

Social and Emotional Skills Assessment

SESA

Skills Sheet

8-12 years

Child: <i>Child F</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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Responds to attention from adults.	S2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Joins in with simple games between them and others.	S3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Wants to repeat positive experiences with adults.	S4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Smiles and laughs, responds appropriately to early emotions.	S5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Accepts and seeks praise.	S6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Expresses basic emotions.	S7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Draw attention to objects or people.	S8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Can seek out key adult(s) when required.	S9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Copes with short-term separation from key adult.	S10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Shows interest in the actions of others.	S11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Gets self-absorbed in an activity of their choice.	S12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Makes requests for objects.	S13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Engages in pretend play.	S14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Uses adults to gauge reactions.	S15	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Works or plays alongside others without disrupting them.	S16	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Toddlerhood	Responds appropriately to boundaries.	R1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Links people's desire with their emotional response.	R2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Copes with extended separation from key adults.	R3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Has a basic concept of fairness.	R4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Has a positive self-identity.	R5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Ends an enjoyable activity with adult support.	R6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Shows empathy to others in distress.	R7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Cooperates with requests from adults.	R8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Cooperates with peers.	R9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Expresses basic needs.	R10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Understands the impact of their behaviour on others.	R11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	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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