SEAM™
Social-Emotional Assessment/ Evaluation Measure
RESEARCH EDITION

Preschool
for developmental range 36–66 months

Child's name: _____ Child's date of birth: _____

Family's name: _____ Today's date: _____

Name of person completing form: _____ Date of administration: _____

INSTRUCTIONS: Please read each SEAM item and think about your child's behavior before selecting an answer. You may need to observe your child before selecting a response to the item. Each item is accompanied by several examples to give you ideas about how the behavior *might* look. These behaviors may be displayed in different ways depending on your child's age, the developmental stage of your child, and the expectations of your culture and family. The way in which your child displays these behaviors may or may not be illustrated by the examples. It is not expected that all children will exhibit every behavior.

The four scoring options include *very true, somewhat true, rarely true,* and *not true.* For example, when indicating whether your child shares and takes turns with other children, check the box under

- *Very true* if your child shares and takes turns with other children consistently or most of the time
- *Somewhat true* if your child shares and takes turns with other children sometimes, though not consistently
- *Rarely true* if your child shares and takes turns with other children rarely or only once in a while
- *Not true* if your child does not share and take turns with other children

In addition, each item has a circle that you can check to indicate if an item is a concern. Each item also has a triangle that you can check if you would like this item to become a focus area for your child.

Please read each item carefully and check the box ✔ that best describes your child's behavior. Check the circle ✔ if this item is a concern. Check the triangle ✔ if this item will become a focus area for your child.

	Very true	Somewhat true	Rarely true	Not true	Concern	Focus area
C-1.0 PRESCHOOL-AGE CHILD DEMONSTRATES HEALTHY INTERACTIONS WITH OTHERS						
1.1 Child shows affection toward you and other familiar adults and children.	☐	☐	☐	☐	○	△

Some examples might be
Smiles at other children
Calls friends by name
Hugs you and favorite friends
Makes plans to sit by you or favorite friends at lunch

1.2 Child talks and plays with you and other familiar adults and children.	☐	☐	☐	☐	○	△

Some examples might be
Uses phrases or sentences to talk to others
Plays ball or other games with you
Names a friend with whom she likes to play
Plays favorite games with other children or adults
Engages in back-and-forth conversations with you and other familiar adults

1.3 Child uses words to let you know if he needs help, attention, or comfort.	☐	☐	☐	☐	○	△

Some examples might be
Asks for help to find a lost toy
Finds you when hurt and asks for a Band-Aid or hug
Talks about recent experiences (e.g., "At Granny's, I fell off my bike and hurt my foot")
Can resolve some conflicts with words (e.g., "It's my turn with the fire hat")

1.4 Child plays with other children.	☐	☐	☐	☐	○	△

Some examples might be
Plays in sandbox near other children
Plays imaginatively with peers for short times
Plays dress up with other children, sharing clothing
Plays pretend games such as kitty-cat, firefighters, or house
Plays imaginary games with peers that do not depend on objects (e.g., superheroes)

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	Very true	Somewhat true	Rarely true	Not true	Concern	Focus area
1.5 Child shares and takes turns with other children.	☐	☐	☐	☐	○	△

Some examples might be

Takes turns on swing with reminders from you

Shares toys, such as rolling pins and shape cutters when playing with playdough

Takes turns in simple games (e.g., tag)

Offers paints or crayons to a friend when drawing

Takes turns when playing board games, such as Chutes and Ladders, and playing other games, such as Red Rover

C-2.0 PRESCHOOL-AGE CHILD EXPRESSES A RANGE OF EMOTIONS						
2.1 Child smiles and laughs.	☐	☐	☐	☐	○	△

Some examples might be

Laughs when another child makes a funny face

Smiles when you come to pick her up from child care

Smiles and laughs when playing with peers

Laughs at fun books during group time

2.2 Child expresses a range of emotions using a variety of strategies.	☐	☐	☐	☐	○	△

Some examples might be

Laughs, cries, shouts in excitement, shows anger physically (e.g., crossing arms, stomping feet)

Expresses many feelings (e.g., happy, sad, mad, tired)

Says, "I'm mad at you," or "I'm scared"

2.3 Child describes emotions of others.	☐	☐	☐	☐	○	△

Some examples might be

Says, "He is sad" when another child cries

Identifies others' emotions (e.g., says, "You're tired," when teacher yawns)

Describes others' emotions and reason for the emotion (e.g., "Teacher, you are sad because the kids are noisy and not listening")

2.4 Child identifies own emotions.	☐	☐	☐	☐	○	△

Some examples might be

Says he is mad or upset when angry

Tells you he is happy when given a toy he wants

Identifies feelings and why he has them (e.g., "I am mad because I never get to be teacher's helper")

Identifies some subtle feelings (e.g., frustration, disappointment, surprise)

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	Very true	Somewhat true	Rarely true	Not true	Concern	Focus area
C-3.0 PRESCHOOL-AGE CHILD REGULATES SOCIAL-EMOTIONAL RESPONSES						
3.1 Child can calm self after periods of exciting activity.	☐	☐	☐	☐	○	△

Some examples might be
    Calms down after a game of chase within 10 minutes, with some guidance from you
    Stops laughing after funny event is over
    Makes the transition from outside to inside activities						

3.2 Child responds to peer's or caregiver's soothing when upset.	☐	☐	☐	☐	○	△

Some examples might be
    Quiets when physically comforted by you or a peer
    Quiets in response to your comforting (e.g., "Sarah, you will have a turn next")
    Stops fretting when you explain why she needs to come inside						

3.3 Child can calm self when upset within 5 minutes.	☐	☐	☐	☐	○	△

Some examples might be
    Stops fussing after a minor fall within a few minutes
    Finds another activity after conflict with peer						

3.4 Child remains calm in disappointing situations.	☐	☐	☐	☐	○	△

Some examples might be
    Finds another game or toy when you remove a favorite toy, with some guidance from you
    Says it is okay when he did not win a prize						

C-4.0 PRESCHOOL-AGE CHILD SHOWS EMPATHY FOR OTHERS						
4.1 Child responds appropriately to others' emotional responses.	☐	☐	☐	☐	○	△

Some examples might be
    Laughs when group of children are enjoying a game
    Gives a toy back when another child shows distress
    Asks why a friend or caregiver is feeling sad or angry
    Shows understanding that people have mixed emotions, may comment about peer (e.g., "She is sad and mad")						

4.2 Child tries to comfort others when they are upset.	☐	☐	☐	☐	○	△

Some examples might be
    Comforts another child who is crying by offering a toy or reassuring words (e.g., "Are you okay?")
    Asks why adult is sad and listens to response
    Expresses understanding of others' feelings (e.g., "It is sad that he doesn't have a bike")						

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	Very true	Somewhat true	Rarely true	Not true	Concern	Focus area
C-5.0 PRESCHOOL-AGE CHILD SHARES AND ENGAGES WITH OTHERS						
5.1 Child focuses on or joins activities.	☐	☐	☐	☐	◯	△
Some examples might be *Looks at a picture pointed out by another child* *Helps you with household tasks, helps to feed the dog, wipes the table* *Joins peers who are engaged in an activity (e.g., feeding baby dolls, making roads in a sandbox)*						
5.2 Child greets adults and peers.	☐	☐	☐	☐	◯	△
Some examples might be *Says, "Hi" to friend, says, "Bye" when leaving preschool* *Uses friends' and teachers' names*						
5.3 Child cooperates in play or when completing a task.	☐	☐	☐	☐	◯	△
Some examples might be *Helps another child stack blocks to build a tall tower* *Engages in dramatic play (e.g., "You be the dad, and I will be the baby")* *Can switch roles when playing (e.g., "Now I am the bus driver, and you are the kid")*						
5.4 Child participates appropriately in group activities.	☐	☐	☐	☐	◯	△
Some examples might be *Participates in group singing* *Helps with cooking project by taking turns with other children pouring ingredients and stirring* *Raises hand to ask questions when a story is being read*						
C-6.0 PRESCHOOL-AGE CHILD DEMONSTRATES INDEPENDENCE						
6.1 Child explores new materials and settings.	☐	☐	☐	☐	◯	△
Some examples might be *Is becoming more independent and leaves your side for a short time at the park* *Becomes independent and plays by self at the playground* *Tries out equipment at new playground* *Explores new activity in the classroom (e.g., sensory table with shaving cream, dry beans)*						

SAMPLE

Please read each item carefully and check the box ✔ that best describes your child's behavior. Check the circle ✔ if this item is a concern. Check the triangle ✔ if this item will become a focus area for your child.

	Very true	Somewhat true	Rarely true	Not true	Concern	Focus area
6.2 Child can leave you without distress.	☐	☐	☐	☐	◯	△
Some examples might be						
Leaves you on park bench to play with friends in the playground						
Tells you "Bye" and does not cry when left at familiar child care						
6.3 Child tries new task before seeking help.	☐	☐	☐	☑	◯	△
Some examples might be						
Tries to complete puzzle before seeking help						
Tries to open jar before asking for assistance						
Tries independently spreading peanut butter on toast or muffin						
6.4 Child stays with or returns to challenging activities.	☑	☐	☐	☐	◯	△
Some examples might be						
Asks to skate again after falling						
Helps clean up until all objects are put away						
Builds a block tower again after it falls over						
Cleans up toys by self until all objects are put away						

C-7.0 PRESCHOOL-AGE CHILD DISPLAYS A POSITIVE SELF-IMAGE

	Very true	Somewhat true	Rarely true	Not true	Concern	Focus area
7.1 Child shows off work, takes pride in accomplishments.	☐	☐	☐	☐	◯	△
Some examples might be						
Shows you a completed drawing						
Says, "Look at me," when painting						
Tells other adults, "Watch me run fast"						
Describes what she has done (e.g., "Mom, I cut this out, taped it, and put glitter on it. Isn't it beautiful?")						
7.2 Child makes positive statements about self.	☐	☐	☐	☐	◯	△
Some examples might be						
Tells you, "I can do it myself"						
Describes performance, "I made a huge dinosaur"						
Describes work, "My tower is taller than Fernando's"						
Describes traits, "I'm good at cutting"						
Says, "I'm smart"						

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	Very true	Somewhat true	Rarely true	Not true	Concern	Focus area
7.3 Child knows personal information.	☐	☐	☐	☐	○	△

Some examples might be
Gives first name, age, and gender when asked
Tells you his first and last name and siblings' first names
Knows identifying information (e.g., phone number, address, birthday)

C-8.0 PRESCHOOL-AGE CHILD REGULATES ATTENTION AND ACTIVITY LEVEL

	Very true	Somewhat true	Rarely true	Not true	Concern	Focus area
8.1 Child regulates her activity level to match setting.	☐	☐	☐	☐	○	△

Some examples might be
Plays with peers in sandbox with safety reminders
Sits safely in the bath while bathing, with your supervision
Jumps and runs outside
Participates in small and large group with help from you or other adult, sits and listens to story with group, dances with friends to music
Entertains self, such as taking book to reading corner to look at pictures
Plays safely outside with peers or at parks, with your supervision

8.2 Child participates in early literacy activities.	☐	☐	☐	☐	○	△

Some examples might be
Holds book correctly and turns pages
Recognizes a few letters of the alphabet
Copies and prints some letters and shapes
Recognizes many letters of the alphabet, printed name, and some words
Writes first name and many letters

8.3 Child stays with motor activity for 10 minutes or longer.	☐	☐	☐	☐	○	△

Some examples might be
Rides tricycle for 10 minutes
Plays games such as Simon Says for 10 minutes

8.4 Child moves from one activity to another without problems.	☐	☐	☐	☐	○	△

Some examples might be
Shifts from group time to free play activities, with adult prompt and without problems
Moves from bath to bed with adult prompt

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	Very true	Somewhat true	Rarely true	Not true	Concern	Focus area
8.5 Child participates in games with others.	☐	☐	☐	☐	○	△
Some examples might be *Plays cars with other children* *Plays card games such as Go Fish with others* *Plays board games with playmates*						

C-9.0   PRESCHOOL-AGE CHILD COOPERATES WITH DAILY ROUTINES AND REQUESTS

	Very true	Somewhat true	Rarely true	Not true	Concern	Focus area
9.1 Child follows routines and rules.	☐	☐	☐	☐	○	△
Some examples might be *Follows clean-up routine after meals, with reminders* *Helps get self dressed* *Follows simple rules at home and school* *Enjoys games with rules (e.g., Chutes and Ladders, Candyland)* *Transfers rules from different settings (e.g., "My teacher says we walk outside")*						
9.2 Child does what he is asked to do.	☐	☐	☐	☐	○	△
Some examples might be *Gets coat on when asked* *Goes and gets a storybook when Grandma asks him to pick a book to read* *Remembers a rule when reminded (e.g., using a quiet voice, walking indoors)*						
9.3 Child responds appropriately when corrected by adults.	☐	☐	☐	☐	○	△
Some examples might be *Stops running when asked* *Takes appropriate toys when prompted by adult* *Returns too-large portion of food to serving plate when told*						

C-10.0   PRESCHOOL-AGE CHILD SHOWS A RANGE OF ADAPTIVE SKILLS

	Very true	Somewhat true	Rarely true	Not true	Concern	Focus area
10.1 Child solves problems to meet her needs.	☐	☐	☐	☐	○	△
Some examples might be *Asks you for help when hungry or thirsty* *Finds you when needing help with problems (e.g., opening outside door)* *Gets cup of water when thirsty* *Problem-solves with peer to decide rules of a game or roles in imaginary play (e.g., playing house or grocery store)*						

Please read each item carefully and check the box ☑ that best describes your child's behavior. Check the circle ☑ if this item is a concern. Check the triangle ☑ if this item will become a focus area for your child.

	Very true	Somewhat true	Rarely true	Not true	Concern	Focus area
10.2 Child manages changes in settings and conditions.	☐	☐	☐	☐	◯	△
Some examples might be *Accepts changes in familiar routine (e.g., field trip at school, father picking him up instead of mother)* *Adjusts to sleeping in a new place* *Eats without problem in a restaurant*						
10.3 Child keeps herself safe in potentially dangerous conditions.	☐	☐	☐	☐	◯	△
Some examples might be *Waits for you or other adult before crossing a street* *Climbs a jungle gym safely* *Follows rules when in public (e.g., stopping at crosswalks, not going away with strangers)*						
10.4 Child feeds self and eats a variety of foods without a problem.	☐	☐	☐	☐	◯	△
Some examples might be *Eats most foods that are offered* *Eats small bites of new foods* *Eats with utensils and can pour juice from a pitcher or jug* *Prepares food (e.g., opens bag of fruit snacks, uses knife to spread peanut butter on crackers)*						
10.5 Child dresses self.	☐	☐	☐	☐	◯	△
Some examples might be *Undresses independently (no buttons or snaps)* *Dresses independently* *Manipulates buttons, zippers, and shoes*						
10.6 Child uses the toilet appropriately.	☐	☐	☐	☐	◯	△
Some examples might be *Indicates need and seeks bathroom when necessary* *Uses toilet with little help from caregiver and remains dry at night* *Takes care of toileting needs independently*						
10.7 Child goes to bed and falls asleep without a problem.	☐	☐	☐	☐	◯	△
Some examples might be *Goes to bed when prompted by you, without crying* *Follows naptime or sleeping routine at home, child care, or preschool* *Falls asleep shortly after going to bed*						