Focus Statements: Interpersonal Development

Stage One
Students are enabled to encounter activities and experiences. Participation is fully prompted by the teacher, with passive, resistant or simple reflex responses from the students. Students are provided with activities and experiences that encourage them to show some awareness, focus their attention and give intermittent reactions. They are encouraged to show sensory awareness in relation to a range of people, objects and materials in everyday contexts and to show reflex responses to sensory stimuli.

Stage Two
Students are enabled to respond consistently to, and show an interest in familiar people, events and objects and to engage in coactive exploration. They are provided with opportunities to perform actions using trial and error and to develop some learned responses over short periods of time. They are assisted to communicate consistent preferences and to express simple needs, wants or feelings in response to their immediate environment.

Stage Three
Students are enabled to participate in shared activities with less support, to communicate intentionally and to seek attention through eye contact, gesture or action. They are provided with opportunities to explore and manipulate objects, toys and other equipment and to communicate simple choices and likes and dislikes. They are encouraged to respond appropriately to familiar people, routines, activities and actions and to remember learned responses for more extended periods of time.

Stage Four
Students are provided with opportunities to engage more fully in their own work and play and to be involved in their own tasks. They are encouraged to be aware of the presence of others, to engage in parallel activities with their peers and to watch others playing and engaging in activities. They are enabled to identify class members and other significant people, to communicate their basic needs, wants and likes and dislikes with other people and to begin to respond to the feelings of others.

Stage Five
Students are provided with opportunities to begin to develop friendships and to take part in work and play involving one or two others. They are encouraged to share, take turns and make simple negotiations with others, with adult support. They are assisted to make initiations to join activities, to respond appropriately to other's actions and initiations and to co-operate with others on a specific task. They are enabled to show, and communicate, a developing awareness of their own, and others', needs, views and feelings.
Stage Six
Students are provided with opportunities to respond to others in group situations, to play and work cooperatively and to develop increasing confidence in their social interactions. They are assisted to establish effective relationships with others in small groups and to actively contribute to work/play activities. They are enabled to engage in a variety of activities with their peers, which may include make believe, and to negotiate with others in a variety of settings. They are encouraged to play cooperatively with a chosen peer and to begin to develop the concept of a ‘friend’.

Stage Seven
Students are enabled to make purposeful relationships with others in group activities and to express their feelings and ideas. They are provided with opportunities to experience a range of familiar activities in small or large groups and to understand the aims of the task or the rules of the game. They are assisted to be aware of their own and others’ roles within the group, to contribute appropriately and to take part in an interchange of information and ideas.

Stage Eight
Students are encouraged to be sensitive to the needs and feelings of others and to show respect for themselves and others. They are provided with a range of supervised activities and, with encouragement from other peers or adults, to be aware of their own feelings or thoughts about the activity and make choices based on these. They are enabled to communicate their feelings, thoughts and choices about an activity to other group members.

Stage Nine
Students are encouraged to maintain and manage positive social relationships with a range of familiar people and to learn to act in socially responsible ways and to express their feelings appropriately. They are provided with opportunities to participate in a range of familiar and unfamiliar group activities, where they communicate confidently with other group members. They are encouraged to form appropriate friendships and to help others.

Stage Ten
Students are encouraged to develop and exhibit appropriate behaviours for maintaining positive social relationships, and to identify the feelings and needs of others, when working in groups. They are provided with opportunities to participate cooperatively in familiar and unfamiliar groups and to respect the views and rights of others. Through appropriate social contact, they actively seek a consistent friendship group or person and they identify their own friends when asked. They are encouraged to show concern for others and to demonstrate that their behaviour can impact on others.