

Social and Emotional Skills Assessment

SESA

Skills Sheet

8-12 years

Child: <i>Individual intervention after</i>	Age (years and months):	Identified Gender:
Assessor: <i>Mr Curtis</i>	Date of assessment:	
Reason for assessment: <i>End of intervention</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										

<input type="checkbox"/>	Has developed a sense of intimacy with friends.	N16	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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