

Social, Emotional and Behavioural Rating.

Child's name: _____ d.o.b: _____ c.a _____
Completed by: _____ (Teacher/Therapist/
Parent)

For each statement below please circle the one which, in your experience, applies most appropriately to the child: generally the case, sometimes the case or rarely the case.

Mark one response only per statement. Please complete this form in consultation with the parents/guardians if there are items that you have not directly observed.

Social

1. The child is included by peers in interactions, e.g. games, invited to parties etc.

Generally Sometimes Rarely

2. The child initiates appropriate verbal interactions with familiar listeners, e.g. conversations, telling news, recounting stories.

Generally Sometimes Rarely

3. The child is able to join in and play with peers to an age appropriate level.

Generally Sometimes Rarely

4. The child withdraws from interactions with peers.

Generally Sometimes Rarely

Emotional

1. The child presents as confident in familiar settings.

Generally Sometimes Rarely

2. The child can resolve conflicts and negotiate with peers to an age appropriate level.

Generally Sometimes Rarely

3. The child's initial reaction when set a task is to 'opt out' or give up, e.g. saying "it's too hard for me"

Generally Sometimes Rarely

4. The child gets frustrated/anxious when he cannot get his message across.

Generally

Sometimes

Rarely

Behavioural

1. The child uses strategies to get his message across, e.g. gesture, actions or “saying it another way”.

Generally

Sometimes

Rarely

2. When the child can’t fully understand what is being said,her/she can let you know by asking you to explain again or repeat ...“huh/what?”

Generally

Sometimes

Rarely

3. The child demonstrates age appropriate pragmatic language skills, e.g. eye contact, vocal volume, turntaking, using language forms that are appropriate to the situation and people involved.

Generally

Sometimes

Rarely

4. The child can react in any of the following ways when he has difficulty understanding what is being said or has difficulty expressing himself: becoming embarrassed, becoming withdrawn, acting out, behaving aggressively, having tantrums.

Generally

Sometimes

Rarely

5. The child shows signs of discomfort in speaking situations?, e.g. muscles tensing, tearfulness, throat clearing, blanching/blushing.

Generally

Sometimes

Rarely

Please add any additional comments you feel are appropriate:

Thank you for completing this form.

(Working document devised by the Special interest Group in Specific speech & language Impairment. January 2008)