The Feelings Program Adolescent version

Teacher Version

Identifying Emotion Skill Goals

Think about an autistic student that you support.

1. What are some of the student’s overall strengths and interest areas?

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1. What emotion skills does the student currently use?

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|  | Self | Other |
| Recognition | **Self awareness**[ ] Identifies a range of feelings.[ ] Awareness of own feelings. [ ] Communicates to others about their feelings. | **Social awareness**[ ] Recognise feelings in others.[ ] Read others body language.[ ] Picks up on the mood of others. |
| Regulation | **Self management**[ ] Uses a range of calming strategies.[ ] Uses problem solving to address social or emotional problems.[ ] Able to use a flexible problem solving approach. | **Relationship management**[ ] Gets along well with others.[ ] Manages conflict.[ ] Provide emotional support to others.[ ] Changes own behaviour to impact how others feel. |

Other emotion skills:

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3. What emotion skills would the student benefit from learning?

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|  | Self | Other |
| Recognition | **Self awareness**[ ] Identify a range of feelings.[ ] Awareness of own feelings. [ ] Communicate to others about their feelings. | **Social awareness**[ ] Recognise feelings in others.[ ] Read others body language.[ ] Picks up on the mood of others. |
| Regulation | **Self management**[ ] Use a range of calming strategies.[ ] Use problem solving to address social or emotional problems.[ ] Use a flexible problem solving approach. | **Relationship management**[ ] Get along more with others.[ ] Manage conflict.[ ] Provide emotional support to others.[ ] Change own behaviour to impact how others feel. |

Other emotion skills:

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1. Based on the areas you have ticked above, identify which one of those skills would be a priority goal for the student.

In developing your student’s priority goal, consider:

* *how the new skill will impact the life of the student*
* *whether the student would also recognise a need or benefit for them to learn this emotion skill*
* *whether it would make a meaningful impact for the student and their family, or a meaningful difference for their life at school*

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| What priority goal did you identify for the student?      |

1. Use the framework below to re-word your student’s priority goal

*Specific - What is the specific skill you are wanting to see?*

*Measurable - How will be measure the use of the skill (frequency, across environments, with different people)?*

*Achievable - Is this a skill that you believe the student is capable of learning, with the right support?*

*Relevant - Is this a goal that will be individually meaningful for the student?*

*Timebound - What timeframe is realistic in developing this skill?*

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| What is the goal for the student?            |

1. How would you measure success?

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1. How will you teach this new skill?

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