

The Social-Emotional-Behavioural Assessment For Early Communicators

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The SEB-1 has been developed over several years to measure the social, emotional and behavioural strengths and needs of individuals who are either pre-verbal or who have limited expressive skills. This assessment has proved useful with young children who have emerging communication skills as well as with older children, adolescents and adults with learning difficulties. It is intended for individuals who are below or at “one-word” level, ie: P levels 1-4.

The SEB-1 can be used for base-line assessment and target setting, as well as long-term monitoring of an individual’s social, emotional and behavioural wellbeing. It provides information about the individual’s strengths and weaknesses, and helps identify areas for development in social communication. This can also be used to monitor the functional communication and wellbeing of individuals with limited communication as they experience life changes over time.

The adult completing the assessment should be very familiar with the individual who is being assessed, and could be a parent, carer, teacher or therapist.

The SEB-1 uses a 5-point scale to measure the frequency of social and emotional behaviours. For each statement a score should be given as follows:

- 0 - Never observed
- 1 - Rarely observed
- 2 - Not often = (once a month)
- 3 - Often (once a week)
- 4 - Very often (once a day)
- 5 - Almost always

NB: The maximum score achievable is 240. Progress to SEB-2 if the score on SEB-1 > 192

Name:		Date:	0	1	2	3	4	5
RESPONSES	Responds positively to a range pleasant sensory stimuli							
	Responds negatively to a range of unpleasant sensory stimuli							
	Makes sounds or movements to express simple needs							
	Pays attention to surroundings							
	Responds appropriately to routines							
	Responds appropriately to familiar objects							
	Responds appropriately to familiar adults							
	Shows anticipation in response to routines							
	Able to stay on task for adult-directed activities							
	Able to stop self-chosen activity and move to adult-chosen activity							
Imitates play/leisure activities of others								
INITIATION	Repeats actions for self-stimulation							
	Makes sounds or movements to show how they are feeling							
	Communicates simple choices, likes or dislikes							
	Explores and manipulates objects with interest							
	Explores the environment, and takes cues from the environment							
	Selects objects and interacts with them according to their function							
	Engages in self-chosen activities; selects resources for familiar activities							
	Maintains attention on a self-chosen activity							
	Intentionally communicates wants, likes and dislikes							
	Initiates interactions with adult and can predict outcomes of own actions							
	Initiates interactions with peers							
	Can select resources and use them for new non-routine tasks							
	Seeks reassurance from adults about what is going to happen next							
Shows initiative to try new tasks and use resources independently								
INTERACTIONS	Shows interest in activities of peers							
	Is aware that own actions have consequences							
	Engages in activities alongside others							
	Participates in adult directed group activities; willing to try new activities							
	Takes turns in adult-led group activities							
	Interacts with peers in adult-led imaginative play or role play							
	Interacts with peers in imaginative or role play without adult involvement							
	Attempts to negotiate with others in a variety of settings							
	Uses appropriate eye contact, body language, facial expression and intonation							
	Able to make friendships							
COOPERATION	Shares objects with others							
	Participates in group activities without adult direction							
	Takes turns without adult direction							
	Follows rules/boundaries in small group activities with support							
	Attempts to negotiate with peers							
	Demonstrates the ability to take on a variety of roles with peers							
	Understands the aims of games and activities							
	Able to tolerate being kept waiting							
	Demonstrates turn-taking with minimal prompts							
	Demonstrates the ability to work as a member of a team							
	Maintains attention appropriately to other people in group situations							
	Cooperates in group situations with support							
	Makes contributions to planning activities in routine situations							

Key: 0-never, 1-rarely, 2-not often (once a month), 3-often (once a week), 4-very often (once a day), 5-almost always

Target set: _____

Completed by: _____ Date of Review: _____