



Hamish & Milo Compass

Emotional Literacy Skills Profile

Child name/code

Referred by

Class/year group

Form completed by

Compass sets out indicators for the key skills on the social and emotional skills pathway helping to identify where strengths, but also needs are.

Complete Compass by marking the various indicators from 1-5 in terms of a child's current capability with 1 being low and 5 being high.

Add up the score for each section and then collate using the scoring grid to show areas of strength and need. Lower numbers will show where there is a greater level of need and will suggest themes to start with.

Select a programme based on the context for the child and what you know about them as well as using the indicator score that suggest low capability and opportunity for intervention.

1. Connection and attachment

Can the child	Still developing			Mastering		Suggested programmes
	1	2	3	4	5	
Make appropriate eye contact?						Amazing me
Seek out support and ask for help from a trusted adult when distressed?						
Seek out and show affection for others?						Finding me
Connect to an adult as a secure base for exploration?						
Connection and attachment indicator score						

2. Co-regulation

Can the child	Still developing			Mastering		Suggested programmes
	1	2	3	4	5	
Seek support when experiencing uncomfortable feelings or distress?						Calm me
Accept the trusted adult's help to be calmed and soothed when distressed?						
Take turns, initiating and responding, in converse with an adult?						Exploding me
Show interest and pleasure in their environment?						
Co-regulation indicator score						



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3. Emotional self-awareness

Can the child	Still developing			Mastering		Suggested programmes
	1	2	3	4	5	
Have positive self-esteem – thinks that they are good at some things and accept not being good at others?						Amazing me
Accept praise without becoming distressed?						
Show a full range of basic feelings (e.g. happiness, sadness, anger) appropriately for their age without being overwhelmed by them?						Celebrating me
Able to name, talk about, and reflect on their feelings?						
Emotional self-awareness indicator score						

4. Emotional self-regulation

Can the child	Still developing			Mastering		Suggested programmes
	1	2	3	4	5	
Understand and accept the boundaries at school and at home?						Calm me
Express big feelings like anger, failure, and disappointment appropriately?						
Recognise triggers and think through situations?						Exploding me
Use strategies to regulate and calm self?						
Emotional self-regulation indicator score						

5. Motivation and engagement

Can the child	Still developing			Mastering		Suggested programmes
	1	2	3	4	5	
Look after themselves and possessions appropriately?						Resilient me
Persevere with a task or request that may seem difficult?						
Reflect and find solutions to problems?						New beginnings and me
Carry themselves with a sense of confidence and agency?						
Motivation and engagement indicator score						



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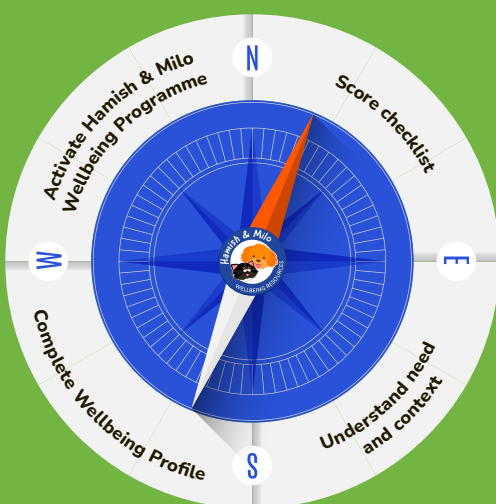


6. Empathy

Can the child	Still developing			Mastering		Suggested programmes
	1	2	3	4	5	
Show kindness and care towards others?						 Memories and me
Recognise feelings in others and think about how a situation might feel from another's perspective?						
Show more complex emotions of guilt, hurt, compassion or remorse and the wish to repair when things go wrong?						 Finding me
Show tolerance for others who are different from them?						
Empathy indicator score						

7. Social skills

Can the child	Still developing			Mastering		Suggested programmes
	1	2	3	4	5	
Smile and laugh when it is appropriate?						 Actions, words and me
Seek out and show affection to others appropriately?						
Make and maintain friendships with peers?						 My friends and me
Listen and respond to others with sensitivity?						
Social skills indicator score						



Hamish & Milo Compass

Compass provides a general overview of a child's emotional development, highlighting areas of need and supports with identifying the best Hamish & Milo intervention programme (emotion theme) for a child to join. The lower the number the greater the level of need and results align with the emotion themes we suggest to start with.

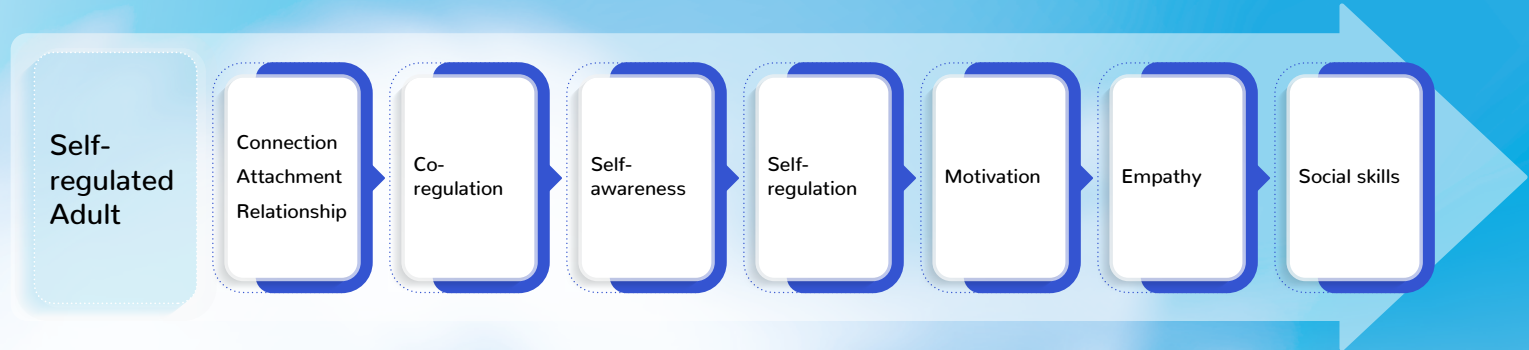
Professional judgement and knowledge of the child is of course an important part of selecting the best intervention theme for the child at that particular time. Select a programme based on the context for the child and what you know about them as well as using the Compass indicator score that suggest low capability and opportunity for intervention.

- ☑ Complete Compass by marking the various indicators from 1-5 in terms of a child's current capability with 1 being low and 5 being high.
- ☑ Add up each score for each section and then collate using the scoring grid on the following page to show areas of strength and need.

- ☑ Consider the reasons for intervention referral such as friendship needs, a loss or specific presenting behaviour.
- ☑ Consider contextual factors for the child as to whether there has been a recent experience, loss or event, the child's history and family context and any other factors that are present which may cause a leaning towards a particular programme.
- ☑ Once an emotion theme has been selected, use the more detailed and programme specific Child Wellbeing Profile which has more in-depth indicators to show development areas. Complete prior to starting the intervention and again post-intervention to show changes, track progress and see any shifts in presenting behaviours and how the underlying needs are met. Then complete the intervention programme with a group of children or 1-1.
- ☑ Complete a Child's Voice questionnaire pre- and post-intervention to gain insight into the child's experience.



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	Connection and attachment	Co-regulation	Emotional Self-awareness	Emotional Self-regulation	Motivation and engagement	Empathy	Social Skills
Indicator score							
Indicator key concepts	Self-esteem, sadness	Anxiety, anger	Self-esteem, diversity	Anxiety, anger, strong emotions	Resilience, change, transition	Loss, bereavement, grief, sadness, compassion	Conflict resolution, friendship, communication
Hamish & Milo themes	Amazing me Finding me	Calm me Exploding me	Amazing me Celebrating me	Calm me Exploding me	Resilient me New beginnings and me	Memories and me Finding me	Actions, words and me My friends and me
Reasons for referral							
Contextual factors							
Hopes and desired outcomes							