



Feidhmeannacht na Seirbhíse Sláinte  
Health Service Executive

H.S.E. South  
Speech and Language Therapy Dept.  
Eye Ear and Throat Hospital  
Lancaster Quay  
Cork  
Tel: 021 4921601  
Fax. 021 4921620

## Social, Emotional & Behavioural Rating

Child's name \_\_\_\_\_ Date of birth \_\_\_\_\_

Completed by \_\_\_\_\_ (Teacher/Therapist/Parent)

*For each statement below please circle the response which, in your experience, applies most appropriately to the child.*

*Circle one response only per statement and please respond to every item.*

*Please complete the form in consultation with 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 (conversations, telling news, recounting stories) with familiar listeners  
Generally                                      Sometimes                                      Rarely
3. The child is able to join in and play with peers at an 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, for example saying 'it's too hard'  
Generally                                      Sometimes                                      Rarely
4. The child displays frustration/anxiety when s/he can't get his/her message across  
Generally                                      Sometimes                                      Rarely

## **Behavioural**

- |   |           |        |
|---|-----------|--------|
| <b>1. The child uses compensatory strategies to get his/her message across e.g. gesture, actions, changing the words etc</b>  |           |        |
| Generally   | Sometimes | Rarely |
| <b>2. When the child cannot understand what is being said to him/her s/he can let you know by asking 'what?/huh?' or asking for a repetition</b>  |           |        |
| Generally   | Sometimes | Rarely |
| <b>3. The child demonstrates age-appropriate pragmatic language skills e.g. eye contact, volume, turn-taking, using language forms that are appropriate to the situation and people involved</b>  |           |        |
| Generally   | Sometimes | Rarely |
| <b>4. The child can react in any of the following ways when s/he has difficulty understanding what is being said or has difficulty expressing him/herself: becoming embarrassed, becoming withdrawn, acting out, behaving aggressively, having tantrums</b> |           |        |
| Generally   | Sometimes | Rarely |
| <b>5. The child show signs of discomfort in speaking situations, e.g. tearfulness, muscle tensing, throat clearing, blanching/blushing</b>  |           |        |
| 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 Language Impairment Jan 2008)*