	Pupil makes a positive response to a specific sound. Pupil may start to resist when not happy to do something.	
Pupil responds consistently to a familiar sound/voice.	Pupil vocalises to themselves.	Pupil makes positive response to own name.	Pupil demonstrates consistent response to different textures.	Pupil vocalises to indicate pleasure.	
Pupil calms in response to a familiar voice.	Pupil makes own sounds in response to being spoken to by a familiar adult.	Pupil enjoys attention.	Pupil is beginning to show fear around unknown people.	Pupil makes different sounds to indicate different needs.	

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PIVATS PERFORMANCE INDICATORS:					PIVATS MILESTONE EARLY STAGE THREE:
Culture	Communication	Self-Awareness	Safety	Choices	PIVATS MILESTONE EARLY STAGE THREE
Pupil recognises familiar voices.	Pupil stops responding if the speaker stops interaction.	Pupil repeats their own sounds and vocalisations.	Pupil is attentive to environmental sounds.	Pupil moves whole body in response to a sound that they like.	
Pupil shows excitement at sounds of approaching voices, changes in intonation.	Pupil responds to interactions with others through vocalisation or facial expression.	Pupil explores object orally.	Pupil is afraid of being apart from carer and may cry when see them leave.	Pupil shows consistent preferences to familiar people and resources.	
Pupil responds to familiar voice or personal identifier through increased attention or facial expression.	Pupil can make a range of different sounds.	Pupil listens as adult repeats their own vocalisations.		Pupil directs own vocalisations to an adult or objects to communicate desire.	
				Pupil may show negative emotion, refuses food, tantrum.	

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PIVATS PERFORMANCE INDICATORS:					PIVATS MILESTONE EARLY STAGE FOUR:
Culture	Communication	Self-Awareness	Safety	Choices	PIVATS MILESTONE EARLY STAGE FOUR
Pupil focuses on a range of adults in the educational setting for short periods.	Pupil has several words, signs or symbols for family adults or objects. Communicates through physical gestures or touch	Pupil finds their own photograph or points to themselves when responding to "Where's ...?"	Pupil listens and stops when an adult says "No" or "Stop".	Pupil shows preferences by pressing one switch more than another to gain a given reward.	
Pupil likes routine and any changes are upsetting.	Pupil can be easily distracted because of short attention span	Pupil is beginning to show feelings of basic feelings happy/sad.	Pupil needs comfort and reassurance from parents/carers.	Pupil may show extreme behaviour eg dependent/ interdependent, aggressive/calm, helpful/stubborn.	
Pupil can be self centred.		Pupil may get angry when stopped doing something that is unsafe.	Pupil's fear of strangers decrease.	Pupil can begin to calm with support from familiar people.	

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PIVATS PERFORMANCE INDICATORS:				PIVATS MILESTONE DEVELOPING EMOTION ONE:
Emotion of Self		Emotion of Others	Regulating Emotions	PIVATS MILESTONE DEVELOPING EMOTION ONE
Pupil can say that they feel sad Pupil can say when they feel cross.	Pupil tends to have 1 emotion at a time.	Pupil relies on physical cues to identify the emotions of others e.g. tears denote sadness.	Pupil has simple ways to manage emotions with support from adults e.g. choose a different activity to distract from feeling of frustration.	
Pupil can get angry rather than explain how they feel Pupil may act out how they feel.	Pupil can get cross when doesn't get their own way e.g. may still demonstrate stubbornness and aggression. Pupil may sulk.	Pupil can read basic emotions of others.	Pupil is beginning to link feelings and actions.	
Pupil may break rules when they want something.	Pupil may not care about what others feel.	Pupil will like to help their friends. E.g. protective and kind to younger child or pet.	Pupil can often let feelings rule their actions.	
Pupil may be confused about their emotions.	Pupil may flip between 1 emotion to another quickly.	Pupil may not be able to keep a safe secret.		
Pupil can recognise and name some basic feelings.	Pupil can express basic feelings, e.g. feel joy, anger, sadness, fear. Pupil may slam door or stamp in anger and /or jump up and down if happy.	Pupil can do basic actions to make others happy.		
	Pupil's emotions may motivate them.	Pupils can begin to empathise with others.		

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PIVATS PERFORMANCE INDICATORS:				PIVATS MILESTONE DEVELOPING EMOTION TWO:
Emotion of Self		Emotion of Others	Regulating Emotions	PIVATS MILESTONE DEVELOPING EMOTION TWO
Pupil may be able to recognise why they feel sad.	Pupil understands they have more than 1 emotion in reaction to the same event as long as similar e.g. happy and excited. Pupil expresses a range of emotions.	Pupil cares about what other people feel as long as doesn't impact on their needs.	Pupil can predict some consequences. Pupil begins to be more self confident.	
Pupil has limited vocabulary that helps them reduce use of physical reaction.	Pupil is beginning to assess intensity of feelings.	Pupil can take into account clues from situations to help explain emotions of others e.g. understand child may be sad when their favourite toy is broken.	Pupil is increasingly able to choose appropriate behaviour and responses e.g. asks and waits for assistance with different tasks.	
Pupil can identify what makes them feel cross.	Pupil can tell their friend how they feel.	Pupil can take on (limited) perspective of others.	Pupil can manage anger better and conflicts.	
Pupil can say sorry. Pupil can ask for help.	Pupil more able to communicate needs and feelings e.g. more complex emotions such as shyness, surprise, elation.	Pupil likes to help their friends get on.	Pupil can delay gratification for a short time.	
Pupil more careful not to break rules.	Pupils realise that their feelings can help them decide what to do. E.g conflicting impulses.	Pupil can think about actions that make people happy e.g.	Pupil beginning to control impulses.	
Pupil can cheer up with support or prompts.	Pupil learns about their emotions and feelings and how they react to events e.g. strength and limitations.	Pupil can start to choose a group based on who they get along with.	Pupil can manage somewhat when they don't get their own way.	
			Pupil begins to manage emotions linked to their behaviour.	

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PIVATS PERFORMANCE INDICATORS:			PIVATS MILESTONE DEVELOPING EMOTION THREE:
Emotion of Self	Emotion of Others	Regulating Emotions	PIVATS MILESTONE DEVELOPING EMOTION THREE
Pupil can understand that they can have the opposite feeling to the same situation e.g. happy and sad that the school year has ended. I can identify feelings in a range of situations and say whether they are positive or negative feelings.	Pupil has more complex understanding of interactions between emotions and the situation and people e.g. child sad because the toy they broke was from a grandparent who recently died. Pupil can experience a range of emotions.	Pupil is able to manage emotions by rethinking their own goals and motives e.g. decide no point being angry about something they can't change. E.g pupil can redirect energy.	
Pupil can verbalise more fully how they feel. Pupil can vocalise more complex emotions e.g. embarrassment, shame, guilt, pride, empathy.	Pupil is proactive in helping others feel happy.	Pupil is able to deal with more stressful situations or intense emotional situations. Pupil can show optimism in face of failure.	
Pupil can explain why they feel sad. Pupil can keep a safe secret.	Pupil cares about what others feel irrespective of own needs. Pupil can read feelings in others using non verbal clues.	Pupil can solve some relationship with peer problems.	
Pupil is able to use words and not physical violence when angry or disagrees. Pupil will avoid breaking rules.	Pupil learns more about their feelings and how they react. E.g. assessing intensity. Pupil can recognise a range of feelings in others.	Pupil can delay gratification for longer.	
I know when, who and how to ask for help with strong feelings.	Pupil can cheer themselves up. Pupil can use simple strategies for helping others feel better.	Pupil can be positive and look on bright side.	

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PIVATS PERFORMANCE INDICATORS:			PIVATS MILESTONE DEVELOPING EMOTION FOUR:
Emotion of Self	Emotion of Others	Regulating Emotions	PIVATS MILESTONE DEVELOPING EMOTION FOUR
Pupil displays a positive self-image.	Pupil can use words to describe a bigger range of feelings of others.		
Pupil can recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.	Pupil can recognise a range of emotions in others.		
Pupil can face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.	Can empathise with other people's feelings in relationships, including parents and carers.		
Pupil can describe a range of feelings and emotions.			
Pupil can talk about the feelings people experience in different situations.			
Pupil shows a range of adaptive skills.			
Pupil can recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them.			

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PIVATS PERFORMANCE INDICATORS:			PIVATS MILESTONE DEVELOPING EMOTION FIVE:
Emotion of Self	Emotion of Others	Regulating Emotions	PIVATS MILESTONE DEVELOPING EMOTION FIVE
Pupils recognise what positively and negatively affects their physical, mental and emotional health to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.	Pupil can suspend judgment and prefer to seek out information.	Pupil understands that people have sensitivities to cross-cultural differences in others.	
Pupil can use relaxation strategies to help me to feel calm when I am feeling stressed or anxious.		Pupil can more intuitively know how people are feeling.	
Pupil is able to describe how their feelings and behaviour may change during puberty.		Pupil knows how puberty effects emotions and behaviour in relationships.	
Pupil can explain how things we may say, see, read or write online can have the same effect on our and others' feelings as when we are face to face with someone.		Pupil can explain the intensity of different feelings using an emotional thermometer.	
Pupil demonstrates different ways of coping with uncomfortable and challenging thoughts and feelings.		Pupil understands and is able to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact.	
Pupil can identify a range of coping strategies.			

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