**ABLE*WA* Support Resources**

Personal and Social Capability

ABLE*WA* Stages A–D

**Content Descriptions, Elaborations and Achievement Standards**

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Stage A **| Content descriptions**

In Stage A, the focus is on enabling students to react and engage with and to be socially receptive to others. Students show emotions when reacting to people and events they experience. Students begin to develop an understanding of themselves and their needs. The curriculum activities should provide opportunities for students to interact with others and develop emotional bonds.

**Self-awareness and management**

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| **Recognition and expression of emotions** | **Elaborations** |
| React to people and express emotions (VCPSCSE052) | * reacting positively or negatively to an element in their environment, for example, person, object, activity or event * communicating basic needs through emotional displays, such as, crying, sounds, physical movement, facial expression * having emotional displays ‘labelled’ by an adult, for example, ‘you look sad/happy/ upset’ |
| **Development of resilience** | **Elaborations** |
| Identify significant objects and people and make a choice between alternatives to show what they like (VCPSCSE053) | * reacting to the sound of their name * accepting and rejecting objects or activities by an emotional response * focusing on familiar people and objects |
| Experience problems within everyday situations and accept assistance from familiar adults to manage problems and implement routine (VCPSCSE054) | * reacting to major changes in the environment * experiencing their reactions being labelled and responded to, for example, being comforted if sad or distressed * experiencing adult comfort or support to cope with emotional events and adults providing solutions to their everyday problems |

**Social awareness and management**

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| **Relationships and diversity** | **Elaborations** |
| Identify significant people by gesturing, vocalising or orienting towards them (VCPSCSO055) | * focusing on familiar people * accepting assistance from a familiar person * beginning to attend to and respond to people |
| Supported to interact with others (VCPSCSO056) | * reacting to the attention from others * forming emotional bonds with familiar adults * watching and responding to others |
| **Collaboration** | **Elaborations** |
| Develop ability to focus attention on others and acknowledge their presence (VCPSCSO057) | * attending to activities and people for short periods of time * learning to follow teacher direction * orientating their attention to an activity or person |
| Interact with another showing cooperation (VCPSCSO058) | * experiencing the sensory elements of an interaction * learning to react and give attention to others |

Stage A **| Achievement standard**

##### By the end of Stage A, students express emotions in relation to a current situation. They indicate a preference between two alternatives. They recognise and react to significant people. They accept assistance from a familiar adult when faced with a problem and undertake simple routine tasks co-actively.

##### Students react to the attention of others and focus on significant people and watch and respond to others showing cooperation.

Stage B **| Content descriptions**

In Stage B, the focus is on students learning how to be socially responsive. Students are developing an awareness of the emotions in themselves and others. Students are developing a sense of self and exploring their personal characteristics and abilities. The curriculum activities should provide opportunities for students to participate in a variety of social situations. At this stage, student involvement in social exchanges is directed and regulated by the teacher.

**Self-awareness and management**

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| **Recognition and expression of emotions** | **Elaborations** |
| Respond to people or events and demonstrate a range of emotions (VCPSCSE059) | * beginning to notice peers and their significant emotional expression * indicating the immediate and present cause of emotions * exploring emotions, people’s physical characteristics, labels and visual representations |
| **Development of resilience** | **Elaborations** |
| Indicate the personal characteristics and the abilities they possess (VCPSCSE060) | * starting to recognise themselves in a mirror and photographs * exploring the personal characteristics and capabilities they possess through structured learning activities * reflecting on their own learning and personal characteristics by answering yes and no questions |
| Follow teacher direction and orientate their attention to an activity or person and persist in a task when supported by a teacher (VCPSCSE061) | * demonstrating a readiness to explore and participate in new experiences * initiating a task once prompted by a teacher and following prompts to persist * exploring and using a variety of different resources and tools in structured learning activities |

**Social awareness and management**

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| **Relationships and diversity** | **Elaborations** |
| Identify members of their family and some members of their class (VCPSCSO062) | * responding to and cooperating with familiar adults * developing an awareness of others * selecting a family member in a photograph |
| Participate in routine activities and interact with others in a range of familiar contexts instigated by the teacher (VCPSCSO063) | * undertaking everyday routines under supervision * demonstrating simple social skills, such as, attending to others and taking turns during structured activities * following adult prompts to regulate their emotional expressions and control impulses |
| **Collaboration** | **Elaborations** |
| Demonstrate some simple social skills, including attending to others, greeting, and following adult directions (VCPSCSO064) | * participating as part of a school group under teacher direction * interacting with peers in a structured activity * following basic social rules to support playing alongside others |
| Demonstrate awareness of basic social rules by responding to assistance provided by an adult (VCPSCSO065) | * accepting adult support to manage emotional expression * following adult prompts on what to do and expected behaviour in classroom situations * accepting help during an interaction |

Stage B **| Achievement standard**

By the end of Stage B, students express a range of basic emotions that indicate their feelings. They explore personal characteristics and abilities. Students focus on a task demonstrating persistence.

Students recognise familiar people and demonstrate ways to interact with others. They respond to teacher prompts to follow basic social rules when working alongside others.

Stage C **| Content descriptions**

In Stage C, the focus is on enabling students to be socially active. Students are becoming peer focused and learning how to actively interact with peers. Students are learning to name and respond to emotions and learning about their personal preferences. They are learning to try a variety of learning activities and, with support and encouragement, participate in an unfamiliar activity. The curriculum activities should provide opportunities for students to learn skills required to work in a group.

**Self-awareness and management**

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| **Recognition and expression of emotions** | **Elaborations** |
| Name emotions shown by self and match these emotions to familiar events or experiences (VCPSCSE066) | * using words, signs or symbols to name emotions of self or others * responding to the emotions of others and indicating the immediate and present causes of other’s emotional reactions * matching emotion to a recent familiar event or experience |
| **Development of resilience** | **Elaborations** |
| Change, accept and reject things based on their personal preference (VCPSCSE067) | * producing responses to specific people and objects based on experience and preference * trying a variety of learning activities and developing personal preferences * expressing feelings about learning activities |
| Try a variety of activities and completing some steps in a set routine independently (VCPSCSE068) | * independently carry out simple, familiar activities, and using cues from others to work out their next movement in a familiar routine * learning to follow adult prompts to stop external and internal distractions * making choices about learning activities |

**Social awareness and management**

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| **Relationships and diversity** | **Elaborations** |
| Identify familiar adults and explore groups they belong to (VCPSCSO069) | * greeting people they know * initiating interactions with preferred fellow students |
| Follow adult directions to intentionally participate in class activities and follow rules and routines (VCPSCSO070) | * controlling impulses during structured activities * using property safely and playing fairly with peers during structured activities * developing greeting skills * responding to a teacher’s instructions and completing a set task |
| **Collaboration** | **Elaborations** |
| Follow basic social rules regarding the sharing and care of property and social expectations regarding behaviour (VCPSCSO071) | * greeting and interacting with others during play and class activities * using property safely, demonstrating and identifying some acceptable ways of behaving * working cooperatively, taking turns and sharing some items |
| Identify reactions and solutions to familiar social problems in supported situations (VCPSCSO072) | * developing skills to contribute, give compliments, and listen to the opinions of others during supported collaborative activities * following simple rules during collaborative activities * working with various peers when requested by a teacher |

Stage C **| Achievement standard**

By the end of Stage C, students can recognise some key emotions and identify events or people that impact on these feelings. They can complete some familiar tasks unaided and try some new activities.

Students identify and name some class members and familiar adults. They follow simple rules, participate in group activities cooperatively, take turns and share some items. When prompted they can identify acceptable and unacceptable ways to behave in familiar situations.

Stage D **| Content descriptions**

In Stage D, the focus is on enabling students to learn how to be socially perceptive. Students learn to guide their behaviour across a range of familiar situations. They learn to adhere to class practice, offer assistance, share, initiate activities and regulate emotional expression. Students are learning to name emotional responses and becoming aware of how their reactions impact on others. Students are learning about their characteristics, strengths and preferences. The curriculum activities should provide opportunities for students to build their independence to establish and maintain friendships and skills required to work in a small group.

**Self-awareness and management**

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| **Recognition and expression of emotions** | **Elaborations** |
| Name a range of emotions and describe how these are expressed or shown (VCPSCSE073) | * using a range of emotions that are shown in a person’s facial expression * explaining generalised causes of own emotions * regulating facial, bodily and vocal expression of emotion for their own benefit or the benefit of others * differentiating emotional responses and demonstrating an awareness of the causes and effects of emotional reactions |
| **Development of resilience** | **Elaborations** |
| Identify characteristics of self and share their likes and dislikes (VCPSCSE074) | * naming and responding to questions about self, for example, age, gender * naming or labelling familiar people, objects and places * recalling personal experiences and facts about a topic of interest when supported through guided questioning |
| Identify situations that could be a problem or challenge and discuss relevant self-help skills (VCPSCSE075) | * expressing and communicating their feelings, needs and choices in increasingly appropriate ways * showing a readiness and willingness to be taught how to do some things not yet learned or tried * seeking help when they cannot solve a problem or challenge, or when a peer needs help |

**Social awareness and management**

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| **Relationships and diversity** | **Elaborations** |
| Categorise familiar people and members of their family and class (VCPSCSO076) | * naming self, family members and classmates from a photograph * seeking a consistent friendship group or person during recreation and class group work and identifying own ‘friends’ when asked * identifying people associated with particular events and routines |
| Work with various peers, including participating in an activity they didn’t like (VCPSCSO077) | * cooperating with others when working or playing in groups * implementing some self-help skills when attempting to complete a task they didn’t like * developing some simple strategies to work with new team members |
| **Collaboration** | **Elaborations** |
| Respond to others in group situations, playing or working in a small group cooperatively (VCPSCSO078) | * demonstrating some basic rules of cooperation, for example, sharing and taking turns appropriately * cooperating with others when working or playing in groups * showing an understanding of sharing with regard to personal belongings, class items and resources |
| Demonstrate some understanding that negative words and actions are hurtful and that their behaviour can impact on others (VCPSCSO079) | * using peer behaviour as a cue for own behaviour showing both positive and negative reactions * demonstrating an understanding that their behaviour can impact on others * regulate own behaviour and emotional expression in familiar contexts * sharing how it feels when other people use negative words or actions |

Stage D **| Achievement standard**

By the end of Stage D, students can name emotional responses and identify the cause of emotions. They can identify some characteristics of self. They use cues and prompts to solve simple problems.

Students can identify people associated with particular events and routines. They attend to and implement some basic social rules. They cooperate with others when working or playing in groups, showing an understanding of the impact of their behaviour on others.