

Social and Emotional Skills Assessment

SESA

Skills Sheet

8-12 years

Child: <i>Child B</i>	Age (years and months):	Identified Gender:
Assessor: <i>Mr Curtis</i>	Date of assessment:	
Reason for assessment: <i>Referral to mentor</i>		
Context (school/home/other): <i>school</i>		

Please shade in the scores relating to the answers given for each Skill (two questions relate to each Skill).

This assessment identifies many of the skills needed for social and emotional development and any gaps to address in approximate chronological order. Focus on addressing the earliest social and emotional skills, which will have an impact on later skills. Reassess as change is noticed on these early skills.

	Skills	Skill no.	Score (shade in boxes)												
Infancy	Maintains eye contact, watches faces.	S1	■												
	Responds to attention from adults.	S2	■	■											
	Joins in with simple games between them and others.	S3	■	■	■	■									
	Wants to repeat positive experiences with adults.	S4	■	■	■	■	■								
	Smiles and laughs, responds appropriately to early emotions.	S5	■	■											
	Accepts and seeks praise.	S6	■	■	■										
	Expresses basic emotions.	S7	■	■											
	Draw attention to objects or people.	S8	■	■	■	■	■	■	■	■					
	Can seek out key adult(s) when required.	S9	■	■											
	Copes with short-term separation from key adult.	S10	■	■	■	■									
	Shows interest in the actions of others.	S11													
	Gets self-absorbed in an activity of their choice.	S12	■	■											
	Makes requests for objects.	S13	■												
	Engages in pretend play.	S14	■	■	■	■									
	Uses adults to gauge reactions.	S15													
	Works or plays alongside others without disrupting them.	S16													
Toddlerhood	Responds appropriately to boundaries.	R1	■												
	Links people's desire with their emotional response.	R2													
	Copes with extended separation from key adults.	R3	■	■	■	■									
	Has a basic concept of fairness.	R4	■	■	■										
	Has a positive self-identity.	R5													
	Ends an enjoyable activity with adult support.	R6	■	■	■	■									
	Shows empathy to others in distress.	R7	■												
	Cooperates with requests from adults.	R8	■	■	■	■	■								
	Cooperates with peers.	R9	■	■	■	■	■	■							
	Expresses basic needs.	R10	■												
	Understands the impact of their behaviour on others.	R11	■	■	■										

	Begins to recognise emotional cues in others.	R12																		
	Gives and takes in a key relationship.	R13																		
	Ends a self-absorbed activity.	R14																		
	Begins to develop one or two close friendships.	R15																		
	Engages in simple role play.	R16																		
	Can take turns.	R17																		
	Responds appropriately to their basic emotions.	R18																		
	Copes with only light contact from key adults.	R19																		
	Recognises self-aware emotions and begin to respond appropriately.	R20																		
	Begins to form a concept of their own skills.	R21																		
Young Childhood	Displays basic social conventions.	C1																		
	Pays attention for extended periods of time.	C2																		
	Makes requests of peers.	C3																		
	Engages in functional dialogue with peers.	C4																		
	Understands trust and which adults they trust.	C5																		
	Join in with group activities with shared rules.	C6																		
	Shows awareness of their own social, cognitive and physical abilities.	C7																		
	Adapts speech according to the needs of the listener.	C8																		
	Shares with limited adult support.	C9																		
	Recognises the cause of emotions in others.	C10																		
	Conforms to expectations to listen.	C11																		
	Displays some 'false' emotions in social situations.	C12																		
	Relates emotions to expectations.	C13																		
	Understands basic friendship rules.	C14																		
	Maintains one or two close friendships.	C15																		
	Has a positive view of their own qualities.	C16																		
	Has developed morals.	C17																		
	Engages in conversation.	C18																		
Middle Childhood	Can perform basic social problem solving.	N1																		
	Has developed an advanced concept of fairness.	N2																		
	Understands the impact of behaviour and emotions in their wider circle of friends.	N3																		
	Cooperate with peers to adapt an activity or game.	N4																		
	Is socially confident with peers.	N5																		
	Recognises the emotions moral transgressors experience.	N6																		
	Understands the motivation of other's actions.	N7																		
	Develops imaginary worlds as part of their play.	N8																		
	Displays complex emotional awareness.	N9																		
	Can discuss own abilities.	N10																		
	Identifies the motivation for their actions.	N11																		
	Has their own friendship group.	N12																		
	Joins in with collaborative play.	N13																		
	Uses cognitive strategies to regulate emotions and resolve conflict.	N14																		
	Begins to develop their own morals.	N15																		

	Has developed a sense of intimacy with friends.	N16								
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