

# Social and Emotional Skills Assessment

SESA

Skills Sheet

1-3 years

Child: <i>Child G</i>	Age (years and months):	Identified Gender:
Assessor: <i>Mr Curtis</i>	Date of assessment:	
Reason for assessment: <i>Referral to mentor</i>		
Context (preschool/home/other): <i>preschool</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 an object or person.	S8	■	■	■										
	Seeks out key adult(s).	S9	■												
	Copes with short-term separation from adults.	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	■	■	■	■	■			