

Social / Emotional Development Screening Tool

The purpose of the screening tool

The screening tool was devised to provide care givers and practioners information and guidance on how to support children's emotional development.

Why is emotional development important in children?

Emotional development influences a child's self-confidence, empathy, the ability to develop meaningful and lasting friendships and partnerships, and a sense of importance and value to those around him/her. Children's social and emotional development also influences all other areas of development.

In order to nurture your child's social and emotional development, it is important to engage in quality interactions on a daily basis.

How to use the screening tool

The screening tool is broken down into ages and stages.

Choose the screening tool that is closest to the child's age.

Look at each statement and observe the child – if you are able to observe an example of a statement in the child's behaviour highlight the statement.

If there are gaps where you haven't been able to highlight then that is an area that needs some focus and there are suggested resources and activities to develop that stage in the child's development.

If the child is not demonstrating any of the areas in the tool that is closet to their age then go back a stage and use the screening tool for the next age group down until you reach a point when you are able to highlight some of the statements.

It is important that this screening tool is used collaboratively with all the child's care givers for example parents, grandparents and the child nursery/education setting.

The ages of stages of development in the screening tool was taken form Carol Westby's research

Thinking about Thinking: Assessing Foundations for Social-Emotional Development

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Social / Emotional Development Screening Tool: **Ages 0-12 months**

NAME		DOB		NHS No.		Date of screen		Date of 2nd screen	
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Age	Thinking What they should be doing	Emotion How they show it	Example	Observations / examples seen in child	Suggested activities	Suggested resources
0-6 months		Respond to emotional reactions of others	<i>If someone smiles- child will smile back- still face, (child has a still face)</i>		Tickling games Peek a boo Hiding – peep po Turn taking games Copying noises Copying facial expressions	Speech and Language UK – Babbling babies cards www.bbc.co.uk-tiny-happy-people https://www.bbc.co.uk/tin-y-happy-people/face-fun-challenge/z9r7kty
		Contagious empathy – catching another's mood	<i>If another child cries they may start crying</i>			
		Imitates expressions	<i>Copying facial expressions</i>		Copying noises Copying facial expressions	Speech and Language UK – Babbling babies cards www.bbc.co.uk-tiny-happy-people https://www.bbc.co.uk/tin-y-happy-people/copying-actions/zf3kri6

Age	Thinking What they should be doing	Emotion How they show it	Example	Observations / examples seen in child	Suggested activities	Suggested resources
6-8 months	Responsive Joint Attention	Displaying different emotions such as joy, sadness anger, disgust	<i>Spits food out if doesn't like it</i> <i>Laughs when another does something silly</i>		<i>Respond to the action, copy the action, acknowledge the actions and label it e.g oh no was that yucky</i>	www.bbc.co.uk-tiny-happy-people https://www.bbc.co.uk/tiny-happy-people/copying-actions/zf3kri6

Age	Thinking What they should be doing	Emotion How they show it	Example	Observations / examples seen in child	Suggested activities	Suggested resources
8 -12 months	Follows line of regard	Looks for care givers facial expression to 'check in '	<i>Looking at what you are pointing/looking at. If you look at the baby, then away to a point of focus the baby follows to what you are looking at</i> <i>Looking/ checking if this is okay- eg crawling to the door, look back to wait on a caregiver to say yes/no to leaving</i>		<i>Build a tower knock it down when this happens look at the child, look at the bricks, look at the child with surprise and respond with wow uh oh etc</i> <i>Do the same with everyday activities such as the door bell ringing, the dog barking</i>	<i>Speech and Language UK: Early Talkers cards</i> https://growingearlyminds.org.au/tips/joint-attention/
	Initiate joint attention on objects	Uses eye pointing or finger pointing to show care giver something	<i>If I do I get....</i> <i>If I do ... you do ...</i>		<i>Turn taking games e,g building towers</i> <i>Ready Steady go games</i> <i>Bubbles</i>	<i>Bucket of surprises</i> https://www.0to19torbay.co.uk/resources-for-families/send/ <i>Speech and Language UK: Early Talkers cards</i> <i>Shared interests</i> https://www.bbc.co.uk/tiny-happy-people/tools-for-talking-9-12-months/z74hxbk
	Initiate behaviour request-	Repeating actions to get a care givers response	<i>Crawls over on response to care giver holding out arms,</i> <i>Drop a spoon so caregiver picks it up</i>		<i>Peek a boo games</i>	<i>Speech and Language UK: Early Talkers cards</i> <i>Copy cat games:</i> https://www.bbc.co.uk/tiny-happy-people/copycat/zb2bvk7

Social / Emotional Development Screening Tool: **Ages 13-18 months**

NAME		DOB		NHS No.		Date of screen		Date of 2nd screen	
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Age	Thinking What they should be doing	Emotion How they show it	Example	Observations / examples seen in child	Suggested activities	Suggested resources
13-17 months	Understand physical relation between a person's line of sight and their behavior; e.g screams if sees a spider	Child spontaneously gives kisses/ cuddles or strokes arm if sees someone is sad.	Caregiver tired child will give a cuddle put them to bed		Pretend play	Speech and Language UK: Early Talkers cards Pretend play: https://www.bbc.co.uk/tiny-happy-people/night-night-teddy/znmspg8
	Understands what someone is looking at- (e.g. caregiver looks at drink, child realises it's the drink and excited to get it/ have a drink)	Child starts to reach for object, claps hands, bounces up and down, laughs, smiles. Child may also mirror caregivers emotion	Caregivers gets the bath duck down and child runs away as they don't like bath time		Feely bags Guess the activity: Show the child a cup can they go to the kitchen, show the child a duck can they go to the bathroom etc	

Social / Emotional Development Screening Tool: **Ages 18-35 months**

NAME		DOB		NHS No.		Date of screen		Date of 2nd screen	
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Age	Thinking What they should be doing	Emotion How they show it	Example	Observations/examples seen in child	Suggested activities	Suggested resources
18-35 months	Recognize that different people may like different things or have different desires	Consciously recognize distress in others;	<i>Predict that receipt of broken toy will make child unhappy)</i>		<i>Pretend play</i>	Teaching emotions to toddlers: https://www.ahaparenting.com/read/helping-toddlers-learn-about-emotion
	Emergent sense of self - they understand own likes and dislikes	Show a range of facial expressions Use words like happy, sad, mad, scared			<i>Naming child's emotions as they occur</i> <i>Pretend play/puppet play</i> <i>Stories</i>	Teaching emotions to toddlers: https://www.ahaparenting.com/read/helping-toddlers-learn-about-emotion

Social / Emotional Development Screening Tool: **Ages 36-48 months**

NAME		DOB		NHS No.		Date of screen		Date of 2nd screen	
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Age	Thinking What they should be doing	Emotion How they show it	Example	Observations/examples seen in child	Suggested activities	Suggested resources
36-48 months	Understand that people's actions can be determined by their desires, intentions, and thoughts - Looking at someones actions and linking to how the person is feeling	Talk about causes and consequences of emotions e.g., "Mummy will be happy if I tidy my room"			<i>Match emotion words</i> <i>happy,</i> <i>sad,</i> <i>mad,</i> <i>afraid etc</i> <i>to photographic faces</i> <i>Reading stories</i> <i>Puppet play</i> <i>Feeling face bingo</i>	Social Stories Feelings activities: https://www.justonenorfolk.nhs.uk/emotional-health/children-young-peoples-emotional-health/emotional-health-activities/feelings-activities/ Understanding emotions https://www.bbc.co.uk/tiny-happy-people/face-game/z8sgr2p
	Understand that perceptual activity (seeing, being told) is in some way connected to knowing	Taking an object to someone to reflect their feelings	<i>Making someone a pretend cup of tea if they are sad</i>		<i>Pretend play</i> <i>Reading books</i>	Pretend play: https://www.bbc.co.uk/tiny-happy-people/lets-make-believe/z7tmxyc Books: Owl babies No matter what Five minutes peace

Age	Thinking What they should be doing	Emotion How they show it	example	Observations/examples seen in child	Suggested activities	Suggested resources
36-48 months	Understand that different people can see different things		<i>Looking at a shared picture and saying their favourite thing is and comparing it to someone else's</i>		<i>Stories – talking about the favourite thing in the story and comparing it to others favourite things</i> <i>Going shopping and picking out everyone's favourite foods</i> <i>I spy ...</i>	Ideas on developing perspective: https://www.speechandlanguagekids.com/how-to-teach-perspective-talking-to-children/ I Spy: https://www.bbc.co.uk/tiny-happy-people/what-can-we-spot-on-the-way/z6s26v4
	Understand that imaginary objects are different from real objects	Behaviours are different if they are 'dressed up'	<i>The child when dressed up as a dog may only bark but when they are dressed in their day to day clothes they behave and talk as a child</i>		<i>Dressing up play</i> <i>Imaginative play</i> <i>Making up stories</i> <i>Reading books</i>	
	Words like remember, know, and think appear in spontaneous speech		<i>When asked what they need to go to the park they respond I think I may need my coat etc</i>		<i>Memory boxes</i> <i>Photographs</i> <i>Home school books to talk about the child's shared experiences</i>	

Social / Emotional Development Screening Tool: **Ages 4-5 Years**

NAME		DOB		NHS No.		Date of screen		Date of 2 nd screen	
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Age	Thinking What they should~ be doing	Emotion How they show it	Example	Observations/examples seen in child	Suggested activities	Suggested resources
4-5 Years	First Order Theory of Mind: predicts what someone is thinking or feeling	Show fear /joy at other people's experiences	<i>Predicting that someone will be very excited to get a certain gift or that someone may be 'cross' to find their chocolate bar has been eaten</i>		<i>Pretend play Using books to discuss feelings Emotions cards</i>	Hanen Centre – Tuning in to others: https://www.hanen.org/helpful-info/articles/tuning-in-to-others-how-young-children-develop.aspx#:~:text=Studies%20have%20shown%20that%20when,of%20others%27%20thoughts%20and%20feelings. 10 activities for teaching young children emotions: https://blog.brookespublishing.com/10-activities-for-teaching-young-children-about-emotions/
	Understanding mythical creatures are not real but still responding as if they were	Participation in games to find fairies or dragons etc	<i>Tip toeing over bridges so as not to wake the troll</i>		<i>Make believe play Stories e.g Peter Pan, Gruffalo, Where the Wild things are, Zog etc</i>	The importance of make believe play: https://www.beginlearning.com/parent-resources/make-believe-play/ Helicopter stories https://www.teachearlyyears.com/learning-and-development/view/unlocking-a-voice https://www.youtube.com/c/MakeBelieveArts

Age	Thinking What they should be doing	Emotion How they show it	Example	Observations/examples seen in child	Suggested activities	Suggested resources
4-5 Years	Perspective taking; understand not only what people see but also how it appears to them	Knowing that something may be different to others e.g. two people looking at a spider - one will look at it as 'I like spiders', the other person will jump and be scared. It has appeared differently to two people.	<i>Tease someone with an imaginary spider to get their reaction</i>		<i>Make believe – being in someone else's shoes – job roles</i> <i>Problem solving activities</i>	Videos to teach perspective: https://www.wholechildcounseling.com/blog Perspective making activities: https://www.teachingexpertise.com/classroom-ideas/perspective-taking-activities-for-middle-school/
	Predicting future events	Able to predict what might happen next	<i>What will happen to the sandcastle when we have gone home</i>		<i>Making up own endings to a story</i> <i>Sequencing activities</i> <i>Ask 'what if' questions</i>	Tip sheet – making predictions; https://illinoisearlylearning.org/tipsheets/prediction/ Productive prediction activities: https://www.teachingexpertise.com/classroom-ideas/prediction-activity-for-students/#:~:text=Getting%20students%20to%20make%20predictions,ways%20to%20activate%20prediction%20strategies.

Social / Emotional Development Screening Tool: **Ages 6-8 Years**

NAME		DOB		NHS No.		Date of screen		Date of 2 nd screen	
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Age	Thinking What they should be doing	Emotion How they show it	Example	Observations/examples seen in child	Suggested activities	Suggested resources
6-8 Years	Second Order Theory of Mind The child knows that what they believe to be true isn't always the truth in all contexts	Can display the correct emotion to fit the situations Able to reflect a change in emotions based on a change in circumstance	<i>A child understands that their mum may like their nans dog but that doesn't mean their mum likes all dogs</i> <i>A child can understand that someone can be happy quickly after being sad because the situation has changed (even though they haven't seen what has made the change)</i>		Hide and seek Description games: I spy, guess who, Headbandz	Resources to help improve what others are thinking and feeling: https://www.banterspeech.com.au/68-free-resources-and-tips-to-help-your-child-improve-their-social-skills-by-understanding-what-others-are-thinking-and-feeling/
	The child understands that someone new to a situation will not know what they know	The child may fill in the gaps for the new person	<i>Explain the rules of an unfamiliar game to the person who has joined in halfway through</i>			Resources to help improve what others are thinking and feeling: https://www.banterspeech.com.au/68-free-resources-and-tips-to-help-your-child-improve-their-social-skills-by-understanding-what-others-are-thinking-and-feeling/

Social / Emotional Development Screening Tool: **Ages 8-10 Years**

NAME		DOB		NHS No.		Date of screen		Date of 2 nd screen	
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Age	Thinking What they should be doing	Emotion How they show it	Example	Observations/examples seen in child	Suggested activities	Suggested resources
8-10 Years	Understanding situations of when to fib and identifying when others are fibbing	Recognising sarcasm Identifying situations through body language and use it to mislead others	<i>Saying 'ha ha' if someone is sarcastic to them</i> <i>Uses tone of voice or over exaggerated facial expressions</i>		<i>2 truths 1 lie game</i> <i>Never have I ever</i>	Never have I ever: https://healthyhappyimpactful.com/never-have-ever-questions-kids/
	Using meta cognitive strategies such as Using prior knowledge Thinking aloud Ask questions	Use white lies for their advantage Use body language to deliberately mislead others Drawing on previous experiences to inform actions	<i>'I didn't do it 'or I don't know when they do know or did do it</i> <i>Using fibs to make themselves look good in front of others</i> <i>Using the toilet as an excuse to get out of a situation such as tidying</i> <i>Deliberately looking sad to get a reward e.g. sitting alone so someone feels sorry for them and buys them sweets</i> <i>Being invited to a party and planning what gift you will give as you know that is expected as part of being invited</i>		<i>2 truths 1 lie game</i> <i>Never have I ever</i>	Help children to think about their thinking: https://imaginationsoup.net/teach-kids-to-think-about-their-thinking-metacognition/ Meta cognition in the classroom: https://www.kenningtonacademy.co.uk/metacognition-in-school/ Activities for metacognition: https://resources.depaul.edu/teaching-commons/teaching-guides/learning-activities/Pages/activities-for-metacognition.aspx