

Social and Emotional Skills Assessment

SESA

Skills Sheet

1-3 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 <i>school</i> (preschool/home/other):		

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								