

The Social-Emotional-Behavioural Assessment

For Verbal Communicators

And AAC users Who Can Combine Words

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The SEB-2 has been developed over several years to measure the social, emotional and behavioural strengths and needs of individuals who are verbal at a 2-word level and above, or who have sufficient expressive skills to be able to combine two or more signs, symbols or utterances from a speech output device. This assessment has proved useful with young children as well as with older children, adolescents and adults with learning difficulties.

The SEB-2 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 may also be helpful for monitoring individuals 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-2 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 200. Progress to SEB-3 if the score on SEB-2 > 160

**SEB-2 ASSESSMENT FOR VERBAL COMMUNICATORS
AND AAC USERS WHO CAN COMBINE WORDS**

Name:		Date:	0	1	2	3	4	5
R E S P O N S E	Shows interest in the views and opinions of peers							
	Attentive and motivated to work							
	Respects property, does not damage, destroy or steal							
	Considerate to others and shows understanding and sympathy							
	Demonstrates the ability to adapt own behaviour according to the social situation							
	Has a sense of humour and appreciates jokes							
	Respects authority and answers politely							
	Confident in starting up conversations							
I N I T I A T I O N	Speaks clearly and able to express ideas coherently							
	Demonstrates the ability to give instructions effectively							
	Works independently without intervention from someone in authority							
	Seeks help appropriately when the need arises							
	Chooses leisure or play activities appropriately							
	Seeks attention appropriately without seeking unwarranted attention							
	Works systematically, at a reasonable pace and is organised							
	Has appropriate leisure or play skills to amuse him or her self							
I N T E R A C T I O N	Chooses friends appropriately							
	Generally polite and complies with social conventions							
	Uses appropriate eye contact, body language, facial expression and intonation							
	Demonstrates the ability to express own opinions clearly							
	Takes turns appropriately in conversations							
	Makes effective use of questioning							
	Respects other pupils and interacts with them politely							
	Demonstrates the ability to tell coherent stories about real life events							
C O P E R A T I	Contributes readily in a group, makes appropriate suggestions							
	Listens to peers and adapts accordingly							
	Maintains conversations effectively with relevant contributions							
	Kind and thoughtful to others							

O N	Pleasant to peers and is not cruel or spiteful						
	Demonstrates the ability to end conversations appropriately and politely						
	Generally happy and enjoys the company of peers						
	Demonstrates the ability to negotiate with others in a variety of settings						
A S S E R T I V E N E S S	Demonstrates the ability to express feelings appropriately						
	Can stand up for him or her self						
	Demonstrates the ability to refuse to do something using appropriate forms of communication						
	Apologises appropriately when in the wrong						
	Demonstrates the ability to control frustration or anger without resorting to aggression						
	Expresses disagreement without losing control						
	Recognises and repairs misunderstandings without losing self-control						
	Demonstrates the ability to make complaints appropriately						
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: _____